BSBCRT412 ASSESSOR GUIDE

Articulate, present and debate ideas

Assessment 2 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
- A copy of the written communication you created to support your presentation (e.g., PowerPoint slides, handouts, emails, reports)
- Role-play recording.
- A copy of the feedback tool you created to collect 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 planned, presented and gathered feedback on a persuasive oral presentation.

Scenario

On the last Friday of every month, your team gathers for the monthly team meeting. To keep things interesting, your manager asks a team member to deliver a 10-to-15-minute presentation to the group on a topic of their choice. Every month has a theme, and next month's theme is 'Persuade Me!'. Your manager has told you that it's your turn to present at next month's meeting.

Part A: Plan the presentation.

Complete the template to address the following:

1. Clearly define the purpose and goal of your presentation
2. What are the key themes and ideas you will explore for this presentation? List two (2) key themes and ideas for each.
3. a) Name two (2) different methods of communication you can use to persuade your audience of your views and the advantages and disadvantages of each.
   b) Which method of communication will you use and why?
4. Who will be in your audience? What do you need to know about them? How will you find out about them?
5. How will you cater to those with Visual, Aural, Reading/Writing and Kinaesthetic information processing preferences? Give two (2) specific examples for each preference.
6. What persuasive techniques will you use to persuade your audience? Give specific examples of at least three (3) techniques you will use and how you intend to use them.
7. List two (2) ways you would identify and analyse methods to elicit responses from the audience in consultation with others.
8. What organisational communication guidelines will you need to follow?
9. 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?
10. Discuss at least three (3) communication challenges you might face when communicating your views to your team. How can you overcome these challenges?
11. 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.
12. What technology will you use to present your views to your team?
13. How will you seek feedback from your audience on your presentation? Design a feedback tool (survey, a handout with questions, or similar) that you can distribute to your audience to gather feedback on your presentation. Ensure questions cover feedback on both your presentation's content and delivery. You can refer to Appendix 3 below to design a feedback survey.

Assessor Instructions

Students must complete all 13 sections/questions in this template. A sample answer is provided for each question below.

Theme:	Persuade Me
Your topic:	Student topic of choice

1. What is the purpose and goal of your oral presentation? (Approximate 40-50 words)

Assessors note.

Students must identify the presentation's purpose and the audience's goal. Ensure that the information presented by students has a logical flow.

- The student identifies that the purpose of the presentation is to persuade the audience to their point of view or to take on their ideas, etc.
- The goal is what the student wants the audience to do. For example, to take action, change behaviours, change their thinking etc.

2. What are the key themes and ideas you will explore for this presentation? List two (2) key themes and ideas each. (Approximate 90-100 words)

Assessors note.

Based on the scenario, students must outline two themes and ideas for their presentation. A sample answer is provided below. However, each student's response will be different. Ensure that students' key themes and ideas have a logical flow in relation to the purpose and goal of the presentation.

3. a) Name two (2) different methods of communication you can use to persuade your audience of your views and the advantages and disadvantages of each. (Approximate 95-100 words)

Assessors note.

Students must include valid methods of communication that are in line with the scenario, including their advantages and disadvantages. Benchmark responses are provided below:

PowerPoint slides

Advantages include:

- supporting the presentation visually and engaging those with visual preferences.

Disadvantages include:

- poor design.
- detract from the speaker.

Making a presentation

Advantages include:

- being able to read body language.
- everyone gets 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 is immediate.

Disadvantages include:

- 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.

b) Which method of communication will you use and why? (Approximate 20-30 words)

Assessors note.

Students must clearly identify which of the two methods of communication they will be using and explain the reason why they are using the chosen method of communication for their presentation.

Benchmark response may include I will be using PowerPoint as a method of communication as PowerPoint allows the use of images, videos and audio for effectively engaging the audience.

4. Who will be in your audience? What do you need to know about them? How will you find out about them?

Assessors note.

Each student's response will be different. However, students must identify:

- number of people in the audience.
- current skills and knowledge.
- views on the topic.
- relationships with the speaker.
- information preference.
- communication style.
- life experiences.
- ways they can find out information about their audience.

5. How will you cater to those with Visual, Aural, Reading/Writing and Kinaesthetic information processing preferences? Give two (2) specific examples for each preference.

Assessors note.

The student's answer must include the below and any two (2) examples from the below list.

- 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) – need to be hands-on, through role-plays, simulations, projects

6. What persuasive techniques will you use to persuade your audience? Give specific examples of at least three (3) techniques you will use and how you intend to use them.

Assessors note.

Students must select and list at least three (3) techniques from the following below.

- Ethos – demonstrating credibility by talking about previous experience relevant to the topic, appearing authoritative in our dress and manner.
- Pathos – building rapport and connection with the audience by using examples that are relevant to them, using humour, and telling stories.
- Logos – using facts, data and research that supports the argument.
- Reciprocity – creating a social obligation by doing the audience a 'favour' they will feel the need to repay.
- Scarcity – talking about how something may be in limited supply.
- Authority – demonstrating credibility by talking about previous experience relevant to the topic, appearing authoritative in our dress and manner.

- Commitment and consistency – ask the audience to act consistently with who they believe they are/want to be.
- Liking – building rapport and connection with the audience by using examples that are relevant to them, using humour, and telling stories.
- The compelling why – outlining for the audience why it's important for them to take on your ideas and how it will benefit them if they do.
- Keep it simple – simplifying a process or task so that the audience finds it easy to do what you want them to do.
- Low risk/no risk – offering a way out if they try something and it doesn't work out for them.
- Stories – telling engaging and vivid stories relevant to the content to capture the imagination and help the audience connect to the content.
- Engaging through how we say things, including eye contact, gestures, facial expressions, posture and movement, voice and appearance.

7. List 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.

8. 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.

9. 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.

10. 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 at least three (3) challenges out of four (4) 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.

11. 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 below. They must document how they have used these research ideas in their presentation.

- A range of desktop and primary research – articles, websites, books, blogs, ABS data, etc.
- Consulting with experts
- Conducting their own surveys.

12. What technology will you use to present your views to your team?

Assessors note.

Students must identify the technology from the list below that they have used for their presentation.

A range of technologies, including:

- presentation tools, for example:
  - PowerPoint
  - Prezi
  - Google Slides
- internet research tools, for example:
  - spreadsheets
  - vidcasts
  - podcasts
- virtual meeting technology, for example:
  - laptop
  - projector
  - video conferencing platforms.

13. How will you seek feedback from your audience on your presentation? Design a feedback tool (survey, a handout with questions, or similar) that you can distribute to your audience to gather feedback on your

presentation. Ensure questions cover feedback on both your presentation's content and delivery. Include this survey as part of your assessment submission

Assessors note.
Students must design a feedback tool that they can distribute to participants in Part B (role-play) to seek feedback from their audience and gather information on their presentation. The feedback tool should include:
• Questions focus on:
    ○ What worked well.
    ○ What areas need to be improved for next time.
• Questions related to content and delivery

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	Identified the purpose and the goal of the presentation.	☐	☐
2	What are the key themes and ideas you will explore for this presentation? List two (2) key themes and ideas each. (Approximate 40-50 words)	☐	☐
3	Named two (2) different methods of communication and the advantages and disadvantages of each. The student explained which they intended to use and why.	☐	☐
4	Provided an analysis of the audience and discussed how they might gather information on the audience.	☐	☐
5	Provided two (2) examples of how they will cater to those with Visual, Aural, Reading/Writing and Kinaesthetic information preferences.	☐	☐
6	Provided at least three (3) persuasive communication techniques they will use to persuade their audience and outlined how they will be used.	☐	☐
7	Listed two (2) ways they would identify and analyse methods to elicit responses from the audience in consultation with others.	☐	☐
8	Named the organisational communication guidelines they applied to their written communication.	☐	☐
9	Listed relevant legislation that applied to the planning or delivery of their presentation and explained how they would ensure legislation is followed.	☐	☐
10	Outlined at least three (3) communication challenges and discussed how they would overcome them.	☐	☐
11	Listed all sources of research used for the presentation.	☐	☐
12	Listed all technology they would use.	☐	☐
13	Submitted the feedback tool they designed to gather feedback on their presentation from the audience.	☐	☐

Part B: Deliver the presentation.

Role-play instructions

This presentation 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 your ideas to others. Participants may be resourced using one of the following options:

1. Peers who you are already working within the industry your qualification relates.
2. Fellow students who will play the role of team members. 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 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: 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_Part B_Role-play.

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

Task instructions

1. Present your views to your team members using various communication methods, including a 10-to-15-minute oral presentation. Ensure you address all elements of the Observation checklist.

Part B: Observation checklist

During the presentation, the student must:

1 a)	Clearly state your purpose and goal.
b)	Outline your key themes and ideas.
c)	Engage your audience by demonstrating how you have tailored the content to their information preferences, communication styles, interests, skills, knowledge, etc.
d)	Use open and engaging non-verbal language.
e)	Use at least three (3) persuasive techniques.
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.
h)	Respond to audience questions with relevant information.
i)	Distribute your feedback tool that you have created in Part A (Q13) or refer to (see Appendix 3) to your audience. Explain what you need them to do. (you will use this feedback in Part C of this assessment)
2.	Provided a copy of any PowerPoint slides, handouts, etc., used to communicate with the audience. Ensure these adhered to the organisation's communication guidelines.

Assessor Instructions

The student must deliver a 10–15 minute presentation at the monthly team meeting. They can select a topic of their choice, but it must be based on the theme 'Persuade Me!'. At the conclusion of the presentation, the student must distribute the feedback tool they created in Part A (Q13) or the Appendix 3: Feedback survey to the audience and explain what they want them to do with the feedback form.

Use the following Observation Checklist to record your observations while you watch the video. Write a general comment in the Student Assessment Feedback Form 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 presentation. Assessors note. • The student states that the purpose of the presentation is to persuade the audience to their point of view or to take on their ideas, etc.	☐Satisfactory ☐Not Yet Satisfactory

• The goal is stated - what the student wants the audience to do. For example, to take action, change behaviours, change their thinking.	
b. Outlined key themes and ideas. Assessors note. The student outlines the key themes or ideas of the presentation in the order they are being discussed.	☐Satisfactory ☐Not Yet Satisfactory
c. Engaged the audience by tailoring content to information and communication preferences, interests, skills, and audience knowledge. Assessors note. The student demonstrates how each learning preference is catered for, for example: • Visually – through diagrams, charts, shapes, graphs, patterns. • Aurally – through listening and discussing. • Reading/writing – through reading articles and books and writing activities. • Kinaesthetically (through doing) – need to be hands-on.	☐Satisfactory ☐Not Yet Satisfactory
d. Used open and engaging non-verbal language. Assessors note. The student demonstrated: • 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. Used at least three (3) persuasive communication techniques. Assessors note. The student uses at least three (3) persuasive communication techniques from any of: • Aristotle's elements of persuasion • Cialdini's 6 Laws of Social Influence • Techniques in marketing and advertising • Storytelling	☐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	☐Satisfactory ☐Not Yet Satisfactory
h. 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

i. Distributed the feedback tool and provided a clear explanation of requirements. Assessors note. The student clearly explains what they require from individual audience members when providing feedback using the feedback tool.	☐Satisfactory ☐Not Yet Satisfactory
2. Provided a copy of any PowerPoint slides, handouts, etc., used to communicate with the audience. These adhere to the organisation's communication guidelines.	☐Satisfactory ☐Not Yet Satisfactory

Assessor Name:	
Date:	

Part C: Act on feedback

Complete the template below to address the following:

1. Analyse the feedback you received. Summarise what you were told. What did your audience think you did well? Where do they think you could have improved?
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. Analyse the feedback you received. Summarise what you were told. What did your audience think you did well? Where do they think you could have improved? (Approximate 50-75 words)
Assessors note. After analysing and summarising feedback, 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 50-65 words)
Assessors note. The student must outline their thoughts about their presentation – what was well done (content/delivery), what needs to improve 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 50-65 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

The evidence submitted demonstrates that the student has satisfactorily:

Assessor Instructions

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

		S	U
1	Summarised the feedback received, outlining what the audience thought the student did well and needed to improve next time.	☐	☐
2	Provided a self-reflection on their presentation.	☐	☐
3	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

Red | Dark Grey | Dark Gold | Dark Aqua

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.

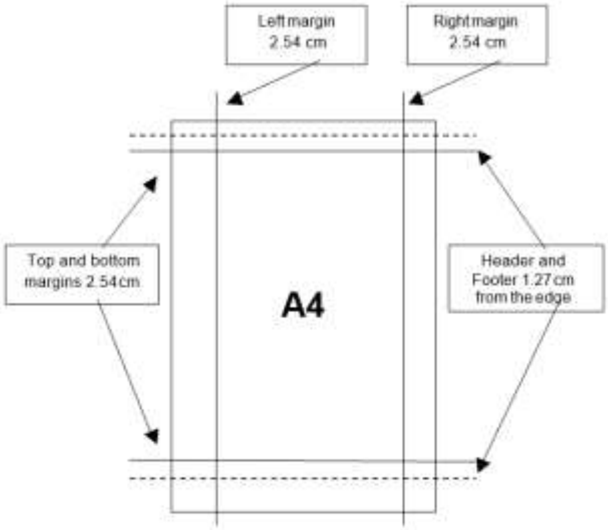
When creating diagrams, charts, or other graphics, select colour schemes that complement or include the above colours.

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 2)

On the last Friday of the month, your team gathers for the monthly team meeting. To keep things interesting, your manager asks a team member to deliver a 10-to-15-minute presentation to the group on a topic of their choice. Every month has a theme, and this month, the theme is 'Persuade Me!'.

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 in the discussion in these ways:

1. Ask questions about the information or ideas you are unsure of.
2. Respectfully challenge information or ideas that might differ from your own.
3. Present your view on the topic when asked or encouraged by the presenter.

Observation checklist

During the presentation, the student must:

1 a)	Stated the purpose and goal of the meeting.
b)	Outlined key themes and ideas.
c)	Engaged the audience by tailoring content to information and communication preferences, interests, skills, and audience knowledge.
d)	Used open and engaging non-verbal language.
e)	Used at least three (3) persuasive communication techniques.
f)	Provided information, data and facts to support the presentation.
g)	Encouraged the audience to discuss their views by asking relevant questions
h)	Responded to audience questions with relevant information.
i)	Distributed the feedback tool and provided a clear explanation of requirements.
2.	Provided a copy of any PowerPoint slides, handouts, etc., used to communicate with the audience. These adhere to the organisation's communication guidelines.

Appendix 3: Feedback survey

Students must obtain a feedback survey from team members. So they can determine what they did well and need to improve next time.

Feedback survey

Please answer the following questions about my presentation and provide a brief comment.

Student name:	

1. The presentation was engaging and tailored to meet various communication preferences.

☐ Strongly agree	☐ Somewhat agree	☐ Neither agree nor disagree	☐ Somewhat disagree	☐ Strongly disagree

Please give an example of how the presenter did this.

2. The presenter used open and engaging non-verbal language.

☐ Strongly agree	☐ Somewhat agree	☐ Neither agree nor disagree	☐ Somewhat disagree	☐ Strongly disagree

Please describe the presenter's body language.

3. The presenter encouraged the audience to discuss their views by asking relevant questions.

☐ Strongly agree	☐ Somewhat agree	☐ Neither agree nor disagree	☐ Somewhat disagree	☐ Strongly disagree

Please give an example of how the presenter did this.

4. The presenter responded to audience questions with relevant information.

☐ Strongly agree	☐ Somewhat agree	☐ Neither agree nor disagree	☐ Somewhat disagree	☐ Strongly disagree

Please describe how the presenter did this.

Your name:		Date:	

Thank you.

Assessment checklist

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

Part A: Plan the presentation		
1	Identified the purpose and the goal of the presentation.	☐
2	Outlined the key themes and ideas of the presentation.	☐
3	Named two (2) different methods of communication and the advantages and disadvantages of each.	☐
4	Provided an analysis of the audience and discussed how you might gather information on them.	☐
5	Provided two (2) examples each for how you will cater for Visual, Aural, Reading/Writing and Kinaesthetic information preferences.	☐
6	Provided three (3) persuasive communication techniques to persuade the audience and outlined how they will be used.	☐
7	Wrote two (2) ways to identify and analyse methods to elicit responses from the audience in consultation with others.	☐
8	Named the organisational communication guidelines applied to written communication.	☐
9	Listed relevant legislation applicable to the planning or delivery of your presentation and explained how you would ensure the legislation is followed.	☐
10	Outlined three (3) communication challenges and discussed how they would be overcome.	☐
11	Listed all sources of research used for the presentation.	☐
12	Listed all technology to be used for the presentation.	☐
13	Outlined how feedback will be gathered from the audience and submitted a copy of the feedback tool.	☐
Part B: Deliver the presentation		
1	Presented your views to the audience using a range of communication methods.	☐
2	Provided a copy of PowerPoint slides, handouts, etc., used to communicate with the audience.	☐
Part C: Act on feedback		
1	Provided a summary of the feedback received, outlining what the audience responded that you did well and needed improvement next time.	☐
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 2.

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