

BSBCMM411 MAKE PRESENTATIONS & BSBWRT411 WRITE COMPLEX DOCUMENTS

WORKBOOK

Participant name	
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FOR THE PARTICIPANT

Instructions

- You will complete written activities as outlined on the following pages. You must attempt all questions and provide enough detail in your responses to demonstrate your knowledge.
- The timeframe for these tasks will be established by your Assessor or Training Provider. Additional time may be allowed upon negotiation with the Assessor.
- You must complete all questions consistently by the Assessor or other personnel but may refer to reference material as needed. All questions must be answered correctly for a 'Satisfactory' assessment outcome to be awarded.
- An oral examination may be allowed under certain circumstances, whereby your answers will be documented by another party.
- If any written responses are incomplete, or not answered satisfactorily will need to be completed again after further training support.
- If you answer a question incorrectly but modify your response, put your initials next to the written change (or the Assessor must initial a verbal change).

Resources required

Pen

FOR THE ASSESSOR

Instructions

- Where oral examination has occurred, ensure that this is acknowledged in writing (e.g. FT001 and Assessor Comments)
- All questions must be satisfactorily demonstrated by the Participant for a Satisfactory determination (indicated by an Assessor tick to the right of the question).
- Assessors are to complete marking in pen of a different colour to the Participant.
- If the Participant verbally modifies their response, write in the modified response verbatim and put your initials next to the written change.

ASSESSOR COMMENTS

As necessary, outline:

- Details on reattempts, alternative arrangements or reasonable adjustments made.
- Where a Participant is deemed 'Not Satisfactory', provide recommendations for future training.

NOTE

At times, you will be provided with a specific business context to which you must respond, otherwise it is anticipated that you will use a workplace of your choosing (your own, or hypothetical) to provide the context to the task.

At all times, the responses in your assessment must reference **Australian** (Queensland or Federal) documentation, including legislation, regulations, codes of practice, standards and guidance publications. For example, in Queensland refer to

<https://www.worksafe.qld.gov.au/>

ACTIVITY 1

Consider methods for effectively planning for a presentation:

- a) Identify two (2) different audience types and explain why each would require a different presentation strategy, format and delivery method.
 - Consider how locations, resources and personnel can influence your choices
- b) Using examples, explain three (3) aids and materials that can be used to support presentations.
- c) Provide an example to explain each of the listed legal requirements that should be considered when developing a presentation and aids/materials.
- d) Explain how an organisational style guide should be considered when formatting a presentation and aids/materials.
- e) Explain the principles of effective oral, visual and written communication.
 - Consider the importance of structuring/sequencing, summarising and emphasising points
 - Provide examples of how persuasive communication techniques can be used to secure audience interest
 - Explain the importance of grammar, punctuation and spelling to conveying meaning and intent
 - Identify the importance of explaining jargon and acronyms

Audience 1**Audience description**

Workers

Explain appropriate strategy, format and delivery method

A face-to-face meeting would be appropriate as all workers are present at the same time. Having all audience members present at the same time could allow for more hands-on activities, as resources are physically available.

Audience 2

Audience description

Remote-located students

Explain appropriate strategy, format and delivery method

An online delivery platform may be required. This might be asynchronous, if all students cannot log in at the same time – otherwise could be a video conference. Resources will be more heavily visual and auditory, as hands-on activities would be difficult to facilitate and/or physical resources may not be readily available to all students.

Supportive aids and materials

PowerPoint presentation, which can be used to summarise points being verbally delivered

Written handouts that can be provided to audience members as further information or a summary of the key presentation points.

Links to videos that can be watched to explain presentation points more clearly.

Legal requirements

Discrimination

The content of the presentation and aids/materials must not contain discriminatory information (e.g. sex discrimination, racial discrimination).

Safety

The presenter should note where emergency exits and bathrooms are when commencing a presentation. They should also ensure that any cords for electrical devices are not in high traffic areas where personnel may trip and/or fall.

Design (i.e. readability and appearance)

Readability and appearance can impact on people with disabilities (e.g. visual impairments). Consider the use of visual space, avoiding all caps and underlining text.

Organisational style guide

A style guide can list logo colours, spelling style, formatting, design and more so that everyone produces documents of a consistent appearance. This should be considered when developing documents, such as PowerPoint presentations and handouts.

Effective communication**Oral**

It is important to speak clearly, ensuring the message is clear, concise and professional. Have a logical flow to the order of the material presented – considering the audience's experience in the area and whether you need to explain certain points in greater depth.

It is also important to speak with confidence to convince your audience of the relevance of the subject matter. Be sure to emphasise the most important points and summarise key points.

You should vary your vocal tone to add emphasis to important points and keep the audience engaged. You should also be aware of your non-verbal communication cues (e.g. gestures, facial expressions).

Visual

Visual communication is the practice of graphically representing information to create meaning efficiently and effectively (e.g. illustrations, infographics, graphs, animation). If used clearly, they can summarise and emphasise information more clearly than oral and written communication types.

Imagery can grab audience attention very quickly. Colour and tone should be used to emphasise points and show relationships between them. Objects should be placed nearer to the centre to attract maximum attention, so be mindful of visual hierarchy to lead the viewer through the message.

Written

Know your goal before you begin writing and provide an outline for a longer text (e.g. reports). Ensure the information flows, makes sense and doesn't include too many unnecessary details. Use simple, concise and easy to understand wording – avoid too many technical terms, slang, offensive/discriminatory language.

It is important to use professional and polite wording. Use bullet points, lists and clear headlines to emphasise points. Provide clear examples to secure audience interest.

Do not rely solely on spell-checker, as words may be spelled correctly, but used inappropriately. Use correct punctuation and grammar to ensure that your message is clear. Be sure to explain any technical terminology (i.e. jargon) and ambiguous/unfamiliar acronyms.

**Satisfactory
Outcome**



ACTIVITY 2

Consider the importance of presentation reviews:

- Explain how the listed methods may be used to gather audience feedback during a presentation.
- Outline why it is important to observe audience reactions and modify your planned presentation both whilst presenting and for future presentations.
- Using two (2) examples, identify key personnel you could refer to when making changes to update the presentation.

Presentation feedback

Listening to audience questions

The level of audience questioning may indicate that they are struggling with concepts or that concepts are being explained in too much detail to those already knowledgeable. It may also show audience engagement and interest for future presentations (e.g. an extension class).

Presenter questioning audience

The presenter may question audience members as a test of their understanding. This will enable them to direct the next stages of the presentation as necessary (e.g. revisiting confusing points or skipping unnecessary points).

Non-verbal communication

An audience may not be providing any verbal feedback, but their non-verbal communication may indicate how they are travelling (e.g. confusion, boredom).

Modifying planned presentation

It is important to observe audience reactions during a presentation to respond to their needs. A presenter wishes for their audience to have gained an understanding from the presentation – so if they respond appropriately to audience questions, or question the audience's understanding they can gauge this. Concepts that may be easily understood by an expert, such as the presenter, may not come so easily to the audience. Further, different audiences may grasp concepts differently, so it is important to observe the reactions of the audience at hand. Nevertheless, there may be concepts that are not grasped well at all, which should be changed for future iterations of the presentation.

Making changes
Example 1
You may discuss workplace procedures with Human Resources or Management to ensure that you are presenting appropriate information to a workplace.
Example 2
You may discuss changes to legislation with the Regulator or lawyer to ensure that you are presenting up-to-date concepts.

**Satisfactory
Outcome**



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QUIZ

Participant name	
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FOR THE PARTICIPANT	
Instructions	- You will complete written questions as outlined on the following pages. You must attempt all questions and provide enough detail in your responses to demonstrate your knowledge. - It is anticipated that you should complete this assessment within one (1) hour, but additional time may be allowed upon negotiation with the Assessor. - You must complete all questions, unassisted by the Assessor or other personnel but may refer to reference material, as needed. All questions must be answered correctly for a 'Satisfactory' assessment outcome to be awarded. - An oral examination may be allowed under certain circumstances, whereby your answers will be documented by another party. - Any written questions that are incomplete, or not answered satisfactorily will need to be completed again after further training support. - If you answer a question incorrectly but modify your response, put your initials next to the written change (or the Assessor must initial a verbal change).
Resources required	
	Pen

FOR THE ASSESSOR	
Instructions	- Where oral examination has occurred, ensure that this is acknowledged in writing (e.g. FT001 and Assessor Comments) - All questions must be satisfactorily demonstrated by the Participant for a Satisfactory determination (indicated by an Assessor tick to the right of the question). - Assessors are to complete marking in pen of a different colour to the Participant. - If the Participant verbally modifies their response, write in the modified response verbatim and put your initials next to the written change.

ASSESSOR COMMENTS

As necessary, outline:

- Details on reattempts, alternative arrangements or reasonable adjustments made.
- Where a Participant is deemed 'Not Satisfactory', provide recommendations for future training.

**Q1. What can be achieved through an on-site meeting/presentation?
Tick all that apply.**

Answer	Choice	Possible Answers	☐
	✓	Information is passed on and shared	
	✓	Visual communication to demonstrate concepts	
	✓	Information can be confirmed with questioning	
	✓	Assurance that all parties have received the message	

**Q2. Identify two (2) tips for good verbal communication.
Tick two (2) that apply.**

Answer	Choice	Possible Answers	☐
		Provide instruction once only	
		Use technical language at all times	
	✓	Use short, simple sentences and words	
	✓	Speak clearly and not too fast	

Q3. When speaking to someone, how do you find out that they have understood you correctly? Tick the two (2) best ways.

Answer	Choice	Possible Answers	☐
		Observe that they remain silent as you speak	
	✓	Get that person to acknowledge and repeat the statement back to you	
	✓	Ask them questions	
		They will smile at you	

Q4. True or False (Tick your response): The most persuasive method of communication is to talk over your audience.

Answer		True	☐
	✓	False	

Q5. True or False (Tick your response): A presenter may need to alter their communication style in response to the needs of their audience.

Answer

✓	True
	False

☐

Q6. True or False (Tick your response): A style guide assists with achieving consistency across documents.

Answer

✓	True
	False

☐

Q7. True or False (Tick your response): Colour is an important feature of visual communication.

Answer

✓	True
	False

☐

Q8. True or False (Tick your response): You are only required to provide an overview of structure and content in written information, not information presented orally.

Answer

	True
✓	False

☐

Q9. True or False (Tick your response): The sequence of information can change its meaning.

Answer

✓	True
	False

☐

Q10. Which of the following grammatical rules are correct? Tick all that apply.

Answer	Choice	Possible Answers	☐
		Capitalise all words in a sentence	
	✓	Avoid being too wordy	
		Use apostrophes for plurals	

Q11. True or False (Tick your response): Punctuation and spelling can change the meaning of a sentence.

Answer	✓	True	☐
		False	

Q12. Match the document checks and the suitable methods by writing the appropriate letter next to each number in the centre column.

Answer	Check			Method		☐
	1	Format and structure		A	Determine task requirements, objectives and establish audience and their needs.	
	2	Grammar and spelling		B	Proof-read document. Utilise checks in Word Processor to establish accuracy and correct punctuation.	
	3	Style		C	Check that templates have been followed correctly.	
	4	Suitability for purpose		D	Observe organisation style guide	

Q13. Match the text designs and examples by writing the appropriate letter next to each number in the centre column.

Answer	Text designs			Examples		☐
	1	Bold		A	<u>Example</u>	
	2	Italics		B	Example	
	3	Underline		C	Example	
	4	Colour		D	<i>Example</i>	

Q14. Match the documents and their definitions by writing the appropriate letter next to each number in the centre column.

Answer

Documents	
1	Agenda
2	Email
3	Letter
4	Procedure

1 - D

2 - A

3 - B

4 - C

Definitions	
A	Messages distributed by electronic means. Has a recipient, subject, and body of document. May include attached documents for further detail or explanation.
B	A document from one person to another. Sent via post, it includes return contact details, destination address, greeting, body of document, close and signature.
C	A series of actions listed in an order to achieve a task.
D	A list of items to be discussed at a formal meeting, including the date of the event, expected attendees, speakers and approximate timeframes for each topic of discussion.



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PRACTICAL ASSESSMENT

Participant name	
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FOR THE PARTICIPANT

Instructions

- The tasks outlined on the following pages will require performance in normal workplace activities, as a result of a structured activity set by an Observer in the workplace or a simulated activity set by your Assessor/Observer.
- The timeframe for these tasks will be established by your Assessor/Observer in consideration of location conditions and industry requirements.
- You must complete all tasks as instructed by the Assessor or other personnel unless the steps note his assistance.
- You must attempt all tasks (and itemised steps) for a 'Satisfactory' assessment outcome to be achieved.
 - For an observation conducted that is incomplete, or without satisfactory performance, the observation will need to be completed again after further training support.

FOR THE ASSESSOR/OBSERVER

Instructions

- The following observation record should be used to judge and record your observations of the Participant as they complete the task(s) set. You must record your observations of the Participant's performance.
 - For each occasion, indicate the task performed and whether it was a simulation or workplace-based task.
 - Any simulated assessment must ensure the Participant still performs under workplace conditions which reflect industry standards.
 - In the comments, provide clear detail regarding the task that the Participant was required to do (e.g. PPE used, materials handled, attachments connected, plant types).
- All steps must be satisfactorily demonstrated by the Participant for a 'Satisfactory' determination (indicated by an Assessor tick to the right of each itemised step, or an Observer tick to the right of each itemised step, and confirmation by an Assessor in the Assessor Comments).
 - Where you have determined that one or more task steps have not been satisfactorily demonstrated, provide the Participant with additional support and outline details of such assistance in the Assessor/Observer Comments. Allow the Participant two (2) further opportunities to demonstrate the task again to allow an opportunity for a 'Satisfactory' assessment outcome to be achieved.
 - If after three (3) attempts the Assessor determines that the Participant cannot demonstrate the required steps, a 'Not Satisfactory' outcome is to be determined.

TASK OUTCOME					
Task	Date	Task Type (Tick)	Location	Task outcome (Tick)	
				Satisfactory	Not Satisfactory
Task 1 (Occasion 1)		☐ Workplace ☐ Simulation		☐	☐
Task 1 (Occasion 2)		☐ Workplace ☐ Simulation		☐	☐

ASSESSOR COMMENTS: GENERAL

As necessary, outline:

- Details on reattempts, alternative arrangements or reasonable adjustments made.
- Where a Participant is deemed 'Not Satisfactory', provide recommendations for future training.

ASSESSOR COMMENTS: PRACTICAL TASK 1: OCCASION 1

☐ Individual student (as named on cover page)

☐ Multiple students [☐ All from Attendance Report, ☐ Specific students involved – identify students]

Task	Provide detail
1.A. 1.B.	Specify presentation prepared, delivered and reviewed: e.g. presentation on hazard assessment.
1.B.	Specify how the participant determined effectiveness of presentation: e.g. feedback received from audience, survey handed to audience and collected
1.B.	Specify non-verbal communications recognised by presenter to be addressed in review: e.g. yawning, fidgeting, looks of confusion, people leaving

ASSESSOR COMMENTS: PRACTICAL TASK 1: OCCASION 2

☐ Individual student (as named on cover page)

☐ Multiple students [☐ All from Attendance Report, ☐ Specific students involved – identify students]

Task	Details
1.A. 1.B.	Specify presentation prepared, delivered and reviewed: e.g. presentation on hazard assessment.
1.B.	Specify how the participant determined effectiveness of presentation: e.g. feedback received from audience, survey handed to audience and collected
1.B.	Specify non-verbal communications recognised by presenter to be addressed in review: e.g. yawning, fidgeting, looks of confusion, people leaving