

# **Tutor's Assignment Correction Guide**

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**MODULE 1**

**Language and Communication**

**Unit 1.3**

**Presentation and Communication**

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# Module 1

## Language and Communication

### Unit 1.3 Presentation and Communication

This Guide is to assist you in the correction of the assessment instrument for this unit.

If more than one Tutor is involved with Student Support in your institution, it will also assist in ensuring that there is a consistency in the weighting of assignments, and questions within assignments.

The Core Curriculum is designed to be offered utilising competency standards, so the elements that need to be included in answers are specified in the guide. It will therefore assist those who wish to use a competency assessment of Complete or Incomplete.

It is particularly important in the Caribbean to ensure that the assignments are assessed as indicated in the Guide, as Regional recognition is an ultimate (and desired) outcome.

## Assessor guidelines

### Unit 1.3 Presentation and Communication

#### Introduction

As this unit is competency based, to be considered competent the participants will be required to successfully demonstrate the skills required to complete each task contained in the Assessment section of their learning resources.

The suggested Checklist included will outline all items to be checked to ensure that the person is competent in Unit 1.3 ***Presentation and Communication***. All items must be able to be checked as correct. If not, the teacher trainee will be required to repeat the exercise or exercises at a later date, before successful completion can be indicated.

#### Assessment instruments

Assessment for the unit will involve a **written assignment** and a **practical assignment**. You should negotiate a suitable time with the participant to complete the assignments. In the practical assignment negotiate with the participant a suitable topic for the presentation; a suitable venue for the presentation; and whether the presentation will be live or via a video.

#### Requirements for the assignments

##### ***Prior to commencing the written assignment***

Check that the following are available for the participants:

- Copy of Assignment
- Audiotape for assignment
- Cassette player
- Pen and paper

##### ***Prior to commencing the practical assignment***

Check that you have negotiated with the teacher trainee to establish the topic for the ten-minute presentation of a short address or lesson. Ensure that a suitable venue has been organised, particularly if a video presentation is to be made.

# Assessment Instruments



Your assessment for this module will consist of a **written assignment**. Check with your tutor to organise a suitable time to complete the assignment.

You are now ready to complete your assessment for this unit.

## Written Assignment

1. List and briefly describe in 2 - 3 sentences six (6) presentation methods which enhance the potential success of an interview or presentation.
2. Identify five (5) presentation skills that are appropriate to effective negotiations.
3. ***Negotiation skills.*** Read the following questions before listening to the audiotape supplied by your tutor. Now answer the questions.
  - (a) Describe the different styles of negotiation Ann and Eric are using.
  - (b) Who do you think has the greatest chance of success?
  - (c) Why?
  - (d) Describe the different styles of negotiation between Eric and Tom.
  - (e) Do you think Tom was being unreasonable?
  - (f) Why?
  - (g) Using the information supplied in this case study, describe how the process should have been conducted when both were preparing for and conducting the negotiation.

## Practical Assignment

Deliver a **ten-minute** address or lesson to demonstrate effective voice, language and presentation skills.

Negotiate with your tutor/supervisor to organise:

- a suitable topic for the presentation
- a suitable venue for the presentation
- whether you will deliver the presentation live or via a video.

## Written Assignment

**Question 1** *List and briefly describe in 2-3 sentences six presentation methods that enhance the potential success of an interview or presentation.*

The students can choose any **six** of the following to describe. Ensure that the description relates directly to the equipment specified. The answers below are in note form only, with the main points taken from the Unit text.

### ***Printed documents and handouts***

Handouts are summaries of the main points of a presentation. These can be taken home for future reference. Other types of handouts include brochures, maps, and financial reports.

### ***Whiteboards or blackboards***

Are flat surfaces on which you write with either special pens or chalk. Can be either fixed to a wall or mobile. Most venues have one type of board available.

### ***Overhead projectors***

A device that uses bright light, magnifying glass and mirrors to project an image onto a flat projection surface. Images are projected from clear or coloured acetate film placed on the projector. Lots of ways of producing interesting overhead transparencies.

### ***Computer projections***

Uses stored images on a computer and then displayed through a special device placed on an overhead projector. Can be used to replace the whiteboard, blackboard or overhead projector. Can also be used to show video or animated sequences from computer.

### ***Charts***

Large pieces of paper or cardboard with writing, drawings, diagrams on them. Can be either placed on any flat vertical surface for display, eg. wall, or can be displayed on special easel. Can make your own charts. Can be alternatives to the whiteboard, blackboard or overhead projector.

***Realia***

Name given to any real object that can be used as part of a presentation. Examples include machinery or equipment, original documents or papers or objects that you can use to represent others for impact, eg. candy for headache tablets.

***Slides***

A type of still photograph projected onto a projection screen. An alternative to the overhead projector. Gives a real-life image. Can purchase slides already prepared or make your own.

***Audio graphics***

There are several presentation methods included in this category. Students can choose either audio graphics as a whole OR use any of the individual pieces of equipment.

***Audiotapes/CDs***

Can be used to make a change from listening to your voice. Can also add impact to a presentation if used creatively.

***Slide sound sequences***

Uses 35 mm slides, which are cued to an audiotape. Replaces the presenter as the slides then have their own commentary rather than the presenter talking about each one. Can include music. Can make your own.

***Video/film***

Replaces the presenter. Presents a moving image to the audience and can have great impact. Many films and videos commercially available on a wide number of subjects. Can make your own videos.

***6 x 2 Marks***

***Students should include at least two of the above points for each of the six selected areas.***



**Question 2** *Identify five presentation skills that are appropriate to effective negotiations.*

1. Personal appearance and grooming
2. Selecting appropriate dress
3. Voice production and language
4. Establishing rapport
5. Building confidence

**5 x 1 Marks**

**Question 3** ***Negotiation skills.** Read the following questions before listening to the audiotape supplied by your tutor. Now answer the questions.*

- (a) *Describe the different styles of negotiation Ann and Eric are using.*

Ann is proposing a win/win approach to the negotiation.  
Eric is not thinking about this as a negotiation at all but has a win/lose attitude.

**2 Marks**

- (b) *Who do you think has the greatest chance of success?*

Ann

- (c) *Why?*

Ann has taken into consideration:

- the information that needs to be collected to make the negotiation successful.
- The budget constraints that Tom is under.
- Ann is also prepared to approach the negotiation calmly.

**2 Marks**

(d) *Describe the different styles of negotiation between Eric and Tom.*

- Eric is continuing his win/lose approach. He has one clear idea in mind and doesn't want to consider alternatives. He gets angry when Tom suggests alternatives.
- Tom is very calm and tries to get information from Eric that would give them a basis to negotiate.

**2 Marks**

(e) *Do you think Tom was being unreasonable?*

- No

(f) *Why?*

- Tom is trying to find a win/win solution.

**1 Mark**

(g) *Using the information supplied in this case study, describe how the process should have been conducted when both were preparing for and conducting the negotiation.*

In **preparing** for the negotiation, Eric should have considered:

- *Knowing the client and his needs*

Ann and Eric already know Tom, and Ann at least has learned a little about the way he does things. They need to work on maintaining a good relationship with Tom. Both should have some consideration for Tom's situation, given the budget problems mentioned.

- *Clear understanding of the points to be negotiated*

Eric should be clear about what is wanted as an outcome from the negotiation and he could have used the must/should/could analysis. Tom should be advised in advance that a negotiation was going to occur.

- *Empathy*

More consideration of Tom's needs and demonstrated understanding of his constraints and limitations. Respect for his position and situation.

In ***conducting*** the negotiation:

- *Restate the issue*

Both parties should be absolutely clear what the negotiation is about before they begin.

- *Establish positions of both parties*

Both parties should have the opportunity to state their needs and wants and any limitations they are under.

- *Explore options*

Discussion of alternatives may provide another solution. Eric was not prepared to consider alternatives.

- *Establish areas of compromise*

Acknowledge any alternatives that may be acceptable.

- *Develop action plan*

Agree on a course of action.

- *Circulate action plan*

Let other interested parties to the negotiation know of the outcome.

**6 Marks**

**Total 30 Marks**

Students should address at least four of the above points. Deduct one mark for any point (under four) not made.

## Practical Assignment

*Deliver a **ten-minute** address or lesson to demonstrate effective voice, language and presentation skills.*

Provide both a verbal and a written report on the presentation to the participant. Emphasise areas of strength as well as areas where improvements can be made.

Particularly note:

- effective use of voice
- effective use of language
- use of effective presentation skills.

***Total 20 Marks***

## Suggested checklist

The teacher trainee has successfully:

	Yes	No
<b><i>Presented a written assignment which:</i></b>  1     listed and described six presentation methods which enhance potential success of an interview or presentation  2     listed presentation skills appropriate to effective negotiations  3     identified the skills necessary for successful negotiation		
<b><i>Presented a short address or lesson which used effective:</i></b>  1     voice control  2     language  3     presentation skills		