



Student Assessment Guide

BSBINM601

Manage Knowledge and Information

September 2019

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Table of Contents

ASSESSMENT INFORMATION	1
ASSESSMENT EVENT 1 – KNOWLEDGE QUESTIONS.....	4
QUESTION 1	4
QUESTION 2	4
QUESTION 3	5
QUESTION 4	5
ASSESSMENT EVENT 2: COFFEE HUSE	6
TASK 1: COMPILE BUSINESS REPORT	6
1.1 Review and prepare data	6
1.2 Set objective for analyses	6
1.3 Analyse store performances	6
1.4 Undertake statistical root-cause analysis	6
1.5 Analyse the conditional means.....	7
1.6 Apply further analysis.....	7
1.7 Undertake sensitivity analysis	7
TASK 2: TAKE DECISIONS ON BUSINESS ISSUES IDENTIFIED.....	8
2.1 Manage risks for proposed actions	8
2.2 Make decisions in consultation with the Area Manager	8
TASK 3: DEVELOP A SYSTEM FOR INFORMATION AND KNOWLEDGE MANAGEMENT	9
3.1 Develop the decision support tool for dissemination	9
3.2 Develop the initial components of the system	9
APPENDIX A: COFFEE HUSE.....	10
SIMULATION BACKGROUND.....	10
SIMULATION PHASES.....	10
YOUR ROLE IN THE SIMULATION	10
Phase 1:.....	10
Phase 2:.....	11
Phase 3:.....	11
SIMULATION SETUP	12
ASSESSMENT CONDITIONS FOR THE OBSERVATION	14
APPENDIX B: OBSERVATION CHECK SHEET	15

Assessment Information

Welcome to your Student Assessment Guide for BSBINM601 Manage Knowledge and Information. This Guide provides you with information on the assessment particularly what you have to do and to what level of performance.

This assessment has the following two events:

Assessment Event 1 – Knowledge Questions

There are four questions that will provide us with evidence of your general knowledge of concepts in relation to management information systems, decision support systems, statistical analysis, and quantitative methods that are commonly used in business decision making.

This assessment is completed in your own time and by a submission date provided by your Assessor. You may use support material in the development of your responses, but you must indicate the source. In addition, you must not 'cut and paste' content from your source, rather, use your words, unless it is a direct quote.

Assessment Event 2 – Simulation: Coffee Huse

You will complete a number of tasks with compiling a business report based on a series of quantitative statistical analyses you will apply on various data sets. These tasks will be based on your role as a Business Intelligence Officer for a coffeehouse chain called *Coffee Huse*.

To complete the Simulation, you will need to refer to the following resources:

Timeseries Data.xlsx	Provides you with the historical business performance for each store. You will use this dataset throughout Task 1 to conduct a timeseries analysis and in Task 3 to develop a decision support tool.
Survey Data.xlsx	Holds customer satisfaction records for baristas. It also provides figures about price for each coffee type and time to wait for serving a cup of coffee. You will use this dataset in Task 1 to conduct statistical analysis.
Training Data.xlsx	Holds training records for baristas. It also provides figures about speed of serving, taste of coffee and customer satisfaction. You will use this dataset in Task 1 apply quantitative data analysis techniques.
Update Database.txt	Update on store performances including rent, sales, cogs, and EBITDA figures. You will use these records to update the organisation's database.
Organisational Policy and Procedures	Sets out the standards and practical instructions to conduct appropriate data analyses on corporate knowledge sources and document findings accordingly. Also, it provides mandatory requirements on the organisational decision-making process, company values, and dissemination of information. You will refer to these organisational standards throughout the simulation.

Remember, you do not type your responses in this Student Assessment Guide, but use the Student Assessment Workbook, which is a separate document. This document is simply a guide to explain what you are required to do, and by doing so, this will assist you to perform at your best.

Please note that your responses for both assessment events can (where appropriate) use dot point format. See below for an example of a dot point response and a full sentence response.

Dot point format	<i>Presentation Plan includes the following:</i> <ul style="list-style-type: none">• <i>outcomes</i>• <i>needs of the audience</i>• <i>context.</i>
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Full sentence format	<i>When you are preparing for a Presentation, there are a number of tasks that must be carried out. These are; listing the outcomes that you want to achieve, followed by the identification of the needs of your audience. When you have completed these two tasks, you then check on the room you will be conducting the simulation in etc.</i>
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Performance required

- complete all of the questions and tasks listed in the Student Assessment Workbook
- meet all the requirements listed in this Student Assessment Guide
- your responses to the questions and tasks must be relevant, accurate and specific
- submit your completed Student Assessment Workbook to your Assessor within the set timeframes
- your work must be in your own words
- where you use an external source of information, you must provide citation.

Please be aware that your Assessor is here to provide you with the necessary support throughout the assessment process. If you have questions, then contact them for guidance.

Assessment Event 1 – Knowledge Questions

The information contained in this assessment event lists the questions that you will need to develop a written response. These questions are theoretical and provide evidence of your understanding of concepts in management information systems, decision support systems, statistical analysis, and quantitative methods that are commonly used in business decision making. Each question includes the requirements which indicate what you have to do and the depth of your response to achieve a satisfactory result.

Question 1

In the table below, give examples of existing and emerging technologies and how they can be used in knowledge and information management.

R 1. list five examples of technologies used in knowledge and information management

R 2. for each technology, list five examples of their use in knowledge and information management.

Technology	Use in Knowledge and Information Management
1.	•
2.	•
3.	•
4.	•
5.	•

Question 2

In the table below, explain statistical analysis and other quantitative methods commonly used in decision making.

R 1. explain the use of table item providing an example of use in decision-making

R 2. word count is approximately 50 words per item.

Analysis/Method	How it can be used in business decision making
Correlation calculations	
Trend analyses	
Probability assessment	
Regulation analyses	
Dynamic programming	
Linear programming	
Queuing theory	
Simulation modelling	
Transportation methodology	
Surveying	
Sensitivity analyses	
Break-even analyses	

Question 3

Using the table below, outline the key features of management information systems (MIS).

R 1. list four types of MIS

R 2. for each type, list five examples of which business area it can be used

R 3. in approx. 100 words, explain three types of management reports MIS can produce for decision-making.

Type of MIS	Example of business area

Type of Report	Example of the report

Question 4

Using the tables below, outline the key features of decision support systems (DSS).

R 1. in approx. 200 words, explain four types of DSS

R 2. list five features that differ between MIS and DSS.

Type of DSS	Example of business area

MIS	DSS

Assessment Event 2: Coffee Huse

In this assessment, you will undertake a number of tasks associated with formulating evidence-driven strategies to improve the business performance of a local coffeehouse chain, *Coffee Huse*, utilising its corporate knowledge.

In this simulation, you will perform the following actions:

- obtain, analyse, and evaluate the organisation's corporate knowledge derived from various sources
- document evidence-driven recommendations incorporating data analysis to nourish the business
- develop a decision support tool to aid in the managerial decision-making process
- establish a knowledge repository in line with organisational requirements.

Please ensure that you familiarise yourself with this set of requirements that underpin this activity. This includes understanding the background and the criteria you will be assessed on. These are located in the Appendix of this document.

Task 1: Compile Business Report

In this task, you will compile a report to create a business case in regard to the Coffee Huse's business performance to be presented to the higher management in future (Task 2). To achieve this, you will ensure the reliability of data collected, apply various statistical data analysis techniques, and document your findings in line with organisational requirements.

1.1 Review and prepare data

R 1. prepare survey and timeseries data

R 1. operation must be in accordance to organisational procedures.

1.2 Set objective for analyses

R 1. write the objective for further analyses required in the business

R 2. include three business questions to be analysed

R 3. explain how further analyses will benefit the organisation

R 1. word count is approximately 100 words in total.

1.3 Analyse store performances

R 1. calculate the corporate performance measure EBITDA for all stores and period

R 2. table store performances by EBITDA and year

R 3. visualise Mosman's historical performance

R 4. document interpretations

R 5. actions must be in sync with organisational procedures

R 6. word count is approximately 50 words in total.

1.4 Undertake statistical root-cause analysis

R 1. validate the Shop Manager's hypothesis on poor performance by analysing the relationships between:

- price and customer satisfaction via regression analysis
- wait and customer satisfaction via correlation analysis

R 2. plot each relationship

R 3. document interpretations including rationale

R 4. actions must be in sync with organisational procedures

R 5. word count is approximately 200 words in total.

1.5 Analyse the conditional means

R 1. table the patterns in average customer satisfaction and preparation time for the below categories:

- coffee product
- barista
- workday

R 2. plot each relationship

R 3. document interpretations

R 4. actions must be in sync with organisational procedures

R 1. word count is approximately 200 words in total.

1.6 Apply further analysis

R 1. using an appropriate statistical technique, analyse the relationship between customer satisfaction and:

- speed of serving
- taste of coffee
- training received

R 2. document interpretations showing output as an evidence

R 3. actions must be in sync with organisational procedures

R 4. send an email to the Area Manager:

- attach all the work completed
- include a report which summarises all the findings

R 1. word count is approximately 300 words in total.

1.7 Undertake sensitivity analysis

R 1. create a spreadsheet model and apply the sensitivity analysis based on the management's proposal received from the Area Manager

R 2. document suggestions on this proposal with a rationale

R 1. word count is approximately 100 words in total.

Task 2: Take Decisions on Business Issues Identified

In this task, you will develop an action plan in consultation with the Area Manager. This will involve you to present your evidence-driven solutions to the Area Manager and agree on solutions that are in line with the organisation's values and decision-making procedures.

2.1 Manage risks for proposed actions

- R 1. list three strategies to improve the store's business performance
- R 2. explain the rationale of each strategy
- R 3. for each strategy, list three potential risks
- R 4. for each risk, list two control measures
- R 5. word count is approximately 150 words in total.

2.2 Make decisions in consultation with the Area Manager

- R 1. hold a 30-minutes meeting with the Area Manager:
 - overview the background to the business and objective for analyses
 - summarise the issues
 - discuss the root causes for these issues
 - provide evidence to support discussion including all analyses and visualisations to date
 - propose recommendations employing a data-driven approach
 - include risks and control measures
- R 2. actions must meet all requirements listed in the Observation Check Sheet in Appendix B
- R 3. note input during the discussion
- R 4. amend proposed actions incorporating the Area Manager's input.

Task 3: Develop a System for Information and Knowledge Management

In this task, you will develop a spreadsheet-based decision support tool, create an internal communication plan, and implement a cloud-based knowledge repository system. You will also apply updates to this system as required. Read the background information for these tasks in Simulation Background Phase 3 (see Appendix A).

3.1 Develop the decision support tool for dissemination

- R 1. create the decision support tool in accordance to the Area Manager's requirements
- R 2. develop a communication plan for its dissemination
- R 3. all actions must conform to organisational procedures
- R 4. email your tool to the Area Manager for their review
- R 5. amend the tool in light of the Area Manager's feedback (where required)
- R 1. update the tool's database importing the new data received from the Area Manager.

3.2 Develop the initial components of the system

- R 1. apply the new security policy to the decision support tool
- R 2. implement the new cloud-based knowledge repository
- R 3. update the communication plan to reflect on the new business dynamics
- R 4. upload all the files with previous and current versions to the new repository including the:
 - business report
 - decision support tool
 - communication plan
- R 5. grant access to the Area Manager
- R 1. attach screenshots of the final look of the knowledge platform to your Student Assessment Workbook.

Appendix A: Coffee Huse Simulation

Simulation Background



Coffee Huse is an Australian coffee company and coffeehouse chain based in Sydney, NSW. Coffee Huse is one of the largest coffeehouse company in the world with 2,861 stores in 12 countries.

Coffee Huse specialises in selling superior coffee beans which are sourced from world's top-quality coffee producers, including El Salvador, Colombia, Kenya, Indonesia, Guatemala, Panama, Brazil, Puerto Rico, and Hawaii. The company has its own coffee roastery facilities which are equipped with in-house roasting equipment.

Coffee Huse also sells espresso machines and accessories which are used to brew espresso from coffee capsules. The company manufactures and sells both machines and capsules which can be purchased through a number of online stores and supermarkets.

The new Area Manager has been appointed to the position and realised that the Mosman store has been facing a drastic drop in its business performance figures within the last few years. He has been verbally informed that the customers who have been not returning are loyal and long-term.

Mosman Shop Manager thinks it is because of the higher prices compared to other surrounding coffee shops and lowering the prices will solve the problem. Albeit this idea is compelling and reasonable, the Area Manager is not so sure of this and looking for someone to further investigate.

The department currently operates on a traditional information system which is comprised of hard-copy files and spreadsheets. Email is used as a method of sharing confidential information.

Currently, there is neither a sufficient management information system present, nor required skillset to conduct business intelligence analysis techniques to mine out the underlying business issues. Therefore, the Area Manager has contacted you, the Business Intelligence Officer, to further investigate on this matter and provide a timely report on the actual parameters.

Simulation Phases

This simulation is divided into the following phases:

Phase 1: you will analyse corporate data and compile a business report.
--

Phase 2: you will present findings and evidence-driven recommendations to aid in collaborative decision making.
--

Phase 3: you will develop, implement, and maintain an information and knowledge system.
--

Your Role in the Simulation

Your roles and responsibilities throughout the simulation are as follows:

Phase 1:

Phase 1 occurs in Task 1. In Phase 1, you will:

- create a business case for analysis
- obtain and prepare datasets to conduct analyses

- analyse datasets by applying a number of statistical techniques
- interpret and document findings in a business report.

Phase 2:

Phase 2 occurs in Task 2. In Task 2.2, you will deliver a 30 minutes' interactive session with a stakeholder, Area Manager, who will be external to your class. This is to present your evidence-driven findings and strategies on the store Mosman's declining performance derived from earlier analysis in Task 1, and then make decisions to improve store performance in collaboration with the Area Manager.

Note that your Assessor will not play a role in this observation activity as they will be observing your interaction with the stakeholder and documenting evidence in the Observation Check Sheet provided in Appendix B.

Phase 3:

Phase 3 occurs in Task 3. In Task 3.1, you will:

- design and develop a decision support tool to aid in managerial decision making
- establish a cloud-based knowledge repository
- manage corporate digital assets in accordance to the confidentiality policy.

Refer to the following background information for the tasks in this Phase:

Task 3.1

The department's information system is outdated and lacking a functional tool which aids in the managerial decision-making process. Performance data is archived in various spreadsheets and current policy allows sharing confidential information via email; hence you have been exchanging the Business Report with the Area Manager by email.

Also, Area Manager was highly impressed with the quality of your time series data analysis and thought it would be a good idea to have a tool to help mid-tier managers to continuously gauge business performance. Therefore, he has requested you to design a spreadsheet-based decision support tool to aid in the business decision making process.

This decision support tool must show store performances by EBIDTA grouped by year for the North Shore shops (Mosman, North Sydney, Hornsby, and Chatswood) in a cross-tabulation format, and include an interactive chart to compare the performances of each store with each other.

Task 3.2

There has been a leak in one of the staff's email which contained confidential information. The content of the email is now at public disclosure which has impacted Coffee Huse's reputation. Moreover, there was a spreadsheet attachment which was not secured. The information in this sheet was also compromised.

The IT forensics investigation yielded that the leak happened because the responsible staff member accidentally included an outsider (CC'd) to the email.

The management has concluded that the current organisational policy is quite weak on corporate confidentiality and need for a cloud-based knowledge repository is now essential. This will also ensure that:

- large files can be shared through an online medium which is not possible via email
- this new system has the ability to keep track of what has been deleted
- this new system can sync files across iOS and Android based smartphones and tablets
- this new system will optimise the use of knowledge and learning throughout the organisation
- this new system will encourage team facilitation through real-time collaboration.

The Management has also hardened the organisational policy which now states that:

- sending files with critical information through email is not allowed; instead, this cloud-based system must be used
- all electronic files must be password protected prior uploading to the new system
- the password combination must be strong ensuring:
 - at least eight characters which include both upper-case and lower-case letters
 - inclusion of one or more numerical digits and special characters (e.g.; @, \$, &, etc.)
 - prohibition of user's personal information or use of company name
- files and folders in the new system must only be shared with relevant staff
- each employee must ensure an intuitive folder hierarchy.

Simulation Setup

The simulation chosen is to give you the opportunity to provide evidence that demonstrates your ability to develop, maintain, and optimise information processing systems to support organisational decision making. We have tried to make this simulation as real as possible within a classroom setting through using scenarios that are typical of a workplace.

To carry out your role in this simulation will require you to follow these steps:

Step 1. At the commencement of the unit, your Assessor will overview the assessment with you. You will then sign the declaration of your understanding located in the Student Assessment Workbook (Pre-Assessment Checklist).

Step 2. Your Assessor will select an appropriate stakeholder who are external to your class and experienced in making decisions in a collaborative fashion incorporating statistical discussions. This stakeholder will play a key role in making decisions to improve store Mosman's business performance.

Step 3. Prior to the commencement of this assessment your Assessor will review all the supporting sources required to undertake the simulation in addition the following:

- Simulation Background
- tasks
- your role in the simulation.

You will confirm your understanding with your Assessor before you commence working on your assessment. Please note that you are encouraged to ask all your questions to your Assessor.

Step 4. Before you commence on your work, your Assessor will arrange the equipment and facility needs for you to undertake simulation activities. These will include the following at a minimum:

- quiet room (for the observation)
- computer
- Internet access (to setup the cloud-based knowledge space and conduct research where required)
- word-processing software (to document your responses in your Student Assessment Workbook)
- spreadsheet software (to undertake statistical data analyses)
- slideshow software (if you choose to deliver a slideshow presentation)
- data projector (if need be, for your interactive session).

In case you have special needs within the context of this simulation, you must immediately communicate this with your Assessor.

Step 5. You will review and prepare the datasets (Timeseries and Survey) in line with organisational procedures (Task 1.1).

Step 6. You will set the objective for analyses in accordance to the business needs (Task 1.2).

Step 7.	<p>You will statistically analyse and visualise the corporate data, and document findings with your interpretations in accordance to the organisational procedures:</p> <ul style="list-style-type: none"> • timeseries analysis on the Timeseries Data (Task 1.3) • correlation and regression analyses using the Survey Data (Task 1.4) • conditional means using the Survey Data (Task 1.5.) • further analysis of their choice of technique(s) on the Training Data (1.6). <p>Upon the completion of your analyses, you will send the Area Manager (your Assessor) an email attaching all your findings. The Area Manager will respond to your email providing you with their feedback and attaching the Management's proposal on bank loan. You will refer to this information to undertake the sensitivity analysis in Task 1.7.</p>
Step 8.	You will undertake the sensitivity analysis referring to the Management's proposal (Task 1.7).
Step 9.	You will develop three strategies with their associated risks and control measures (Task 2.1).
Step 10.	<p>You will hold a 30-minutes session with the Area Manager who will be role played by the RTO staff or a suitable external professional. In this session, you will present your findings and recommendations to this stakeholder to further improve the store's business performance. Your Assessor will observe your interaction with this stakeholder and document feedback using the Observation Check Sheet provided in Appendix B. After the session, you will amend your recommendations where needed (Task 2.2).</p>
Step 11.	<p>You will develop the decision support tool and the communication plan in accordance to the Area Manager's requirements and organisational procedures. You will send the Area Manager (your Assessor) an email attaching your draft tool. The Area Manager will respond to your email providing you with feedback and attaching the Update Database.txt file (see the background given in Phase 3). You will then update your decision support tool as required (Task 3.1).</p>
Step 12.	<p>You will apply the new confidentiality policies and create a cloud-based knowledge repository. You will then upload all your files to this repository and share with the Area Manager (your Assessor). You will also update your communication plan in sync with the new change in business dynamics (see the background given in Phase 3).</p>
Step 13.	<p>Upon the completion of the assessment, finalise your Student Assessment Workbook to be submitted to your Assessor.</p>

Assessment Conditions for the Observation

The information in this section outlines the assessment conditions for the Observation which occurs in Phase 2 and involves your interaction with a stakeholder (Area Manager).

Before the Observation:

- you must ensure that you have read and understood any documents required to undertake the Observation
- you must ensure that you have read and understood all performance requirements listed under Task 2.2
- you must ensure that you have read the requirements listed in the Observation Check Sheet as your performance will be judged based on these criteria (see Appendix B)
- you must inform your Assessor to arrange the equipment and resources you need to deliver your session
- your Assessor will inform you of the date of your Observation.

During the Observation:

- you will be interacting with the stakeholder who is external to your class
- the session will have a total duration of 30 minutes
- other students will not be observers during the session as this will give them an unfair advantage
- you cannot refer to the Observation Check Sheet while undertaking the Observation
- your Assessor will:
 - observe you individually based on the criteria in the Observation Check Sheet
 - document their observations in detail on the Observation Check Sheet
 - provide extensive written feedback
 - ensure that the session will be free from distractions
- you must comply with WHS requirements
- you must demonstrate all the criteria in the Observation Check Sheet to achieve a satisfactory result for the Observation.

After the observation:

- if you are successful, your Assessor will summarise your performance during the observation
- if you are unsuccessful, your Assessor will:
 - provide written feedback on the Observation Check Sheet explaining their justification in detail
 - communicate this feedback to you
 - arrange another suitable time to observe your second attempt.

Appendix B: Observation Check Sheet

We have provided the Observation Check Sheet for you to prepare for your assessment with the Assessor. Remember, you will not be able to use this Check Sheet during this session. However, we recommend you use this as a planning tool so that you are fully prepared for the observation.

Note that you must demonstrate all the criteria listed in the following Observation Check Sheet to be deemed satisfactory.

Performance Requirements:
1. Introduction
<input type="checkbox"/> welcomes the Area Manager with a friendly tone
<input type="checkbox"/> summarises the purpose of the session in a clear and concise manner
<input type="checkbox"/> states clearly what they would like to achieve
<input type="checkbox"/> explains how long this will take
<input type="checkbox"/> seeks confirmation of this process
2. Body
2.1. Overviews the business:
<input type="checkbox"/> gives summary on the store Mosman's historical performance
<input type="checkbox"/> compares store performance with other stores
<input type="checkbox"/> summary includes reference to timeseries analysis
<input type="checkbox"/> explains the datasets utilised in further analyses
2.2. Highlights issues:
<input type="checkbox"/> explains the root causes behind the store's performance
<input type="checkbox"/> gives rationale for each root cause
<input type="checkbox"/> rationales are based on evidence from earlier data analysis
<input type="checkbox"/> incorporates data visualisations throughout the discussion
<input type="checkbox"/> invites Area Manager to share their views
2.3. Provides recommendations:
<input type="checkbox"/> summarises recommendations with a high-level view
<input type="checkbox"/> explains why each recommendation will be beneficial to improve the store's performance
<input type="checkbox"/> explanations are data-driven
<input type="checkbox"/> outlines the risks involved in each recommended action
<input type="checkbox"/> discusses the control measures for each risk area
<input type="checkbox"/> invites Area Manager to share views
<input type="checkbox"/> clarifies solutions to confirm understanding

Performance Requirements:
<input type="checkbox"/> takes notes
<input type="checkbox"/> seeks agreement on their proposed recommendations
3. Throughout the Body
3.1 Language and Verbal:
<input type="checkbox"/> language is clear, vivid, and understandable
<input type="checkbox"/> language includes basic jargon relating to statistical analysis
<input type="checkbox"/> delivers speech enthusiastically with vocal expressiveness and fluency
<input type="checkbox"/> has good pronunciation for clarity
<input type="checkbox"/> tone is pleasant
<input type="checkbox"/> volume is audible
<input type="checkbox"/> pace is at the right speed to achieve clarity
<input type="checkbox"/> pitch is low in general and high at times to grab attention
<input type="checkbox"/> does not engage in fallacies of reasoning (e.g. hasty generalisations, arguing from false, ad hominem attacks, etc.)
3.2 Listening and Questioning:
<input type="checkbox"/> level of formality shows respect to the Area Manager
<input type="checkbox"/> questions are open ended that assist in uncovering views (e.g. <i>'what do you mean by that'</i>)
uses valid and sufficient warrants to respond to audience questions (e.g. examples, illustrations, analogy, causation, anecdotes, etc.)
<input type="checkbox"/> questions are encouraging and invites for collaboration (e.g. <i>'I totally understand. How about also...?'</i>)
<input type="checkbox"/> seeks detailed responses using funnel questions (e.g. <i>'have you thought about this? Did it work? How was it?'</i>)
<input type="checkbox"/> attempts to elicit feedback from the Area Manager (e.g. <i>'Do you think the same?'</i>)
<input type="checkbox"/> listens the Area Manager attentively without interrupting
<input type="checkbox"/> paraphrases comments/questions to ensure the Area Manager has the correct understanding to points raised
<input type="checkbox"/> provides relevant and logical responses to the questions directed by the Area Manager
<input type="checkbox"/> confirms listening through positive body language (e.g. nodding of their head)
<input type="checkbox"/> encourages the Area Manager to continue with small verbal comments (e.g. <i>'Yes', 'uh huh'</i>)
<input type="checkbox"/> uses pauses correctly to allow time for thought (e.g.; a two second pause after a question)
<input type="checkbox"/> concludes a discussion or a decision (e.g. <i>'do we agree on that?'</i>)
<input type="checkbox"/> takes notes without losing focus

Performance Requirements:**4. Conclusion**

- ☐ overviews what has been covered
- ☐ provides an insight into the next steps
- ☐ finishes the session in 30 minutes