

Assessment

**Task 2**

**BSBCRT412  
Articulate, present and debate ideas**



**Student Declaration**

To be filled out and submitted with assessment responses

◻ I declare that this task and any attached document related to the task is all my own work and I have not cheated or plagiarised the work or colluded with any other student(s)

◻ I understand that if I If I am found to have plagiarised, cheated or colluded, action will be taken against me according to the process explained to me

◻ I have correctly referenced all resources and reference texts throughout these assessment tasks.

◻ I have read and understood the assessment requirements for this unit

◻ I understand the rights to re-assessment

◻ I understand the right to appeal the decisions made in the assessment

|  |  |  |
| --- | --- | --- |
| **Unit Title**  **Unit Code** | | |
| **Student name** |  | |
| **Student ID number** |  | |
| **Student signature** |  | **Date** |
| **Task Number** |  |  |

|  |
| --- |
| **------OFFICE USE ONLY-----**  For Trainer and Assessor to complete:  ◻ Student requested reasonable adjustment for the assessment |

| **Completed successfully**  **Did the student satisfactorily:** | **Comments** | **Y** | **N** | **DNS** |
| --- | --- | --- | --- | --- |
| The student has satisfactorily completed and submitted the following documents:  **Task 2.1 Develop ideas for communication:**   * Presentation plan for scenarios 1 and 2   **Task 2.2 Debate and discuss ideas:**   * Presentations or other visual aids for scenarios 1 & 2 * Observation checklist 2.2 * Presentation evaluation forms for scenarios 1 & 2   **Task 2.3 Use feedback to refine communication:**   * Answers to reflection questions for scenarios 1 & 2 |  |  |  |  |
| * facilitate a discussion and debate on ideas with at least two different audience types.   This is evidenced by:   * Presentations or other visual aids for scenarios 1 & 2 * Observation checklist 2.2 * Presentation evaluation forms for scenarios 1 & 2 * Student was observed to facilitate a discussion and debate addressing scenario 2 during class. |  |  |  |  |
| * evaluate the purpose, audience and legislative and organisational frameworks applicable to task   This is evidenced by:   * Presentation plan for scenarios 1 and 2 |  |  |  |  |
| * identify and analyse methods to elicit responses from audiences in consultation with others   This is evidenced by:   * Presentation plan for scenarios 1 and 2 |  |  |  |  |
| * identify challenges to communication of ideas for mitigation * research selected ideas for presentation   This is evidenced by:   * Presentation plan for scenarios 1 and 2 |  |  |  |  |
| * adopt persuasive communication techniques * participate actively in presentation and critical discussion of ideas   This is evidenced by:   * Presentations or other visual aids for scenarios 1 & 2 * Observation checklist 2.2 * Presentation evaluation forms for scenarios 1 & 2 |  |  |  |  |
| * respond constructively to presentation feedback * use feedback to further refine developed communication.   This is evidenced by:   * Answers to reflection questions for scenarios 1 & 2 |  |  |  |  |
| **Task Outcome: Satisfactory  Not Yet Satisfactory** | | | | |
| **Student Name:** | | | | |
| **Assessor Name**:  **Assessor Signature:**  **Date:** | | | | |

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# **Task 2 – Articulate, present and debate ideas**

| **Task summary and instructions** | |
| --- | --- |
| **What is this assessment task about?** | You will work with your team to develop, present and discuss an argument.  To complete this task, please refer to **Appendix 1 – Case study Appendix 2 - Creative brief, and Appendix 3 – Marketing policy** at the end of this assessment document.  This task comprises of teamwork, individual work, presentations, discussion and reflection.  You are required to:   * Facilitate two discussions and debates based on two different scenarios   For each scenario you will:   * develop an argument and plan; * present and discuss your argument; * Reflect on your presentations, discussions and feedback.   It has been designed to evaluate your ability to:   * facilitate a discussion and debate on ideas with at least two different audience types. * evaluate the purpose, audience and legislative and organisational frameworks applicable to task * identify and analyse methods to elicit responses from audiences in consultation with others * identify challenges to communication of ideas for mitigation * research selected ideas for presentation * adopt persuasive communication techniques * participate actively in presentation and critical discussion of ideas * respond constructively to presentation feedback * use feedback to further refine developed communication. * Although the assessment is worked in a group to simulate the work environment that you would experience when delivering a project in/for an organisation, the assessment submission is individual, and it will be marked as such.     You are required to address the following:   * **Task 2.1 Develop ideas for communication:** * Work with your team to develop an argument and presentation plan. * **Task 2.2 Debate and discuss ideas:** * Work with your team to present your argument and discuss your ideas with an opposing team. * **Task 2.3 Reflect on and appraise the views of others:** * Answer reflection questions. |
| **What do I need to do to complete this task satisfactorily?** | * submit the completed assessment tasks, according to instructions, * complete the tasks with sufficient detail and present them in a professional manner, * use your own words and reference sources appropriately, * meet the word count where required, * use the scenario provided, * use the templates provided where required, * for your performance to be deemed satisfactory in this assessment task you must satisfactorily address all of the assessment criteria, * if part of this task is not satisfactorily completed you will be asked to complete further assessment to demonstrate satisfactory performance. |
| **Specifications** | **You must deliver/participate in:**   * Facilitate a discussion and debate for two different audiences based on 2 scenarios * Plan discussion and debate * Deliver presentations, discussion and debate * Reflection on presentations, discussion and debate   **You must submit to GOALS**   * **Task 2.1 Develop ideas for communication:** * Presentation plan for scenarios 1 and 2 * **Task 2.2 Debate and discuss ideas:** * Presentations or other visual aids for scenarios 1 & 2 * Observation checklist 2.2 * Presentation evaluation forms for scenarios 1 & 2 * **Task 2.3 Use feedback to refine communication:** * Answers to reflection questions for scenarios 1 & 2 |
| **Resources and equipment** | * Computer with Internet access * Access to Microsoft Office suites or similar software * Learning material * Scenario and case study for assessment * Use of the templates included in this assessment document |
| **Re-submission opportunities** | You will be provided feedback on your performance by the Assessor. The feedback will indicate if you have satisfactorily addressed the requirements of each part of this task. If any parts of the task are not satisfactorily completed, the assessor will explain why, and provide you written feedback along with guidance on what you must undertake to demonstrate satisfactory performance. Re-assessment attempt(s) will be arranged at a later time and date. You have the right to appeal the outcome of assessment decisions if you feel that you have been dealt with unfairly or have other appropriate grounds for an appeal. You are encouraged to consult with the assessor prior to attempting this task if you do not understand any part of this task or if you have any learning issues or needs that may hinder you when attempting any part of the assessment. |

**Complete the following activities:**

For Assessment 2 you are required to facilitate a discussion and debate on ideas with at least two different audience types.

You will address the following scenarios in each of the facilitated discussions

**Scenario 1**

Artificial intelligence (AI) solutions are becoming more and more the way of the future (see Case study – Appendix 1, for example).

The business community is holding a conference and part of that will be a debate about AI and the future of business. They have invited 2 teams to present arguments for the following positions:

* Robots are good for business.
* Robots are not good for business.

You and your team are invited to debate one of these positions at the business conference. The audience is particularly interested in what the opportunities might look like with more AI or less AI in the future.

**Scenario 2**

What are you passionate about?

You have been provided money to promote an idea, issue or cause that you feel strongly about. To promote your idea, you will need to convince your teammates that the idea is worth promoting.

You will need to come up with your own topic and facilitate a discussion and debate on ideas with a classmate.

To address this scenario, use the marketing policy provided in Appendix 3.

## **Task 2.1 Develop ideas for communication**

For this first task you will work with your team to develop an argument and presentation to the business world supporting **one** of these two positions:

* Robots are good for business.
* Robots are not good for business

You can draw on the information provided by the case study (Appendix 1) and the creative brief (Appendix 2) to help you.

**Task details**

**Scenario 1**

Use the templates provided below and complete the following:

1. Form your team of 5 or 6 people during week 1 class. Your trainer and assessor will allocate which position you will take.
2. Work with your team to identify what research you need to undertake and carry out that research.
3. Once you have completed the research develop the presentation plan (Template 1).
4. Your presentation plan should be no longer than 6 pages.
5. Your presentation should be no longer than 10 minutes.

**Scenario 2**

1. You will be partnered with 1 person in your class who you will facilitate for scenario 2. You will find out who this person is during week 1 class and you will deliver your discussion in week 6.
2. Repeat steps 2 to 5 for your chosen topic. You must complete this individually.
3. Submit your presentation plans for each scenario to GOALS.

**Template 1 – Presentation plan template**

|  |
| --- |
| **Presentation plan** |
| **Every creative pitch has an engaging title.**   * How would you summarise your creative in a sharp and snappy message? * Give your presentation a catchy title! * Think of an appealing tagline or advertising-type message that communicates your approach to the topic. |
| **What research did you conduct?**   * Describe the research you conducted? * Identify and describe the legislative and organisational requirements applicable. |
| **How will you target your method of communication to your audience?**   * Describe what you know about the audience. * Who are they? * What does that mean for your presentation? |
| **Distil key themes, messages and positions to aid in clarity of thought and presentation**   * Develop your argument and the flow of your pitch/presentation around themes, messages and positions. * What are the key themes? |
| **Outline your plan for the presentation.**   * Use bullet points to outline the main messages and order of your presentation. * Include time for discussion or group interaction. * List the possible risks involved in the communication of your pitch/presentation. |
| **What communication challenges do you anticipate?**   * What communication challenges do you anticipate and how will you address them or prevent them from happening? |
| **How do you plan to engage your audience while communicating your position?**   * Are there particular messages or methods of communication that are more engaging? * Is there any ‘theatre’ involved? * How do you plan to use these to make your case? |
| **How will you, or could you, use storytelling to support your message?**   * How will you engage, fascinate and involve others in the process of communication and exchange? |

## **Task 2.2 Debate and discuss ideas**

**Scenario 1**

Working with your team develop your presentation. You will then deliver the presentation during class. Your presentation will end with a 5-minute question and answer (Q&A) session where you will consider and discuss your argument with the audience.

Your trainer and assessor will observe your presentation (see Observation Checklist 2.2).

Your audience (your classmates) will be required to provide you with feedback using the presentation evaluation form (Template 2).

**Scenario 2**

For this scenario you will need to facilitate a discussion and debate with another classmate during week 6 class.

Remember you do not necessarily need to develop a presentation. You may choose to use other visual aids if they are more appropriate.

Your classmate will be required to provide you with feedback using the presentation evaluation form (Template 2).

**Task details**

Complete the following:

**Scenario 1**

Work with your team to develop your presentation based on the plan you developed in Task 2.1.

Your presentation must demonstrate and include:

1. Well-developed and persuasive argument/s
2. Examples or prototypes of your creative idea/s.
3. Use of effective storytelling
4. Appropriate and compelling use of technology and presentation aids and other presentation techniques.
5. Facilitation of a verbal exchange of ideas
6. Elicits the view and opinions of others by listening and questioning
7. Use of a range of persuasive techniques and responses

Arrange a time to deliver your presentation with your trainer and assessor. You will present during week 5.

Work with your team to deliver your presentation. Your trainer and assessor will observe the presentation (see Observation Checklist 2.2). Your presentation must address the following:

1. Everyone in the team must present a section of the presentation.
2. The way the presentation is delivered must demonstrate effective communication in relation to verbal, non-verbal, visual and written techniques.
3. During the Q&A session you must demonstrate effective listening and discussion skills. Prepare at least 2 questions to generate discussion.
4. Record (take notes) on the discussion and the presentation of the opposing team.

The audience must complete a Presentation Evaluation Form (Template 2) for your team’s presentation.

**Scenario 2**

Develop your presentation/discussion.

You will facilitate your discussion and debate for scenario 2 during week 6.

Your presentation must demonstrate and include:

1. Well-developed and persuasive argument/s
2. Use of effective storytelling
3. Appropriate and compelling use of technology and presentation aids and other presentation techniques.
4. Facilitation of a verbal exchange of ideas
5. Elicits the view and opinions of others by listening and questioning
6. Use of a range of persuasive techniques and responses
7. The audience must complete a Presentation Evaluation Form (Template 2) for your team’s presentation

Submit the following to GOALS:

* Your presentation and/or other visual aids for both scenarios 1 and 2
* Observation checklist 2.2
* Completed Presentation Evaluation Forms for both scenarios 1 and 2.

**Template 2 – Presentation Evaluation Form**

**Presentation Evaluation Form**

|  |  |
| --- | --- |
| **Presenting team:**  **Date:**  **Topic:** |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Presentation Effectiveness Criteria** | | | | |
| ***To what extent did the presentation represent the following features?*** | **Yes** | **Needs Work** | **No** | **Comments** |
| 1. Purpose communicated clearly. |  |  |  |  |
| 1. Organised and easy to follow. |  |  |  |  |
| 1. Presentation showed a good understanding of topic |  |  |  |  |
| 1. Arguments were well developed and based on evidence. |  |  |  |  |
| 1. Arguments were persuasive. |  |  |  |  |
| 1. Presenters were well-prepared. |  |  |  |  |
| 1. Presenters spoke clearly/effectively |  |  |  |  |
| 1. Time for presentation used effectively. |  |  |  |  |
| 1. Slides and visuals enhanced presentation. |  |  |  |  |
| 1. Presenters asked for audience input and effectively facilitated a discussion. |  |  |  |  |
| 1. Presentation was done in a way that engaged audience. |  |  |  |  |

1. What did you like most about the presentation?
2. What areas might you suggest for improvement not listed above?

This form was adapted from: <https://www.sampleforms.com/presentation-evaluation-form.html>

## **Task 2.3 Use feedback to refine communication**

For this task you will reflect on the presentations and discussions you participated in during Task 2.2. Consider how you might change your presentation and position based on this reflection.

**Task details**

Complete the following:

1. Individually reflect on the following:

**Scenario 1**

* The presentation you delivered
* The Q&A session at the end of your presentation
* The presentation you watched
* The Q&A session at the end of that presentation
* The notes your team collected
* The feedback provided to you on the Presentation Evaluation Form

**Scenario 2**

* The discussion and debate you facilitated
* The feedback provided to you on the Presentation Evaluation Form.

1. Based on this reflection answer the following questions for each scenario:
2. What did you do well in your presentation?
3. What would you improve or do differently if you have to do your presentation again?

* Give your answer in reference to your arguments and the way you delivered the presentation and participated in the discussion.

Your answer to the questions should be no longer than 1 page.

1. Submit your answers to GOALS.

# **Appendix 1 – Case study**

**‘Meet my robot.’**

When you were a kid, your parents always told you to study hard but also to be creative. As it got closer to leaving school and contemplating taking up further studies - you weren’t sure which way to go as artificial intelligence seemed to be on everyone’s lips about how the world of work in the future would be affected.

Robots taking everyone’s jobs! That was making some sectors of society uneasy.

You weren’t very scientific, and engineering baffled you, but you enrolled in a communications degree as you believed that communications and creativity were linked in the digital world. But the future fascinated you.

A picture containing bicycle, building, sitting, table

Description automatically generated

At Uni, you made friends with a group of people who were quite diverse in regard to personalities, lifestyles and study choices. Two of them: Sara and Bruno were studying robotics. One evening at a party, they introduced you to a young guy named Karl. Karl was quite odd but very bright. While most of the other people were having fun doing the usual things people do at parties, Karl was holding court talking to an obviously enthralled audience of people. He was talking about his work in AI and how he’d begun designing and building a robot.

**Meeting Clari for the first time**

The next day, Sara and Bruno took you over to Karl’s studio (a garage at his parent’s house), where you first met his robot *Clari.* Clari was a protype back then with some functions and movements but not at all sophisticated in the design sense. In fact, Clari was a bit of a junk heap. Even then though, you had a distinct feeling that Karl and Clari were destined for bigger things.

**Fast forward**

You completed your degree a few years back and had kind of drifted into marketing communications first working on social media programs for some multi nationals interspersed with corporate communications. That’s where you got your feel for public relations (PR). Not long after that, you were headhunted to join a 3600 digital agency called BOO Creative. It was a hot shop were ideas came thick and fast.

**Brave new world**

Your boss Jerry called you and the team in to a meeting one morning and he seemed very excited. “listen up guys ... we’ve got a brief to work on and it’s the *brave new world*. How would you like to sell robots!” Now Jerry was the excitable type which was good for the agency but *brave new world*? You had to hear all about this. “A consortium of leading-edge tech companies has invested in an admin bot.”

“What’s an admin bot?” You asked Jerry. “It’s a robot that takes care of a lot of routine admin work in offices. It’s really quite amazing. It creates and develops forms and documents. It stores and names files and works seamlessly with CRM’s and cloud technology. It emails and sorts and copies and distributes. It can complete a lot of everyday admin tasks and it cleans the office too! It’s called Clari which its’ inventor says is short for *Clarification*. Amazing technology.” What’s the name of the inventor?” You ask.

“Karl Young. Why do you know him?”

“A while back.” You say. “I met Clari in a garage.”

**Clari makes an entrance**

A picture containing diagram

Description automatically generated

The following week Karl brings Clari in to meet the team. Karl recognises you immediately which impresses Jerry no end. Karl has also brought in a couple of the investors who seem very young but quite serious and business like and Clari was transformed from a piece of cobbled together space junk to a super cool droid with a humanoid look and a clear screen and various sensers and terminals. When Clari said “Good morning” to everyone there was amazement all around. How could this multi-functional admin super trooper be a threat to anyone.

**Marketing Clari**

The initial meeting with Karl and his investors went well with a lot of awe and excitement in the room and the project was clear. It was to market Clari and other admin bots to the world of business. “We have a big challenge here and that is to redefine robot technology in the workplace as people friendly

technology and not as a threat to other jobs and workers.” Jerry explained to the group. “It’s a creative challenge for our team to sell Clari into the business world.”

**Developing the brief**

A creative brief was developed by the creative planner at the agency Don Nguyen, which included the budget, the target audience, the media split (in this case online supported by some outdoor advertising and PR).

The brief was really about WHAT, WHY and WHO with some information regarding branding and executional guidelines. In other words, how to create the concept and then execute it.

The price was an important factor as Clari’s sold for around $90,000.00 - a lot more than a popular off-road vehicle. But there were advantages too. Clari would save money in the long term and it would also free others to work on more important things in large and medium sized businesses.

The challenge was introducing Clari to the business world as a friend not a threat.

# **Appendix 2 – Creative brief**

|  |  |  |
| --- | --- | --- |
| **CLIENT** | Clarification Tech | **DATE** |
| **PRODUCT** | Clari the Admin Bot | **JOB NO**. |

**MEDIA** Outdoor + Online + PR

#### **PRODUCTION/MEDIA BUDGET SPLIT**

**Media**: $K500

**WHAT ARE WE ADVERTISING?**

To launch Clari the admin bot into the business world.

**WHY ARE WE ADVERTISING?**

* + - To get people to view Clari as helpful technology and to consider finding out more by taking first a virtual tour of Clari technology.
    - To get business to consider spending on innovative new technology

**WHO ARE WE ADVERTISING TO?**

Primary Audience: Demographically most likely be business owners that are forward thinking in a variety of industries including service industries.

The companies would need to have earnings in excess of $M2.5 per annum and have at least 50 + employees.

Secondary Audience: Small to medium business owners who may considering investing in a Clari for a number of reasons including ‘the tourist’ aspect which means showing off Clari to customers. They may also purchase a Clari to streamline business processes. This kind of business would have earnings in excess of $K500 P.A. They would also be classified as early adopters of technology and frequent users of the internet of me and advanced tech applications. This would be a giant step for them, but they would also feel like ‘they were part of the techno future.

**PROPOSITION**

Clari ... from science fiction to science function!

**HOW DO WE SUPPORT THIS?**

Clari is both functional and user friendly:

* + Multi-functional applications built in
  + Well-designed future forward
  + Connects to cloud technology
  + Links to CRM applications
  + Over 1000 document templates built in
  + 5-year warranty + engineering and tech support
  + help desk features

**DESIRED BRAND IMAGE**

The execution needs to be reflective of the absolute in new technology.

Space age but people friendly. Dynamic and exciting design.

#### **EXECUTIONAL GUIDELINES**

#### Clari is the future in business administration and as such the execution must clearly demonstrate the design, styling and key functions.

Include the demonstration options: how, where and when.

At this launch stage – the price is not key.

# **Appendix 2 – Marketing policy**

**Marketing Policy**

## Purpose

This policy outlines principles and responsibilities associated with the management of marketing activities at XYZ Pty Ltd (XYZ).

This policy has been developed to ensure that all marketing and sales conducted by XYZ employees is done in an accurate, ethical and moral manner and meets all governing legislation and regulations.

## Policy and Procedures

**Logo**

This policy applies to all staff, and other individuals working on behalf of XYZ.

The XYZ brand represents what XYZ stands for - its promise to the market - and is represented in imagery and words. Corporate (visual) identity is one element of the brand and is the way in which the company presents itself to the public including but not limited to the registered trademark (the XYZ logo), corporate colours, typefaces and other elements of visual identity.

There is only one logo and identity for the company. Other logos, slogans or tag lines must not be developed or used.

Use of the XYZ logo and corporate identity must follow the Brand Guidelines established and kept by Marketing and External Engagement.

All applications of the XYZ name, logo or slogan, whether produced by XYZ or third parties, must be checked for corporate identity compliance and approved by the Marketing Team.

**Unacceptable Logo Treatment**

* Do not configure the elements into a different logo.
* Do not crop or remove any part of the logo.
* Do not distort the logo.
* Do not tilt the logo in any direction.
* Do not add any shadows, effects or other elements to the logo.
* Do not alter the proportions of the logo typography.
* Do not attempt to typeset the logotype.
* Do not attach a program-level identification to the logo or attempt to create your own unit logo.
* Do not duplicate any part of the logo to create a pattern.
* Do not recreate the type or substitute another typeface.
* Do not surround logo with other competing shapes.

## **Marketing Material**

All design and production work intended for external audiences, including publications and marketing materials (printed, electronic and audio-visual/video content), must be undertaken by designers, producers or other suppliers briefed and managed by Marketing Team, and approved by Marketing Manager prior to production.

**Public Relations**

All media relations activities and contact with any media outlets must be directed through the Marketing Team.

During a critical incident, all communications with the media must be arranged and managed by the Marketing Manager and the CEO.

All staff who are likely to be required to do media interviews must complete the approved media training program.

**Sponsorship**

The Marketing Manager is responsible for the approval and management of incoming and outgoing sponsorship arrangements on behalf of XYZ. Outgoing sponsorship involves XYZ seeking out and paying for some or all of the costs associated with a project, program, event or activity in exchange for recognition.

The Marketing Team is responsible for the management of incoming sponsorship. Incoming sponsorship involves an external party approaching XYZ to pay for some or all of the costs associated with a project, program, event or activity in exchange for recognition.

Outgoing sponsorship:

* Must be approved by the Marketing Manager or delegate
* Must have measurable outcomes
* Must provide a strategic outcome for XYZ
* Must bring a Return on Investment for XYZ
* Must not adversely affect the reputation of XYZ

Incoming sponsorship:

* Must be approved by the Marketing Manager or delegate
* Sponsorships must provide a significant advantage for XYZ’s operations
* Must follow XYZ’s marketing guidelines
* Must align to ethical, equitable and fair principles
* Must not adversely affect XYZ’s reputation

**Advertising and Campaign**

The Marketing Team appoints and manages advertising agencies to provide professional advice, media and creative services for corporate branding and program marketing campaigns and other key projects. All agency briefs are managed through the Team. The only exception is employment advertising, which is coordinated through Human Resources.

The Marketing Manager or delegate must approve all advertisements for editorial, brand and legal compliance prior to dispatch.

**Online marketing**

The Marketing team manages all online activities such as:

* Web site
* Social Media
* Mobile applications

Any use of online marketing activities must be developed and managed in collaboration with the Marketing Team and approved by the Marketing Manager or delegate.

**Presentation Guidelines**

Follow these steps

* Prepare your presentation using presentation aids that reflect the business brand and adhere to the guidelines provided in this policy.
* Obtain approval to present, including a sign off of your presentation from the Marketing Manager (or nominee).
* Proof read and edit your presentation before presenting.

When preparing PowerPoint presentations:

* Your **title slide** may have a striking image (but not overly/visually busy); remember to include:  
  **Your Name > Topic > Name of Class > Class Period > Date**.
* Be creative in grabbing and maintaining attention. Think outside the box. **Begin and end your presentation in a memorable way**.
* If you use text, use **bullet points**, not sentences - aim for just one concept on a slide.
* The slides are for the audience; **tell the story of your content** and your topic through images. Talk off the presentation. Do not read from it. **PRACTICE OUT LOUD!**
* When using quotes, **look for the nugget within the quote**. Paraphrase it as much as possible and discover its essence. Always, give proper credit.
* Images:
  + You do not need to have an image on every slide.
  + If you include an image, aim for one powerful image, that could be accompanied by minimal text or no text at all.
  + Unless you are using a photo image as a background or image in the presentation, try to **avoid too much clip art**.
  + **Use copyright friendly images** (Creative Commons licensed)
  + **Be sure to include the source of your image** (if you did not create it yourself) in the lower corner of your slide (whichever side is best). You may provide a full citation or give credit by stating:  
    **This image is used under a CC license from [URL that links back to the image].**
* Be sure to include a **"Bibliography."**

**Basic Writing Guide**

* XYZ’s preferred fonts are:
* Arial 10.5
* Calibri 11
* Margins must be 1 cm all the way around (top, bottom, left and right) in documents
* Margin size must be consistent on all pages of the document.
* Number all pages except cover pages.
* XYZ templates should not be altered unless permission has been given by the Marketing Team.
* Run a spelling and grammar check before submitting communication drafts for final approval and editing

**Guidelines for Photography:**

* Photographs of people should most often be candid. Captured moments help viewers get an inside glimpse of XYZ’s philosophy and culture about sustainability.
* To convey a sense of vitality, avoid passive shots.
* Balance shots of individuals with ones that include more than one person in order to show a culture of collaboration.
* Profile photographs should be friendly and approachable.
* Use a variety of close-ups and wide shots. Close-ups create warmth and familiarity, while wide shots convey expansiveness.
* When using photos of XYZ’s facilities, architectural structures or interior shots, give a sense of openness by lowering the horizon line or cropping images in a wide format.
* Represent racial, gender, age and professional diversity.

**Voice and Writing style**:

* Do be concise. While details add colour, be mindful of length. Long blocks of text are difficult to read online and can convey pretension. Functional text on the site, such as navigation or page descriptions, should be brief.
* Do be conversational. Write like you’re telling a story — not issuing a press release.
* Do use the active, rather than the passive, voice to keep prose lively and interesting.
* Do think like the audience to whom you’re speaking. Be mindful of each group’s different needs and demonstrate that you care. When talking to insider audiences, treat them as members of the XYZ community. For new audiences, be clear, informative and reassuring when necessary.
* Don’t let pride come across as arrogance. When pointing out a measure of success, keep it honest and go easy on the superlatives.
* Aim to convey XYZ’s values and Unique Selling Proposition.

**Code of Practice**

XYZ, adopts the ADMA Code of Practice: <https://www.adma.com.au/sites/default/files/ADMA_CodeOfPractice_2018_FINAL.pdf>

**Procedures**

| **Step** | **Brief Description** | **Responsibility** |
| --- | --- | --- |
| 1 | All marketing and external communication activities (including proposal for sponsorships and public relations) must be presented to the Marketing Manager or delegate for approval. | All staff |
| 2 | The Marketing Manager or delegate will agree on the process to manage the marketing or communication activities. | Marketing Manager or delegate |
| 3 | Budgetary needs are managed in collaboration with the financial department. | Financial Dept |
| 4 | The implementation of marketing or communication activities must provide interim reports on the implementation plan. | Staff implementing marketing plans |
| 5 | At the end of the implementation of marketing or communication activities, a marketing report must be presented to the Marketing Team. | Staff implementing marketing plans |
| 6 | Evaluation reports will be used to inform continuous improvement initiatives | Marketing Manager or delegate |