

Assessment details

Assessment 2: Interview Recording and Post-interview Reflection (40%)

Due Date: Week 10

Task Overview

Students will participate in a **mock job interview via TEAMS** to demonstrate their communication skills, including the use of micro-skills, active listening skills, open and closed questions, reflection of content, reflection of feeling, nonverbal communication, and conflict resolution. The goal of this assessment is to assess students' knowledge and application of communication and conflict resolution skills in community services. Students will also write a post-interview reflection (600-800 words).

Scenario: The Job Interview

Students will take on the role of a **job applicant** interviewing for a position in the **community services sector**. Students must effectively communicate their qualifications, experiences, and problem-solving skills using the communication techniques learned throughout the trimester. The interview must follow a structured format, covering general and behavioural questions. Students must use effective communication skills such as paraphrasing, summarising, appropriate tone, and body language. Responses should reflect both professionalism and self-awareness regarding communication development.

Each student will be **interviewed by their peer** (playing the role of the interviewer) and must submit a **recorded TEAMS interview session** (10 minutes). The interviewer will ask the following questions:

1. *Can you tell us a little about yourself and why you are interested in this role?*
2. *What do you consider to be your strengths and weaknesses in communication?*
3. *Describe a time when you had to handle a difficult conversation with a colleague or client. How did you manage it?*
4. *Tell us about a situation where you had to **paraphrase or reflect** someone's words to clarify understanding.*
5. *Give an example of when you used **nonverbal communication** effectively to convey a message.*

6. Describe a time when you had to **resolve a conflict** in a professional or personal setting by referring to your results based on the Thomas-Kilmann Mode Instrument. What strategies did you use? Provide two examples of the conflict mode(s) you believe you actually use in conflict situations.
7. How do you ensure you are actively listening during a conversation?
8. If a client becomes emotional or distressed, how would you respond?
9. **How would you adapt your communication approach when working with Aboriginal and Torres Strait Islander peoples?**
(Consider cultural safety, respect, listening practices, and relationship-building in your response.)

Post-interview Reflection (600-800 words)

Students are required to write a reflection on analysing the communication strategies used during the interview and reflect on the identified strengths and areas for improvement with reference to their experienced in this unit of work (INT102) by responding to the following questions:

1. Prior to this course and unit of work, what was your personal perception of your communication strengths and weaknesses and why (give specific examples)?
2. Have the course materials and role play activities led to personal development and an increase in your communication skills (give specific examples from your lectures and tutorials)?
3. Reflect on the feedback you received over the Trimester (from your tutor and fellow students) – is there evidence of growth and development?
4. If you felt nervous and uncomfortable during the role plays, what was your reaction to this and what did you do to help yourself overcome these feelings?
5. What did you learn about observing non-verbal cues?
6. What did you learn about managing communications in settings such as the workplace between colleagues or between client/community service worker?
7. What are the two Thomas-Kilmann Conflict Mode results identified from the TKMI that you scored highest? Explain these in your own words. (**Use the text-book pp. 266 - 269 and resources on the unit site to assist; de Janasz ebook through the library).**

Integration of **material from the textbook is essential**. The textbook must be cited correctly using APA 7 referencing. Connections must be made between your experiences, the

literature, and the course learning material to support ideas and demonstrate knowledge of subject matter.

Submission Instructions:

Your assessment must be submitted as a **single** Word document on the Learning Management System, Moodle. The document must include:

1. **Cover Page** – Template can be found on Moodle 'Assessments' page.
2. **TEAMS Video Recording Link** – Copy and paste the **link to your recorded interview**. Ensure the link is accessible to the lecturer/marker by adjusting the sharing settings **(See Week 8 Tutorial Slides)**.
3. **Post-Interview Reflection (600-800 words)**

How to conduct a TEAMS meeting

- Establish a meeting on Teams, invite the "interviewer" (your peer). Please use *Office365* account attached to Acknowledge Education email accounts (see further guidance on Assessment Support page on Moodle and Week 8 Tutorial slides).
- Ensure the interviewer has virtually responded 'yes' to the **TEAMS** invite.
- Record the meeting.
- Include the recording link under the Cover-page of your assessment submission.
- **It is the students' responsibility to ensure they record the online interview, and the link provided to view the video is accessible by their lecturer (see Week 8 Tutorial slides).**

Ethical use of Gen AI

To ensure students use Gen AI in a **creative** and **ethical** way for this assessment aligning with Acknowledge Education's Fostering Academic Integrity policy, without resorting to copying and pasting text, students could use AI tools to enhance their assessment via the following:

- **Active Listening Practice:** Students can role-play a conversation with an AI model, asking questions and reflecting on the answers as they would in an actual interview. This will help them develop their active listening skills and improve how they paraphrase or summarize the information.
- **Body Language & Tone:** AI can simulate feedback on verbal communication. Students can record themselves responding to interview questions and use AI-powered analysis tools to assess aspects such as tone, speech patterns, and clarity. This can help students improve non-verbal cues and refine their tone for professionalism.

| Criterion | Measures | Intended Outcome: | Learning |
|-------------|---|-------------------|----------|
| 1 - 2 | Presentation of paper & Academic writing: 4 marks (10%) | LO1, LO2 | |
| 3-7 | Written and verbal discussion regarding conflict management, and skills learned during the trimester 34 marks (85%) | LO1 - LO5 | |
| 2 | References and referencing: 2 marks (5%) | LO1, LO2 | |
| Task Length | 600 – 800 words | | |

Rubric

Assessment 2: Interview Recording and Post-interview Reflection (40%)

| CRITERION | WEIGHT | HD 80% + | D 70 – 79% | C 60 – 69% | P 50 – 59% | NN 0 - 49% |
|----------------------------------|-----------|---|---|--|--|---|
| Presentation | 5 | Correctly completed coversheet with all required information provided. Fully observes formatting guidelines. | Correctly completed coversheet including word count. Formatting guidelines observed with minor inconsistencies. | Completed coversheet. Most formatting guidelines observed. | Coversheet present with missing details. Formatting guidelines observed but not in full. | No coversheet. Formatting guidelines not followed. |
| Academic Writing | 5 | Sophisticated clarity, conciseness, and correctness of writing; Excellent written expression. In-text reference correctly cited for the textbook; Reference list presented with no errors; APA 7 guidelines observed fully. | Clear, concise and correct writing; Very good syntax and structure of assessment with few errors. In-text reference of textbook cited with few errors; Reference list presented with few errors; APA 7 observed well. | Correct written expression, Good syntax and structure of assessment with some errors. In-text reference of textbook cited; Reference list has some errors; APA 7 guidelines observed to some extent. | Satisfactory attempt in academic writing; Syntax and structure with multiple errors. Attempt made at in-text referencing the textbook; Reference list has errors; APA 7 guidelines observed but not in full. | Poor word choice; Poor syntax; Incorrect/poor use of language. Textbook is not cited. Reference List absent or poorly presented; APA 7 not used or poorly observed. |
| Post-Interview Reflection | 25 | Insightful, critical self-analysis with more than three examples of self from lecture and tutorial activities with explaining specific improvement strategies for each. | Thoughtful self-analysis with at least three examples from lectures and tutorial activities. Explains some improvement strategies with reasonable depth. | Adequate self-analysis with two examples from lectures/tutorials. Describes general areas for improvement but lacks depth. | Limited self-analysis with only one vague example from class activities. Mentions improvement but lacks concrete strategies. | Little to no self-analysis, no clear examples from lectures/tutorials, and no discussion of improvement strategies. |
| Video Presentation | 15 | Highly professional, confident, and well-prepared. Excellent body language, eye contact, and tone. Excellent use of facial expressions, gestures, and posture to reinforce verbal messages. | Good body language, eye contact, and tone. Facial expressions and gestures are appropriate but may lack variation. | Acceptable body language and tone, but inconsistent. Some reliance on stiff or unnatural gestures. | Weak body language, inconsistent tone, and limited eye contact. Facial expressions do not align with speech, and gestures may be minimal or distracting. | LINK NOT WORKING. Poor body language, weak or inappropriate tone, little to no eye contact. Expressions and gestures seem disengaged or forced, affecting communication effectiveness. |
| Communication Strategies | 20 | Analyses three strengths and three weaknesses with specific real-world examples. Explains how weaknesses are being improved. Analyses three specific examples of active listening in professional settings. | Explains two strengths and two weaknesses with real-world examples. Describes improvements with some details but lacks clear actionable steps for how weaknesses are being improved. Provides two examples of active listening, but explanation lacks some depth. | Identifies two strengths and one weakness. Describes improvements, but with limited detail and lacks specific strategies for improvement. Provides one example of active listening but lacks depth in explanation. | Mentions one strength and one weakness with vague or general examples. Describes improvements with little detail, but no clear action steps. Provides a minimal example of active listening, with little explanation on its effectiveness. | LINK NOT WORKING. Does not clearly identify strengths or weaknesses or provides irrelevant or unclear examples. No clear mention of how weaknesses are being improved. Does not mention active listening or provides irrelevant or poorly explained examples. |
| Conflict Resolution | 15 | Analyses two personal conflict modes with two real-world examples. Explains how | Explains two conflict modes with one real-world example but lacks detailed application of Thomas- | Identifies one conflict mode with a general description but no real-life | Mentions conflict resolution but does not effectively connect it to | LINK NOT WORKING. Fails to discuss conflict resolution strategies or provides an off-topic |

| Using Thomas-Kilmann Mode | | Thomas-Kilmann results inform conflict-handling strategies. | Kilmann. | example. | Thomas-Kilmann or provides an unclear example. | response. |
|--|------|--|--|--|--|--|
| Aboriginal and Torres Strait Islander People | 15 | Demonstrates exceptional cultural awareness in communication with Aboriginal and Torres Strait Islander peoples. Provides three specific, real-world examples of how to adapt communication styles | Shows a strong understanding of communication with Aboriginal and Torres Strait Islander peoples. Provides two to three clear strategies for adapting communication. | Demonstrates basic knowledge of cultural sensitivity when communicating with Aboriginal and Torres Strait Islander peoples. Mentions one to two strategies for adapting communication. | Acknowledges the importance of cultural respect in communication but provides vague or general suggestions for adapting communication. | LINK NOT WORKING. Provides a limited or inaccurate understanding of cultural sensitivity in communication with Aboriginal and Torres Strait Islander peoples. Fails to provide specific strategies or examples for adapting communication. |
| TOTAL | /40% | | | | | |

