

FSKOCM007

Interact effectively with others at work

Release 1

Learner guide

Aspire Version 1.1



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Before you begin

This learner guide is based on the unit of competency
FSKOCM007 Interact effectively with others at work, Release 1.

How to work through this learner guide

Your trainer or assessor will tell you which parts of the learner guide you need to read, and which activities you need to finish. The learner guide has the following parts.

Part	How you use it
Learning content	Read each topic. If you do not understand something, talk to your trainer.
Examples	This learner guide has examples of completed documents that may be used in a workplace.
Video clips	Where you see a QR code, you can use a smartphone or tablet to access video clips about the content. For information about how to download an app that will read the QR code or for more help, please visit our website: www.aspirelr.com.au/help . 
Learning checkpoints	Complete learning checkpoints to make sure you understand what you have read. Your trainer will tell you which activities to do.
What you have learned	At the end of the learner guide, there is a list of what you have learned. You can use this to check if you are ready for the final assessment.

Words to remember

As you read the learner guide, use this section to write down words you need to remember.

There is a space for you to write the word and a space for you to write down what the word means.

This will help you to learn the words.

Word	What it means



Your story

Today is your first day working at Blooms Garden Nursery. You are a nursery hand. Your supervisor, Bill, tells you about your tasks. Tasks are things you do as part of your job.

Your tasks include watering the plants, taking dead leaves off the plants, sweeping the floor and answering the phone. You will work with Jane and Dave. They do the same tasks as you and can help you if you are not sure what you need to do.

Watch this video about your role at Blooms Garden Nursery.



Your tasks



Water the plants.

Water the plants with a hose.



Take dead leaves off the plants.

Cut the dead leaves off the plants.



Sweep the floor to keep it clean.

Make sure there are no leaves, plant pots or bags on the ground.



Take messages.

Answer the telephone and write down messages for other people.



Write down information your supervisor needs to know.

Listen to the customer, write down what they want, and tell your supervisor the information.



Give information to customers.

Tell customers when Blooms Garden Nursery is open.



Day 1

When you arrive at Blooms Garden Nursery, Bill shows you where you will work. This area is called the greenhouse. It is where the customers come to see the plants.

Bill explains that you will speak with different people at Blooms Garden Nursery and it is important to interact in the right way.

You may need to speak with:

- Customers who come to buy plants
- Customers who ring Blooms Garden Nursery
- People who deliver the plants to Blooms Garden Nursery
- Jane and Dave, who are the people you will work with

What is an interaction?

An interaction is when two or more people talk with each other to communicate.

You will interact with different people at Blooms Garden Nursery. You may need to:

- Ask a question
- Give information
- Pass on a message
- Give advice
- Report a problem
- Chat with the people you work with
- Answer a question

For example, at Blooms Garden Nursery, will talk to your supervisor, Bill, about your tasks. When you listen to him and ask him questions about your tasks, you are interacting with Bill.



Audience

Every interaction or communication has an audience.

The audience is who the interaction or communication is with.

You may need to speak with:

- Customers who come to buy plants
- Customers who call Blooms Garden Nursery on the phone
- People who supply the plants to Blooms Garden Nursery
- Your supervisor, Bill
- Other team members, Jane and Dave



The purpose of an interaction

The purpose means the reason for the interaction.

When working at Blooms Garden Nursery, you may need to interact with others for many different reasons. Each interaction will require you to provide the right information for the purpose of the interaction.

For example:

- Your supervisor, Bill, may require you to respond to a question about an order.
- A customer may need information about suitable plants for their garden.
- Other team members may want your opinion on the best way to water the garden.

Other reasons you may need to interact with others include:

- Updating your supervisor
- Responding to a question
- Negotiating with your supervisor
- Developing a workplace relationship with other workers
- Expressing an opinion about an issue
- Ordering goods from a supplier
- Instructing a customer on how to look after a plant
- Reporting a safety issue

Watch this video to learn about the reasons for interacting with others.



Updating

Updating something means that you change it, so it has the latest information.

When Bill asks you about the tasks you have finished, you can update him on what you have done.

The purpose of this update is so Bill can plan what you will do next.

The audience of this update is Bill.



Responding

When you respond, it means that you answer a question someone has asked you.

For example, a customer may ask you, 'Do you have a cactus?' You may respond by saying, 'Yes, there is one over there.'

The purpose of this response is to answer the customer's question and give them the information they want.

The audience of this response is the customer.

Negotiating

Negotiating means reaching an agreement with another person.

For example, Bill asks if you can work on Friday. You already have plans on Friday, so you ask Bill if you can work on Thursday instead. He agrees. This means you have negotiated working a different day with Bill.

The purpose of this negotiation is to find a solution to the problem.

The audience is Bill.



Developing relationships

Developing workplace relationships means working well together.

The purpose of developing workplace relationships is to help each other and work together.

The audience is the person you are developing the workplace relationship with.

For example, you see Bill trying to lift a heavy pot. You offer to help him lift the pot.

Bill thanks you and says next time you need help, he can help you.

When you talk to a co-worker while you work, you are developing a workplace relationship with them.



Expressing opinions

When you express an opinion, it means you say what you think about something. An opinion is often based on what you know or feel about something.

For example, a customer asks you what plant will grow well where it is hot. In your opinion, a cactus would grow well there, so this is what you tell the customer.

The purpose of expressing an opinion is to tell someone what you think.

The audience is the customer.

Blooms Garden Nursery has a meeting for all the people who work there. It is called a staff meeting. In the meeting people talk about things that happen at the nursery. Bill has an idea about changing an area of the nursery. He talks to the staff about what he thinks would work. Bill is expressing his opinion.



Ordering and selling goods

Goods are the things you buy and sell. When you ring a company to order more work gloves, you are ordering goods.

The purpose of ordering goods is to have more things delivered to the nursery.

The audience is the company you are buying the goods from.

When you sell plants to a customer, you are selling goods.

The purpose of selling goods is so the nursery can make money.

The audience is the customer you are selling goods to.



Instructing

When you show or tell someone how to do something, you are instructing them.

The purpose of an instruction is to show or tell someone how to do something.

The audience is the person who is being instructed.

For example, when Bill shows you how to do your tasks, he is instructing you.



Reporting

A report is when you describe something in detail. This means it includes a lot of information.

Some reports are written down. Written reports may have numbers, graphs and pictures.

Some reports are spoken. These are called verbal reports.

Reports may be needed every day, once a week or only occasionally.

The purpose of a report is to give information.

The audience of a report is who you are giving the information to.

For example:

- You need to report to Bill at the end of every day to tell him what tasks you have finished. When you tell Bill this information, you are giving him a verbal report.
- Bill writes a report at the end of the week about how many plants have been sold. This is a written report.



What has happened on Day 1

On Day 1 of working at Blooms Garden Nursery, you have learned about:

- The purpose of interactions, such as:
 - Updating
 - Responding
 - Negotiating
 - Developing workplace relationships
 - Expressing an opinion
 - Ordering goods
 - Instructing
 - Reporting
- The audience of interactions, such as:
 - Customers
 - Suppliers (people who supply goods)
 - Your supervisor
 - Your team members

Learning checkpoint: Day 1

1. Bill calls to say he will be late for work. You give this message to your co-workers, Jane and Dave. Who is the audience of your message? Tick the correct answer.

- Other staff
- The supplier
- The customers
- Your supervisor

2. Bill calls a supplier and tells them which plants he wants delivered to the nursery.

What type of interaction is this? Tick the correct answer.

- Giving information
- Asking a question
- Answering a question
- Passing on a message
- Reporting a problem

3. You have hurt your back. You ask Bill if you can change your tasks so you won't have to lift any heavy pots.

What is the purpose of this conversation? Tick the correct answer.

- To inform
- To negotiate
- To order
- To report

4. Bill asks you what tasks you have finished. You tell him you have finished watering the plants.

What type of interaction have you given? There are **two (2)** correct answers. Tick all the correct answers.

- Responded to Bill with an answer
- Updated Bill on your tasks
- Told Bill your opinion
- Instructed Bill on how to do something



Day 2

On your second day of work, Bill talks to you about speaking to:

- Customers who come into Blooms Garden Nursery
- Customers who call Blooms Garden Nursery on the phone
- Jane and Dave

He talks to you about listening and making sure that you understand what:

- Customers say to you
- He says to you
- Jane and Dave say to you

Bill also talks to you about using verbal and non-verbal communication at Blooms Garden Nursery.

Conversations

When you and another person are speaking to each other, it is called a conversation.

Conversations are part of verbal communication.

When you speak with someone, you need to use the right:

- Greetings
- Words
- Emphasis
- Pronunciation
- Tone of voice
- Speed



Greetings

Conversations often begin with a greeting. A greeting is the way you start a conversation.

There are different ways to greet someone, depending on the situation. It is important that you greet people in the right way. For example, it is not appropriate for you to greet a customer, Mrs Lim, in the same way you would greet a friend.

When you greet Mrs Lim, you need to use a formal greeting. When you greet a friend, you can use an informal greeting.

Here are some examples.



Formal greetings to use with a customer

'Hello Mrs Lim. How are you today?'

'Nice to see you, Mrs Lim.'

'Good morning, Mrs Lim.'

'Good evening, Mrs Lim.'



Informal greetings to use with a friend

'Hi, how are you?'

'How's it going?'

'What's new?'

'What are you up to?'

Vocabulary

You need to use the right words when you have a conversation. If you use the wrong words, the person you are talking to may not understand what you mean.

The words that you know and use are called your vocabulary. If you know a lot of words, it means you have a big vocabulary.

At work you will sometimes need to use technical words that are specific to the job or the workplace. A number of words may become familiar to you in your workplace.

For example, at the nursery you might use words such as **succulent**, **bareroot** or **compost**. These are technical words.

Sometimes workplaces use phrases (small groups of words) or acronyms (small groups of letters that stand for words).

If your supervisor uses a word, phrase or acronym that you are unsure about, ask them what it means.

Emphasis

Emphasis means using your voice to bring attention to a word. For example, you may say a word loudly or pause after saying the word.

When you put emphasis on a word, it can be used to show how you feel.

Here are some examples.

Example 1

Jane needs to water the plants.

The emphasis is on the word 'Jane'. This means the person speaking wants you to pay attention to who needs to be doing something.

Example 2

There isn't much **time**.

The emphasis is on the word 'time'. This means the person speaking wants to emphasise that time is running out.

Example 3

It is **your** turn to sweep the floor.

The emphasis is on the word 'your'. This means the person speaking wants you to pay attention that it is your turn. They may also be annoyed that you have not done something yet.

Pronunciation

Pronunciation is how you say a word. When you use the right pronunciation, it makes it easier for people to understand what you are saying.

The way words are spelled is not always the way they are pronounced.

For example, Mr Ford comes into the nursery and asks for an orchid plant. You cannot understand what kind of plant he wants, because he does not pronounce the word correctly.

Mr Ford says the word the way it is spelled, 'or-chid', and not the way it should be pronounced, 'or-kid'. This is why you cannot understand him.

How Mr Ford said the word	'or-chid'
How the word should be pronounced	'or-kid'

Pronunciation is very important for verbal communication. If someone does not understand what you are trying to say, repeat the words. If they still do not understand what you are saying, think about your pronunciation. If you have trouble pronouncing a word, ask someone to tell you how the word should be said.

Tone of voice

Your voice creates sound. When you speak, the sound of your voice is called your 'tone of voice'. Tone of voice means:

- How loudly or softly you speak
- How much emphasis you put into the words you say

When working at Blooms Garden Nursery, it is important to use the right tone of voice. This adds extra meaning to your words.

Here are some examples of tone of voice.

Tone of voice	What it means	What the listener hears	What the listener might think
Monotone	Saying all the words in a sentence using one tone	Words that do not have any feeling	<ul style="list-style-type: none"> • That the information is boring • That you are bored
Soft	Speaking with a quiet voice	Words that are hard to hear	<ul style="list-style-type: none"> • That you are shy • That you are not sure if you are right
Loud	Speaking with a big voice	Words that are being shouted	<ul style="list-style-type: none"> • That you are angry
Polite	Speaking with a nice tone	A sentence that is formal and pleasant	<ul style="list-style-type: none"> • That you care about the customers
Friendly	Speaking with a warm, kind tone	Words that have a happy feeling	<ul style="list-style-type: none"> • That you are a friendly person

Watch this video to learn about tone of voice.



Speed of voice

When you talk too fast or too slowly, it can be hard for others to understand you. It is important that you speak at the right speed when you are having a conversation.

You may change the speed you are speaking depending on the purpose of what you are saying.

Here are some examples.

Example 1

'Dave, let me show you how to do that. First, you cut the stem of the plant. Next, watch what I do here.'

Talking slowly:

You are taking your time to make sure Dave understands you.

Example 2

'Jane! You've cut yourself! Quick, use this bandage while I call Bill.'

Talking fast:

You are talking fast to show that the person needs to act quickly.

Using the right words

Bill talks to you about using the right language when speaking with customers. Using the right language helps the person you are speaking to understand you. Bill tells you to speak politely and respectfully to everyone.

Here are different ways of speaking to people.

Who you talk to	Language you use	Example
People you work with, including: <ul style="list-style-type: none"> • Jane • Dave • Bill 	Informal	Informal language is when you use friendly, casual language, such as using the person's first name: <ul style="list-style-type: none"> • 'Hey, Jane.' • 'How are you going?' • 'See you next time, Dave.'
	Slang	Slang is also informal language, and often belongs to a particular group: <ul style="list-style-type: none"> • 'See ya, Jane!' instead of 'See you later, Jane!' • 'Wait a tick, Bill' instead of 'Wait a minute, Bill' • 'I'll grab a bite to eat' instead of, 'I'll have lunch'
	Technical words	Technical words are words used in your workplace, such as: <ul style="list-style-type: none"> • Industrial hose • Succulent • Work health and safety
	Idioms	An idiom is a word or phrase that means something other than what it actually sounds like. Here are some examples of idioms: <ul style="list-style-type: none"> • 'Costs an arm and a leg' means something costs a lot of money. • 'Feeling under the weather' means you feel sick. • 'That's a piece of cake' means something is easy.

Who you talk to	Language you use	Example
Customers	Formal	<p>Formal language is when you use polite and respectful language when you talk to someone you do not know well. It is a type of language often used in a workplace. For example:</p> <ul style="list-style-type: none">• 'Mrs Smith, it is lovely to see you.'• 'That would be great. Thank you.'• 'Have a nice day.'

Sentences

Sentences are made up of words. Grammar is the set of rules for how sentences are put together.

When you use the right grammar, sentences make sense and can be understood. When you are speaking, you need to think about:

- The types of words you use
- The order that you say the words in
- The right form of the word; for example, you may need to use past tense

Nouns and pronouns

A noun is a word that names something. It can be a person, place or thing.

Here are some examples.

A **customer** visits the **nursery** to look for **plants**.

A pronoun is a word that takes the place of a noun. Here are examples of pronouns:

- I
- Me
- You
- He
- She
- It
- This
- They

Here are examples of pronouns used in sentences.

Bill asked **me** to water the plants. **He** said **they** looked very thirsty.

Adjectives

Adjectives are words that describe a noun (a person, place or thing).

Here are some examples.

The **green** ferns are very **popular**.

The floor was **wet** after I spilt water on it.

Verbs and tenses

A verb is a word used to describe an action. Verbs are doing words.

A verb can be:

- A movement, such as to **walk**, to **type** or to **read**
- A thinking action, such as to **guess** or to **imagine**
- A state of being, such as 'I am working at the nursery'

Past tense verbs are used to tell you if something happened in the past.

Present tense is used when you talk about what is happening now.

Future tense is used to show that something will happen in the future.

Here are some examples.

Verb	Past tense (means you have already done it)	Present tense (means you are doing it now)	Future tense (means you are going to do it)
Sweep	I swept the floor.	I am sweeping the floor.	I will sweep the floor.
Water	I watered the plants.	I am watering the plants.	I will water the plants.
Order	I ordered more plants.	I am ordering more plants.	I will order more plants.
Talk	I talked to Bill.	I am talking to Bill.	I will talk to Bill.
Ring	I rang the customer.	I am ringing the customer.	I will ring the customer.

Reasons for a conversation

There are many reasons for a conversation. You may need to speak with someone at Blooms Garden Nursery to:

- Ask a question
- Negotiate something
- Confirm information

Here are some examples of reasons for a conversation:

Ask a question (Asking for information about something)	Negotiate (Working something out with someone)	Confirm information (Checking you have the right details)
'Jane, where is the hose?'	'Bill, I can't come in tomorrow, but I can work on Tuesday instead. Is that okay?'	'Mrs James, I'm going to repeat the address you gave me to make sure it's right.'
'Bill, how do you take a message on the phone?'	'Dave, my back is sore today. Can we work together to lift the pots?'	'Bill, I want to make sure I understand. First, I should move the plants, then help Dave with the display. Is that right?'

How to keep a conversation going

When you are in a conversation with someone, there are ways to keep the conversation going. This means that the conversation continues.

Here are some examples.

Taking turns	<p>Allow a person to finish what they are saying without interrupting them.</p> <p>In a group conversation it is helpful to have people speak in turn. This gives everyone a chance to interact.</p>
Showing understanding	<p>Show when the message is understood.</p> <p>Indicate that you understand by making eye contact, nodding or smiling as you speak.</p>
Asking questions	<p>Ask questions to make sure you understand.</p> <p>If you do not understand what someone has said, ask questions such as:</p> <ul style="list-style-type: none"> • 'Do you mean ...?' • 'Did you say ...?'
Responding correctly	<p>Respond to a request appropriately (in the right way).</p> <p>You should use words that are suitable for the person you are speaking to.</p> <p>If you are speaking to your supervisor, you may say, 'Yes, sure.'</p> <p>If you are speaking to a staff member that you know well, you might use informal words like 'no worries' or 'yep'.</p>
Giving feedback	<p>This means talking with someone about something you have done and giving advice.</p> <p>For example:</p> <p>'You are doing a good job. We are glad to have you here.'</p> <p>'Next time, make sure you turn off the hose.'</p>

How to manage a conversation

When speaking with another person, sometimes you need to manage the conversation.

For example, Mrs Lim comes into Blooms Garden Nursery looking for a plant with pink flowers. She wants this plant because it reminds her of her daughter. Mrs Lim starts talking about her daughter and how much she misses her. You listen politely to Mrs Lim, but you need to bring the conversation back to be about the plant and why she came to the nursery.

You ask her where she wants to place the plant in her garden. Mrs Lim's answer helps you choose the right plant.



How to close a conversation

When the conversation is nearing the end, you need to close or end the conversation. How you close the conversation depends on the reason for the conversation.

A conversation can be ended using an expression that means it is nearly finished.

Here are some examples of ways to close a conversation.

Ask a question	Negotiate	Confirm information
<p>The conversation: Bill: 'Jane, can you tell me where the hose is?' Jane: 'It's over by the flowering plants.'</p>	<p>The conversation: You: 'Bill, I can't come in tomorrow, but I can work on Tuesday instead. Is that okay?' Bill: 'Yes, that's fine.'</p>	<p>The conversation: You: 'Mrs James, I'm going to repeat the address you gave me to make sure it is right.'</p>
<p>Expressions that close the conversation: Bill: 'Oh, okay. Thanks for your help.'</p>	<p>Expressions that close the conversation: You: 'Thanks. I appreciate it.'</p>	<p>Expressions that close the conversation: You: 'Great, I have the right information. Thank you for your order, Mrs James.'</p>

Listening

Listening is not just hearing what someone is saying. Listening means that you pay close attention to the information.

Listen for:

- Specific or key information
- Questions you need to answer
- Directions or instructions you need to follow
- The informal or formal way the person speaks, which tells you how you should respond
- Changes in emphasis, which tells you the meaning of the word or sentence

For example, a customer rings and orders a number of different plants. You need to listen carefully and write down their order.



Listening for important information

Sometimes a conversation can change from a casual chat to an important discussion. You need to listen carefully to the important information in a conversation.

Listen to the language the person is using. This will give you clues about the information that is being communicated. If the person uses informal language, the information may not be as important. Informal language is more casual and relaxed, such as how you talk with your friends.

If the person uses formal language, the information may be more serious and important. Formal language is polite and respectful language often used in professional settings, such as the workplace.

Here are some examples.

Casual information

Bill tells you Sarah is away today looking after her kids. He mentions a funny thing his kids said last night.

Important information

Bill says he would like you to answer the phone while Sarah is away. He says that you need to go to the office now and he will get someone else to answer the phone when you need to go to lunch.

Understanding what you have heard

It is important to understand what you have heard. You may need to ask the person to repeat what they have said.

If you listen to the tone of voice the person uses and the emphasis they put on words, it will help you understand what they have said.

Example 1

Bill: 'Sarah is late **again**. Last time she was late, the office work did not get **done** on time. I hope this doesn't happen again. There is **a lot** of work to be finished.'

Bill has spoken fast and loudly. He places emphasis on the words 'again', and 'done' and 'a lot'

This tells you that Bill is worried that the work will not get done. He may also be annoyed with Sarah.

Example 2

Mrs Lim: 'I would like to buy a pink flowering plant. This is to remind me of my daughter, as her favourite colour is pink. I **miss** my daughter.'

Mrs Lim has spoken slowly and softly. She placed emphasis on the word 'miss'.

This tells you Mrs Lim is lonely and sad. She might need cheering up.

Non-verbal communication

Non-verbal communication is not spoken. Communicating without talking uses expressions and body movements to share information and express feelings.

You are using non-verbal communication when you make eye contact, nod or smile.

Here are some examples of non-verbal communication.

	Facial expression For example: <ul style="list-style-type: none">• Smiling• Frowning• Looking confused• Looking angry or frustrated
	Eye contact Looking another person in the eyes
	Body language How you hold your body and how you stand, sit or walk
	Gesture Communicating using your hands and arms, such as pointing at something or waving to indicate 'hello'

Facial expressions

Facial expressions means that feelings are shown on your face.

When you are communicating with people at Blooms Garden Nursery, you need to make sure your facial expressions are appropriate.

Your facial expressions can show if you are feeling happy, sad, worried or angry.

For example, Mrs Ford comes into the nursery. You smile at her. When you smile at Mrs Ford, you are letting her know you are friendly and happy to help her find a plant she is looking for.

When communicating with someone, the expression on their face may help you to tell if they understand what you are saying.

For example, if the person frowns and looks confused, they probably do not understand you. If they smile and nod their head, it may show that they understand and agree with what you are saying.



Eye contact

Eye contact happens when people look directly into each other's eyes. When you make eye contact with the person you are speaking to, it shows you are interested in communicating with them. When they make eye contact with you, it shows they are interested in what you are saying. However, eye contact it is not always appropriate as some cultures find it rude to make eye contact.



Body language

Body language is the way you sit or stand. Body language can show how someone is feeling. If someone is not interested in what you are saying, they may turn their body away from you. If they are interested in what you are saying, they may face you and lean towards you.

Bill tells you that Blooms Garden Nursery has customers from different countries. It is important that your body language is appropriate for who you are talking to.



Gestures

Gestures are when you use your hands or body to communicate. For example, someone might wave instead of saying 'hello'. Someone who is angry may clench their hands into a fist. When speaking with someone, their hand gestures may help you to know if they understand what you are saying.



Checking that a person has understood

When you are interacting with someone at work, it is a good idea to check that they have understood what you are saying.

You can check someone's understanding by asking them questions such as:

- 'Does that answer your question?'
- 'Does that help you?'
- 'Did I give you enough information?'
- 'Do you need me to say that again?'

You can also check whether someone has understood you by looking at their body language.

If someone nods their head, it is likely that they understand you. If they have a confused look on their face, you might need to say the information again.

What has happened on Day 2

On your second day working at Blooms Garden Nursery you have learned about:

- Speaking
- Using the right vocabulary and pronunciation
- Reasons for conversations
- Tone of voice
- Listening
- Non-verbal communication
- Checking understanding

Learning checkpoint: Day 2

1. Which greeting is best used when talking to Mr Martin, a customer at Blooms Garden Nursery? Tick the correct answer.
 - What's up, Mr Martin?
 - Good morning, Mr Martin.
 - What's new, Mr Martin?
 - G'day, Mr Martin!
2. What tense is used in the following sentence? Tick the correct answer.

I work with Jane and Dave.

 - Past tense
 - Present tense
 - Future tense
3. Which of the following should you use in conversations at work? There are **three (3)** correct answers. Tick all the correct answers.
 - Greeting – polite /respectful
 - Vocabulary – workplace words
 - Pronunciation – speaking clearly
 - Tone of voice – angry voice
 - Speed – speak really slowly and stop frequently
4. Which of the following is an example of non-verbal communication? Tick the correct answer.
 - Smiling
 - Talking
 - Calling out to Bill
 - Answering the phone

5. Jane is talking loudly and emphasising some words as she talks. She is frowning and places her hands on her hips.

What non-verbal communication is Jane using? There are **two (2)** correct answers. Tick all the correct answers.

- Talking
 - Frowning
 - Emphasising words
 - Putting her hands on her hips
6. Which of the following can you do to check you understand a question? Tick the correct answer.
- Tell the person to ask you again later.
 - Ask the person to tell someone else.
 - Ask the person to repeat what they said.
 - Ask the person to talk louder.
7. Which of the following questions can you ask to check you have been understood? There are **two (2)** correct answers. Tick all the correct answers.
- Does that answer your question?
 - How can I help you?
 - Did I give you enough information?
 - What are you doing?



Day 3

On your third day at Blooms Garden Nursery, your supervisor, Bill, comes to see you. He asks you how you are going with your tasks, and if you need any help with anything.

You tell him that you had problems with a customer, Mr Jakobsen, the day before. When you were talking to Mr Jakobsen, you had difficulty understanding what he wanted. When you tried to help him, he had difficulty understanding you. You weren't sure what to do. Mr Jakobsen got angry and walked away. You felt bad because you tried to help him, and you feel like you were no help at all.

You go with Bill to his office to talk about this.

Seeking feedback

Feedback is when someone talks to you about:

- How well you performed a task
- An idea you have had

A supervisor may provide you with feedback to help you do a task better. You may also ask someone for advice on how to solve a problem.

Feedback is used to evaluate. Evaluate means to check or assess something. If someone provides you with feedback at Blooms Garden Nursery, they are evaluating your work. Feedback helps you to improve or make changes to how you do things.

There are different ways to evaluate your work, such as through:

- Formal feedback
- Informal feedback
- A self-evaluation checklist

Watch this video about the different ways to evaluate your work.



Formal feedback

Formal feedback is planned with a set time and place for feedback to be given. Formal feedback may take place every six months or once a year. It is often provided by your supervisor.

Formal feedback is written down so:

- You can remember what your supervisor talked to you about
- Your supervisor can remember what they told you
- The date of the feedback is recorded
- You have a record of what you are doing well
- You have a record of the improvements you need to make



Informal feedback

Informal feedback can happen any time during the day. For example, your supervisor or the people you work with may provide feedback when you are doing a task. You may be given informal feedback every day or once a week, depending on your tasks.

Informal feedback can be helpful because it:

- Can be given straight away
- Can be given while you are doing a task
- Tells you what you are doing well
- Can be used to help answer a question
- Tells you how you can do something better

Responding to feedback

When you are given feedback, you need to respond to it. This means you need to talk about the feedback with your supervisor. You can make a list of ways to improve your work, or if you need extra training or help from other workers.

You can respond to the evaluation by saying that you appreciate receiving feedback about ways to do your tasks better.



Self-evaluation checklist

You can also use a self-evaluation checklist to check how you are doing at work. Self-evaluation means that you are checking your own work.

Here is an example of a self-evaluation checklist.

Self-evaluation checklist			
Task	Strength	Weakness	Comments
Answering the phone	✓		I do not have any problems talking to customers on the phone.
Helping customers when they ask questions		✓	Sometimes I have difficulty understanding what the customers are asking for. I do not know all the types of plants that are sold in the garden nursery.
Doing the tasks Bill asks me to do	✓		I always ask Bill to explain things if I don't understand what I am supposed to do. Then I am able to do the task.
Finishing my tasks on time	✓		I always finish all the tasks that I have to do by the end of the day
Knowing how to do my job		✓	I need to learn all the names of plants in the nursery.

Using feedback to improve

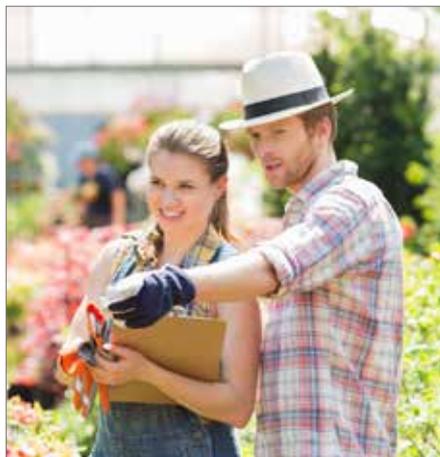
Once you have reflected on your feedback, you can plan how you are going to improve. You can do this by adding another column to your checklist called 'How I can improve'.

You can look at each of your weaknesses and plan how you can make it a strength.

Here are some ways to improve your performance:

- Learn more about the subject
- Do some training
- Practise answering questions that a customer might ask with another team member
- Use technology to help you, such as a phone app
- Find out how other team members deal with different situations
- Practise saying difficult or technical words

For example, you might find it hard to learn the names of the plants in the garden nursery. You could plan to improve by asking Bill if you can do a training course to learn more about plants.



Example: Self-evaluation checklist

Self-evaluation checklist				
Task	Strength	Weakness	Comments	Ways to improve
Answering the phone	✓		I do not have any problems helping customers on the telephone.	
Helping customers when they ask questions		✓	I have a hard time understanding what the customers are saying.	Practise answering customer questions with another team member.
Doing the tasks Bill asks me to do	✓		I always ask Bill to explain things if I don't understand what I am supposed to do.	
Finishing my tasks	✓		I always finish the task that I have to do.	
Knowing how to do my job		✓	I need to know the names of the plants in the garden nursery.	Ask Bill if I can go on a training course to learn more about plants.

What has happened on Day 3

On your third day working at Blooms Garden Nursery, you have learned about:

- Formal feedback
- Informal feedback
- Self-evaluation checklists
- Reflecting on feedback
- Using feedback to improve

Learning checkpoint: Day 3

1. What type of feedback is given while you are completing a task? Tick the correct answer.
 - Informal
 - Formal

2. Who is the best person to complete a self-evaluation checklist? Tick the correct answer.
 - Your supervisor
 - You
 - Your co-worker

3. What are your strengths? Tick the correct answer.
 - Things you need help with
 - Things you need to change
 - Things you do well

4. You are having trouble pronouncing some of the plant names. How could you improve? There are **three (3)** correct answers. Tick all the correct answers.
 - Say the words the way you want
 - Use an online dictionary to listen to the words
 - Look up the meaning of the words
 - Ask your supervisor how to say the words
 - Avoid using the words

What you have learned

Well done. Since you started working at Blooms Garden Nursery, you have learned about:

- The purpose of interactions, such as:
 - Updating
 - Responding
 - Negotiating
 - Developing workplace relationships
 - Expressing an opinion
 - Ordering goods
 - Instructing
 - Reporting
- The audience of interactions
- Speaking
- Using the right language
- Tone of voice
- Reasons for interacting
- Listening
- Non-verbal communication
- Types of feedback
- Reflecting on feedback
- Using feedback to improve