FSKWTG009
Write routine workplace texts

Release 1

Learner guide

ASP**i**re
Learning Resources

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Release 1

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Aspire Version 1.1

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Please complete this form with your details.

Learner to complete:

Your details	
Name:	
Contact number:	
Email:	
Start date:	

If you are working, write the following information:

Place of work	
Company name:	
Address:	
Postal address (if different):	
Workplace supervisor name:	
Phone number:	
Email:	

Trainer to complete:

Registered Training Organisation (RTO)
Name:
Address:
Postal address (if different):
Phone:
RTO contact name:
Mobile:
Email:

Contents

Before you begin

This learner guide is based on the unit of competency *FSKWTG009 Write routine workplace texts,* 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 learnt	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

Word	What it means

Your story

Today is your first day working as a shop assistant at Millie's Flower Shop. When you arrive, Millie says hello to you. Millie is your supervisor. If you have any questions about your job, you should ask Millie.

Millie introduces you to Jamie, Calvin and Sally. Jamie, Calvin and Sally are the people you will work with at Millie's Flower Shop.

Millie shows you the gift shop, the cool room and the place where people work with the flowers. She talks to you about your tasks. Tasks are the things you need to do in your job.

Watch this video about your role at Millie's Flower Shop.

v1095

Your tasks

Mille explains that staff need to keep things tidy and put things away, even when it is busy. She also tells you to ask if you are unsure about anything.

Here is an outline of your tasks.

	Replace the water in the flower buckets Each day the water in the flower buckets needs to be replaced with clean water.
	Sweep the shop floor, the work area and the cool room Sweep the floors so there are no leaves or water on the floor where people walk or work.
	Answer the phone and take messages Answer the phone to take orders from customers. Take messages for other people who work at Millie's Flower Shop.
	Get flowers ready to be sold Put clean water in buckets. Wrap flowers in paper and place them in a bucket with clean water. Put the buckets of flowers by the front door so customers can buy them when the shop opens.

Day 1

After showing you around the flower shop, Millie takes you to her office. Millie shows you some workplace forms that you will need to use when you work there. Workplace forms are papers you need to write information on.

Each form that you will use at Millie's Flower Shop has a purpose and an audience.

In a small business, these forms are needed by the owner or supervisor. Millie is the owner and supervisor at Millie's Flower Shop, so the audience is Millie.

In a large business, these forms are needed by the human resources department. This is the department that records information about your job at Millie's Flower Shop. This department is sometimes called the HR department, or just HR.

Audience and purpose of workplace documents

Every workplace document has an audience and a purpose.

The audience is who the document is written for. At Millie's Flower Shop, the audience of a document might be another staff member, your supervisor Millie, customers or suppliers.

The purpose is the reason you are writing the document. You may need to write a workplace document to:

- Record information
- Comply with laws and regulations
- Inform someone
- Advise someone
- Ask for something
- Update information

You need to make sure that any workplace documents are written to the right audience and for the right purpose.

Workplace forms

Forms hold information. There are different types of forms that are used for different things.

Each piece of information on the form is called a field. The field is where you enter the information.

Here are examples of different forms.

Time sheets

To record the hours you work.

Emergency information forms

To record emergency contacts in case you are hurt at work or if there is a fire at work.

Staff details form

To record details about staff that may be needed for taxation purposes, to pay staff or to contact them about something in the workplace.

Time sheets

The first form Millie shows you is a timesheet. She explains what information you need to type into the timesheet.

The purpose of the timesheet is to record the days and hours you work.

The audience of the timesheet is Millie because she is the owner and supervisor of Millie's Flower Shop.

Millie keeps everyone's timesheets. She needs this information so she can pay staff for the hours they work.

The information fields on a time sheet are:

- Name
- Date
- Month
- Start time
- Finish time

This is what a time sheet looks like.

NAME: The name of the person who is working and filling in the timesheet.

DATE: The date of the month that you worked.

The days of the week are listed on the timesheet. You worked Wednesday the 8th of April, so you enter the information in the boxes beside Wednesday.

DATE: This is the date the form was filled out. It might be different to the date you worked.

Millie's Flower Shop

Time sheet

Name:

Day	Date	Month	Start time	Finish time
Monday				
Tuesday				
Wednesday	8	April	11.00AM	5.00PM
Thursday				
Friday				
Saturday				
Signature:				
Date:				

MONTH: Fill in the month of the year when you worked.

START TIME: The time that you started your shift at work.

FINISH TIME: The time that you finished your shift at work.

Emergency information forms

The next form that Millie shows you is for your emergency information.

At Millie's Flower Shop, Millie needs your emergency details in case:

- You are hurt at work and she needs to contact someone to tell them what happened
- There is an emergency, such as a fire at work, and she needs to contact someone to tell them you are safe

If you are hurt at work, Millie may need to call someone you know to tell them what has happened to you. This person is called an emergency contact. Your emergency contact may be your:

- Parent
- Husband or wife
- Child
- Friend

You may need to write down a first contact and a second contact, in case the first contact can't be reached.

You will need to write down their details, including their:

- Mobile phone number
- Home address
- Email address

Example: Emergency information form

This is an example of an emergency information form.

Millie's Flower Shop

Emergency information form

First contact

Name: Harry Black

Relationship: Father

Address: 120 Main Street, Ocean Bay, Victoria, 3288

Email Address: hblack@broadbank.com.au

Emergency contact number:

(Home) 5555 3355   (Work) 8379 5566   (Mobile) 0434 777 999

Second contact

Name: Mary Black

Relationship: Mother

Address: 120 Main Street, Ocean Bay, Victoria, 3288

Email Address: maryb@broadbank.com.au

Emergency contact number:

(Home) 5555 3355   (Work) 8893 3309   (Mobile) 0434 111 999

Staff details form

Millie asks you to fill out the staff details form. A staff details form contains personal information. Personal information is information that is about you. Millie needs this information for tax purposes, to pay staff and to contact staff members about changes in the workplace, such as a change in shift times.

Some forms have a 'FOR OFFICE USE ONLY' section. This section is not for you to fill in. It is to be filled in by a manager or supervisor.

Here is an example of personal information on Millie's staff details form.

Staff Details Form	
First name: Millie	
Last name: Smith	
Start date: 05/06/2012	
Position title: Manager	
Gender: Female	**Date of birth**: 02/07/1980
Address: 15 First Street	
Suburb: Ocean Bay	
State: Victoria	**Postcode**: 3288
Home phone: 55553210	**Mobile phone**: 0433 212 345
Email address: milliesmith@cloudstream.com.au	
Tax File No: 279 426 347	

Taking messages

One of your tasks at Millie's Flower Shop is to answer the phone and take messages. Answering the phone is a very important task at Millie's Flower Shop. Customers call the shop when they want to have flowers delivered to someone.

Millie talks to you about answering the phone and explains you will also need to take messages for people who work there. For example, someone may call to speak to Millie. If Millie is busy or away from the shop, you will need to take a message so Millie knows who wants to speak to her and why. You will need to write the information on a message pad.

Sometimes people come into the shop and leave messages. You also need to write these messages on a message pad.

The purpose of the message is to record information for someone else.

The audience of the message is who the message is for. For example, if you write down a message for Millie, Millie is the audience of the message.

This is what a message pad looks like.

For:	
Date:	
Time:	

While you were out

Name:

From:

Phone:

Email:

Message:

Telephoned	❏	Please contact	❏
Came to see you	❏	Will call again	❏
Wants to see you	❏	Urgent	❏
Returned your call	❏	Special attention	❏

Signed:

Information on a message pad

This is what the information on the message pad means.

For
This is who the message is for, e.g. Millie
Date
This is where you write the day and month, e.g. 18 May
Time
This is where you write what time the person called, e.g. if they called at 9 in the morning, write 9.00 and put a circle around A.M.
Name
This is where you write the name of the person who called, e.g. John Smith
From
This is where you write what company they are from, e.g. Green Garden Company If the person isn't from a company or organisation, don't write anything in this field.
Phone
This is where you write the person's work or home phone number, e.g. 5540 3320
Mobile
This is where you write the person's mobile phone number, e.g. 0443 779 997
Email
This is where you write the person's email address, e.g. jsmith@bigponds.com.au

Tick box
The tick box is the part of the message that shows the person who the message is for and what happened, e.g. you may put a tick (✓) in the box beside 'CAME TO SEE YOU.'
The message
This is where you write the message you need to give to someone. For example, Mrs Lee has left a message for Millie about ordering some flowers. You write it on the lines after the word 'Message'. After the word 'Signed' is where you write your name. This is because you took the message and Millie will know that she can ask you questions if there is anything she does not understand.

Formal and informal language

The type of language you use in a workplace document will depend on your audience. When you write a message to a friend, you will use informal language. When you write a message to your supervisor, a customer or a staff member you do not know well, you would use more formal language.

For example, the message to Millie about what Mrs Lee wants should be quite formal. This is because Millie is your supervisor.

Idioms

An idiom is a phrase or expression that doesn't mean what the words say. For example, 'That was on the tip of my tongue' means you were about to say something.

In a workplace you might use idioms when you speak. You would usually only use them in writing if you were writing to someone you knew well. You wouldn't use them when you wanted your writing to be formal.

Here are some examples of common idioms that may be used at work. There are many others.

Idiom	Meaning
You hit the nail on the head.	You're exactly right.
I have a lot on my plate at the moment.	I have a lot of work right now.
They're selling like hot cakes.	They're selling very quickly.
Let's think outside the box to solve the problem.	Let's think creatively about how to solve the problem.
Let's test the waters.	Let's try something out to see if it will be popular.
Off the top of my head, I would say we had 100 customers last week.	Without looking it up, I estimate we had 100 customers last week.
The business is in the red.	The business is in debt.

Acronyms and abbreviations

Abbreviations are shortened forms of lengthy phrases or names.

An acronym is formed by putting together the first letter of a number of words. In some cases you might pronounce the acronym as a word. For example, QANTAS is an acronym. The letters stand for **Q**ueensland **a**nd **N**orthern **T**erritory **A**erial **S**ervices. You say 'QANTAS' as a word and don't say the letters individually.

Other acronyms include WHS (work health and safety), COB (close of business) and ASAP (as soon as possible).

Abbreviations are for shortened words. For example:

- Approx. is an abbreviation of approximately
- Ad is an abbreviation of advertisement

Abbreviations are commonly used for times and dates.

This table shows some of the meanings of a few abbreviations you may come across in the workplace.

Acronym/abbreviation	In full
WHS	Work health and safety
COB	Close of business
COD	Cash on delivery
BTW	By the way
FYI	For your information
ASAP	As soon as possible
N/A	Not applicable
No.	Number
Ph.	Phone

Acronym/abbreviation	In full
Mon	Monday
Tues	Tuesday
Wed	Wednesday
Jan	January
Feb	February
Mar	March

You can use common abbreviations in any document. Less common abbreviations depend on the purpose and audience of the document. If you are writing a letter or an email to a customer, it would be better to avoid using less common abbreviations as the customer may not understand what they mean.

What has happened on Day 1

On your first day of work at Millie's Flower Shop, you have learned about:

- The audience and purpose of texts

- Workplace forms

- Messages

- Formal and informal language

- Acronyms and abbreviations

Learning checkpoint: Day 1

Part A

1. Millie has asked you to write information in your time sheet. Here is the information about when you have worked:

Tuesday 9 January	Started at 11.00 in the morning
	Finished at 5.00 in the afternoon
Thursday 11 January	Started at 8.00 in the morning
	Finished at 5.00 in the afternoon
Friday 12 January	Started at 8.00 in the morning
	Finished at 3.00 in the afternoon
Saturday 13 January	Started at 9.00 in the morning
	Finished at 4.00 in the afternoon

Use this time sheet to write in the hours you have worked.

Millie's Flower Shop

Time sheet				
Name:				
Day	**Date**	**Month**	**Start time**	**Finish time**
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Signature:				
Date:				

2. What is the purpose of a timesheet? Tick the correct answer.

   ❑   To record information

   ❑   To request information

   ❑   To send information

3. Use this form to fill in your emergency information. If you don't want to use your own emergency contact information, make up some people and their contact details.

Emergency information form
First contact
Name:
Relationship:
Address:
Email:
Emergency contact number:
(Home)   (Work)   (Mobile)
Second contact
Name:
Relationship:
Address:
Email:
Emergency contact number:
(Home)   (Work)   (Mobile)

4. Which form would you use to record your name, address, contact details and tax file number? Tick the correct answer?

❏ Time sheet

❏ Emergency information form

❏ Staff details form

5. Use this form to fill out your personal information. Your position title is shop assistant.

Staff Details Form	
First name:	
Last name:	
Start date:	
Position title:	
Gender:	**Date of birth**:
Address:	
Suburb:	
State:	**Postcode**:
Home phone:	**Mobile phone**:
Email address:	
Tax file no:	

Part B

Read the case study, then answer the questions that follow.

Case study

> Brendan from Indoor Plant Supplies comes into the shop on Friday 6 April at 11.00am and wants to talk to Millie about her order for indoor plants. Millie is out, so you take a message. Brendan has some new plants and wants to show them to her and see if she would like to order some. He would like to know when he should come back to show Millie the plants. His mobile number is 0400 001 002.

1. Use the message pad to write a message for Millie.

For: _____

Date _____ Time _____ AM/PM

WHILE YOU WERE OUT

Name: _____

Of: _____

❏ Phone _____

❏ Email _____

❏ Mobile _____

Called	❏	Please call	❏
Came to see you	❏	Please email	❏
Returned your call	❏	Urgent	❏

MESSAGE:

_____

_____

_____

_____

_____

_____

2. Who is the audience of this message? Tick the correct answer.

    ❑ The supplier

    ❑ Millie

    ❑ You

3. What is the purpose of this message? Tick the correct answer.

    ❑ To inform customers there are new indoor plants

    ❑ To inform Millie that the supplier would like to show her
        new indoor plants

    ❑ To inform Brendan that Millie would like to order new
        indoor plants

4. You take a message for Millie. As Millie is your supervisor,
    the message should be formal. Which of the following
    messages are formal? There are **two (2)** correct answers. Tick
    all the correct answers.

    ❑ Jamie is ill and can't come in today.

    ❑ Jamie's crook and is taking a sickie.

    ❑ Jamie is running late as the train was delayed.

5. Which of the following abbreviations would you use in a
    letter to a customer?

    ❑ Mrs

    ❑ approx.

    ❑ asap

Day 2

On Day 2 at Millie's Flower Shop, Millie talks to you about using sentences when you write and following the rules for writing sentences. She explains that everyone understands what you write and it will help if you follow the rules for writing sentences.

Writing conventions

Writing conventions are rules that make information understandable and readable. When writing a workplace document or text, you need to follow writing conventions.

Writing conventions include correct:

- Words
- Spelling
- Use of capital letters
- Punctuation
- Grammar
- Tense
- Sentence structure

Vocabulary

The words you use are part of your vocabulary. If you know a lot of different words, you have a big vocabulary.

When you are writing workplace documents, it is important to use words the audience will understand. Sometimes these will be everyday words. Sometimes you need to use vocabulary that relates to your work.

Some words and phrases (groups of words) you will find in many workplaces are:

- Health and safety
- Evacuation
- Incident
- Workload
- Supervisor
- Manager
- Client
- Customer
- Supplier

Spelling

A word is made up of letters. If a word has the right spelling, this means the right letters of the word are in the right order.

Not many people can spell every word perfectly. A lot of people have trouble with spelling. Here are a few things to try if you come to a word you have trouble spelling:

- Ask someone for help

- Find the word in another document and copy it

- Look the work up in a dictionary

- Type the word into an online search

- Sound the word out

- Write the word in different ways to see which one looks right

- Think about how similar words are spelt

- Break the word into syllables

- Think of any rules you know about spelling

- Use spell check on the computer

- Look for little words in big words, for example 'together' can be broken into 'to-get-her'

- Exaggerate the spelling, e.g. say the word 'Wed-nes-day' to help you remember how to spell it

Contractions

A contraction is a word made by shortening and combining two words.

All contractions include an apostrophe (**'**).

Generally a contraction involves removing one or more letters and replacing them with an apostrophe, then putting the word together, like in the example below.

$$\textbf{do + not = don't}$$

Here are examples of contractions.

Full word or words	Contraction
Cannot	Can't
Do not	Don't
We will	We'll
Let us	Let's
It is	It's
I have	I've
Will not	Won't

When to use capital letters

Capital letters are generally used at the start of a word. They are used at the start of every sentence and for proper nouns (names of people, companies, places, etc.).

Acronyms are capital letters that each represent a word. For example, WHS stands for work health and safety.

Occasionally a whole word will be written in capital letters. This draws attention to the word. In Millie's Flower Shop, important signs and notices are written in capital letters.

Here are some examples of when to use capital letters.

At the start of a sentence	Today's flower delivery will come at 6 o'clock.
A person's name	Jamie, Calvin
The name of a business	Millie's Flower Shop
When you are talking about yourself	I will sweep the floor, then I will serve the customers.
Days of the week	Monday
Months of the year	January
Abbreviations	WHS
To bring attention to a word	Do NOT leave the door unlocked.

Punctuation

Punctuation is very important when you are writing. Punctuation helps the person who is reading the information to understand what it means. Here are some examples of commonly used punctuation.

Punctuation	How it is used	Example
Full stop (.)	Used at the end of a sentence	I am working late today.
Question mark (?)	Used at the end of a question	Do we have enough wrapping paper?
Comma (,)	Used to separate parts of a sentence or to list items	I need to order more ribbons, wrapping paper and boxes.
Apostrophe (')	Used to show ownership and for contractions	That is for his sister's wedding

Grammar

Grammar is a set of rules about how to use words in a sentence.

A sentence is a group of words that make up a complete idea.

A sentence always starts with a capital letter (sometimes called an uppercase letter).

Verbs and tenses

Verbs are doing words. For example, a verb can be:

- A physical action, such as to walk, to type, to read

- A mental action, such as to think, to guess

- A state of being, such as I am, it is, there are

Verbs have a tense. They may be past tense, present tense or future tense. The tense used in a sentence shows whether the action has happened, is happening now or 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.
Change	I changed the water.	I am changing the water.	I will change the water.
Write	I wrote a message.	I am writing a message.	I will write a message.
Speak	I spoke with Millie.	I am speaking with Millie.	I will speak with Millie.
Email	I emailed the customer.	I am emailing the customer.	I will email the customer.

When you write documents for Millie, it's important to get the tense write. Millie will want to know what has happened or will happen, so you must be careful about using the right tense.

Talk to your trainer if you are having trouble with verbs and tenses.

Simple and compound sentences

Simple sentences contain a verb (action) and object (person or thing the action is done to).

Compound sentences are made up of two or more simple sentences joined together with a conjunction. A conjunction is a joining word.

Here are examples of conjunctions. It is important to use the right conjunction. Conjunctions can change the meaning of the sentence.

Conjunction	Example
and	I am going to speak to Jamie and Calvin
then	I am going to speak to Jamie, then Calvin
or	I am going to speak to Jamie or Calvin

In the example below, two simple sentences are joined together with the conjunction 'and'. The simple sentences are:

- Please close the door.
- Wash your hands.

Sentence type	Example
Simple sentences	Please close the door. Wash your hands.
Compound sentence	Please close the door and wash your hands.

Talk to your supervisor if you are having trouble understanding different types of sentences.

What has happened on Day 2

On your second day at Millie's Flower Shop you have learned about:

- Writing conventions
- Vocabulary
- Spelling
- Contractions
- Grammar
- Punctuation
- Verbs and tenses
- Simple and compound sentences

Learning checkpoint: Day 2

1. Which word is an example of a conjunction? Tick the correct answer.

    ❑ Millie

    ❑ Flower

    ❑ And

2. Which sentence has the correct punctuation? Tick the correct answer.

    ❑ Calvin works in the cool room.

    ❑ Did Calvin slip in the cool room.

    ❑ The flower's are very expensive.

3. You write a letter to a customer. How can you check your spelling? Tick the correct answer.

    ❑ Guess the right spelling

    ❑ Use the spell checker

    ❑ Ask someone to check it for you

4. You are writing a note by hand and you are not sure how to spell a word. Which of the following could you do? There are **two (2)** correct answers. Tick all the correct answers.

    ❑ Sound it out

    ❑ Leave a blank

    ❑ Break the word into syllables

Day 3

On your third day of work, Millie talks to you about other workplace documents you will need to use.

Millie tells you that you will need to write workplace documents at the flower shop. Workplace documents are used to record and share information.

To write workplace documents, you need to know how different types of documents should be set out and organised, as well as their features. You also need to follow the rules for writing sentences.

Types of workplace texts

Written documents are called texts.

Here are some examples of workplace texts that you may need to write at Millie's Flower Shop.

Forms
Forms are used when you need to record special information. At Millie's Flower Shop there are forms for recording: • The hours you have worked • Emergency information • Staff details
Messages
Messages tell someone of something they need to know. At Millie's Flower Shop you take phone messages for Millie and other staff members.
Records
Records are used to keep information that you need. Records may be written on paper or typed on the computer. The reason a workplace has records is so information is not forgotten or lost. At Millie's Flower Shop, you need to keep records about: • The customers • The suppliers of flowers and gifts • Customer complaints
Reports
Reports are used to record or tell someone information. At Millie's Flower Shop Millie writes a report every six months about the sales in the flower shop. If there is an accident at the flower shop someone will have to write a report about what happened.

Procedures

A procedure is a set of steps that tell you how to do something. Workplace procedures tell you how to do things at work. Procedures show you the right way to do things.

At Millie's Flower Shop there are procedures for looking after the flowers and indoor plants, responding to emails from customers and answering the phone.

Letters

Letters are either a typed or written communication to someone. A letter is put in an envelope to be mailed.

At Millie's Flower Shop letters may be sent to customers to thank them for using Millie's Flower Shop for a special occasion.

Emails

Emails are an electronic way to send messages or letters. Workplace emails may be sent to and from other staff, your supervisor, customers and suppliers.

Millie may send you an email about tasks to do when she is working from home.

Features and structure of workplace texts

Millie explains that different types of workplace texts have different structures. Structure means how the information is organised in the text.

Different texts also have different features. Features are parts of the letters or words that make it stand out in some way.

Each type of workplace text has a different structure and different features. You need to know about these when you are writing your own text.

Text features

Text features make a word look different from the words around it. Text features can add extra meaning to a word, or show that the word is important. Text features can help the person who is reading the message understand it better. If a word is written in **bold,** this tells you to pay attention to the word. You will use different text features when you write workplace documents.

Examples of text features are:

- CAPITAL LETTERS (sometimes called 'all caps')
- <mark>Highlight</mark>
- <u>Underline</u>
- **Bold**
- *Italics*

Records

Records contain information. Electronic records are stored on a computer or device. Hard-copy records may be stored in a filing cabinet. It is very important that the information you record is accurate.

Here are examples of records that are used at Millie's Flower Shop.

Customer details
Customer details provide information about the customer, including: • First name • Last name • Phone number • Postal address • Email address
Supplier details
Supplier details provide information about the company that you buy products from to use or sell. Supplier details include: • Company name • Phone number • Postal address • Email address • Website
Customer complaints
Sometimes customers are unhappy with the products they buy or the service they receive. Records of customer complaints include: • First and last name • Complaint • Phone number • Email

Audience and purpose of records

The audience and purpose of the record depends on who will read and use the information and how it will be used.

Examples are outlined below.

Type of record	Audience	Purpose
Customer details record	Customer service staff	So staff know who to contact to tell customers about new products and promotions
Supplier details records	Staff who order supplies	So staff know who to contact to order supplies from
Customer complaints	Customer service staff	To have a record of complaints to resolve and follow up with customers about their complaint

Features and structure of records

Customer and supplier details will usually be entered and kept on a computer.

For customer complaints you will need to describe the complaint. An example is outlined below.

The words used clearly tell what happened.

The writer only includes facts, not their opinion.

Lily Chan bought a dozen roses on Wednesday 5 December. She came back to the shop of Friday 7 December and said she was unhappy. She complained that all the roses had died. She said she had put them in water as soon as she got home. I asked her if she would like more roses to replace the ones that died or her money back. She said she wanted her money back.

The information is presented in the order that the events occurred.

Reports

A report has information about something that has happened or been investigated. Reports are used to share information with someone else. Different reports have different audiences. The person or people who will read the report are the audience. The purpose of a report is to provide information about something.

A report is often structured by putting all the information on the same topic together. In a report, headings are often used to show how the information is organised.

Headings tell you what the information under it is about. A report can have main headings and subheadings. The main heading should be in larger print than a subheading. Headings and subheadings make it easier to find information quickly.

A report can also have numbers, images and graphs. These are different text features.

Other text features that can be used in reports include capital letters, bold, underline and dot points.

Example: Sales report

Every six months Millie writes a report about the sales in the flower shop. This is a page from Millie's report. It shows how Millie structures the report and uses different text features.

Title of the report in capital letters. Capital letters bring attention to a word or a sentence

The main heading is bolded to make it stand out. It tells you what the information below is about.

This subheading tells you the information is about flower sales in January. The subheading is in smaller print than the heading. A different font is used and it is underlined. Underlining makes it stand out.

SALES FROM JANUARY TO JUNE 2019

January sales

Sales in January were up by $1,200 on the same time the previous year. However, sales were lower than in December. This was to be expected as many people buy flowers and indoor plants for Christmas presents and to decorate their home.

<u>Flowers</u>

We sold the following types of flowers in January:

- Birds of Paradise
- Carnations
- Gerberas
- Poinsettia

Gerberas were the most popular flowers that we sold.

<u>Indoor plants</u>

We sold the following type of indoor plants in January:

After the heading, Millie writes information about how much money the flower shop made in January.

After the subheading, Millie writes information about how many flowers were sold in January.

The information in the report is organised logically

Incident reports

Incident or accident reports are a different type of report. You need to complete an incident report if there has been an incident or accident at work. This includes writing down people's details, what happened and what action was taken.

Incident reports are usually written on a form. The structure and the features of an incident report depend on the form. The details of what happened should be organised, showing the order in which the events occurred.

Example: Incident report

Write down who was injured

Record when the injury took place

Record who the incident was reported to

What happened

Why it happened

What happened afterwards

The heading tells you what type of report it is

Write where the injury happened

The details of what happened are organised logically, showing the order things happened in.

Incident report form

Name of person injured: Calvin Jeffrey

Date: 5/12/19	**Time:** 9:45am	**Location:** Cool room

Reported to: Millie

Details of what happened:

Calvin slipped on the floor in the cool room and grazed his knee.

The floor was slippery because it was wet. A bucket of water had spilt on the floor.

We put antiseptic cream and a bandaid on his knee. He sat down for a while, then went back to work.

Letters

Letters are a typed or written communication to someone.

Millie explains to you that it's important to set out letters properly and follow the structure of a letter. The letter on the next page shows you how letters are structured and who the audience is.

Example: Letter to a customer

This is a letter to Rebecca, a customer of Millie's Flower Shop. The purpose of this letter is to thank Rebecca for using Millie's Flower Shop.

The company name and address are usually at the top of the page.

This is who the letter is addressed to.

Millie's Flower Shop
123 Gardenia Grove
Ocean Bay Victoria 3288

23 May 2019

This is the date of when you are writing the letter.

Rebecca Holden
67 Rainbow Lane
Ocean Bay Victoria 3288

The words used are fairly formal as Rebecca is a customer.

Dear Rebecca,

This is the greeting.

Thank you for choosing Millie's Flower Shop to provide the flowers for your recent wedding. We were so happy to assist you on your special day. We trust you had a wonderful day and that the flowers were to your liking.

If there is ever another occasion for which we can assist you, please don't hesitate to contact us.

Thank you again.

Kind regards,

This is the closing phrase that goes at the end of the letter.

Millie Smith
Millie Smith

This is where you sign your name so the person that you are writing to will know who the letter is from.

Ths is the content or body of the letter. It is the main information you are trying to communicate. The content should be chunked into paragraphs.

Emails

Millie tells you that sometimes you need to send emails to customers or suppliers.

An email is an electronic way to send messages using the computer. Emails can be sent to one person or to many people.

Millie shows you how to send an email back to a customer who has emailed you. This is called a reply.

Mary White has emailed Millie's Flower Shop to ask about flowers she has ordered to go on tables. These are called table centres. She has ordered 12 table centres and wants to know when they will be delivered.

This is Mary's email to Millie.
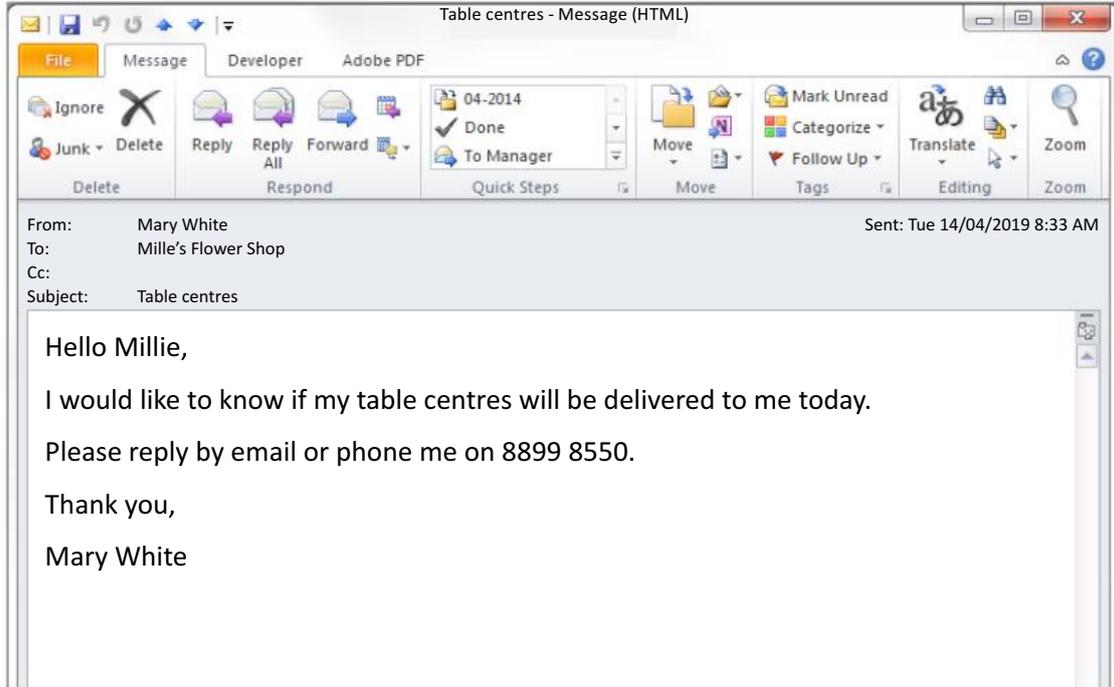
Email layout

Millie explains the layout of an email to you. The layout means how information is placed on a page. In an email, there are blank spaces to enter information. These are also known as information fields.

Millie explains the information fields of an email to you.

From

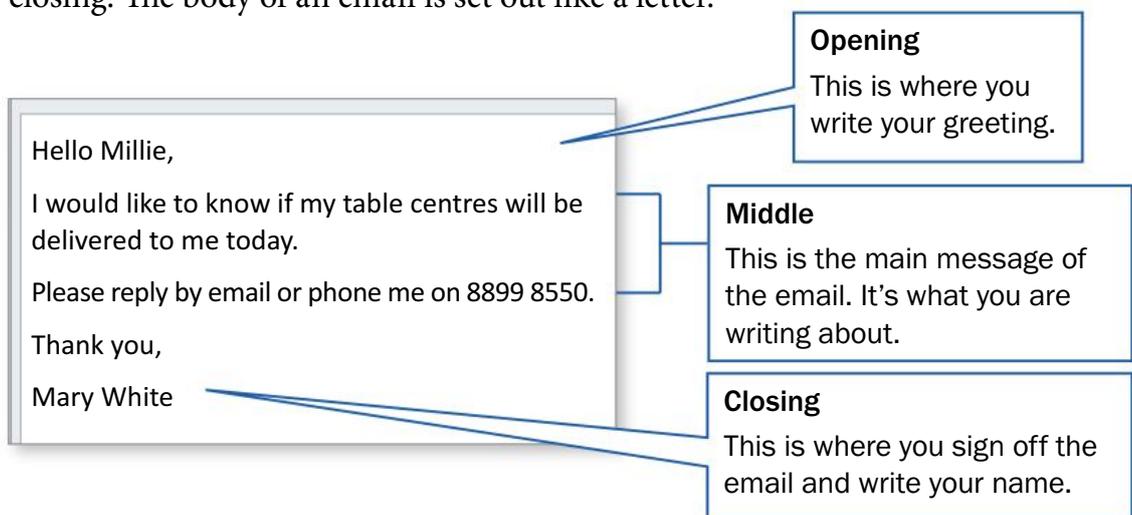This is where you can find the name or email address of the person who sent the email to you.

To

This is where you can find who the email was sent to.

Sent

This is where you can find when the email was sent to you.

Subject

This is the topic of the email. If you are writing the email, this is where you write what the email is about.

Body

This is the main content of the email. It is where you write your message.

The body of an email has three parts: an opening, middle and closing. The body of an email is set out like a letter.

Opening

This is where you write your greeting.

Hello Millie,

I would like to know if my table centres will be delivered to me today.

Please reply by email or phone me on 8899 8550.

Thank you,

Mary White

Middle

This is the main message of the email. It's what you are writing about.

Closing

This is where you sign off the email and write your name.
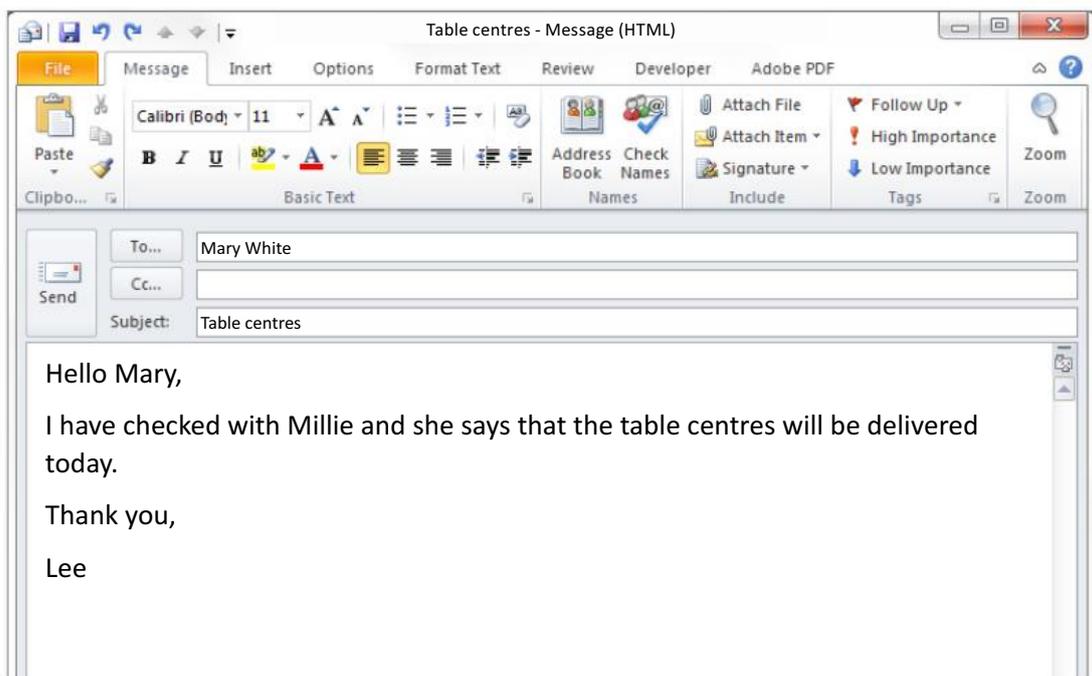
Replying to an email

When you write back to someone who has emailed you, it is called a reply.

When you write the email to send to Mary, the purpose is to inform her.

The audience of the email is Mary because you are writing the email to her.

Mary is a customer, so you should use fairly formal language and should avoid using slang.

Emails for routine workplace communication

Sometimes Millie works from home. She uses emails to send messages to people at work. If Millie is working at home and needs to know what time you are leaving the flower shop, she will send the email to you.

The purpose of the email is to request information by asking a question. Millie is asking for information about the time you are going home.

The audience of the email is you because Millie has sent you the email. Since Millie knows you well, the email is informal.

If Millie wants to email everyone about a staff meeting next week, the email will be sent to you and to all the other staff who work at the flower shop.

The purpose of the email is to inform all people who work at Millie's Flower Shop about the staff meeting next week.

The audience is everyone who works at the flower shop.
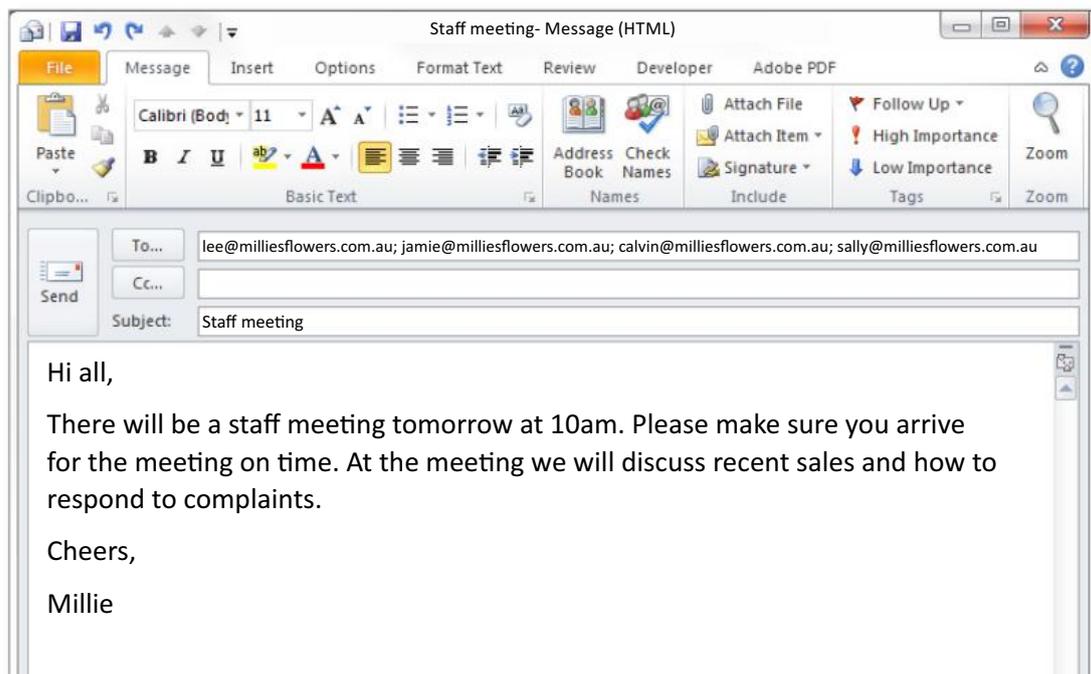
Procedures

A procedure is a set of steps that tell you how to do something. Workplace procedures tell you the right way to do things at work. Procedures will be different in different workplaces.

Procedures usually have the following structure:

- Title

- Introduction explaining what the procedures are about

- Steps that show the order for performing tasks

The features used are:

- Words are in bold or underlined to show their importance

- Numbers are used to show each step of a task

Here is a procedure for answering the phone at Millie's Flower Shop.

Telephone Answering Procedure

When the telephone rings, answer the telephone within four rings.

1. When you answer the telephone, use the words:

   'Hello, this is Millie's Flower Shop.

   This is (your name).

   How may I help you?'

   If it is someone who wants to <u>leave a message</u>, write the information on the message pad.

   If it is someone who wants to <u>order flowers</u>, write the information on the order form.

2. After you take the message or order, <u>repeat the information</u> to the person to make sure the information is right.

3. When you are finished talking to the person on the telephone, use the words:

   'Goodbye. Thank you for calling Millie's Flower Shop.'

The audience for this procedure is customer service staff or anyone who answers the phone at Millie's Flower Shop. The purpose of the procedure is so everyone knows how to answer the phone politely and take down the message.

Procedures should be written in clear language that is suitable for the audience and purpose. If you have trouble understanding procedures, talk to your supervisor.

Notes from workplace discussions

Millie asks everyone to go to a staff meeting to discuss why the cool room floor was slippery. Calvin slipped on the cool room floor and could have been badly hurt.

Jamie explains that he accidentally tipped over a bucket of water. He didn't have time to clean it up straight away as there were a lot of customers in the shop he needed to serve. Jamie didn't tell Calvin about the water and he slipped when he went into the cool room.

Millie agrees that sometimes it is very busy in the shop and they get called away from their normal tasks to help. She asks everyone how they can make sure this doesn't happen again.

Everyone starts discussing how to solve the problem. Millie asks you to take notes about the ways to solve the problem. Some suggestions are:

- Put up a sign that says the floor is slippery
- Mop up spills before helping customers
- Tell all the staff there is spilt water and where it is

Everyone agrees that it would be best not to spill the water, but sometimes accidents happen. They all agree that a sign should be put up immediately and the water should be mopped before helping customers. The sign would let everyone know where water has been spilt.

Sally points out that sometimes the floor is a bit wet and slippery even after the water has been mopped up. Everyone agrees the sign should be left up until the floor dries completely and is no longer slippery.

After the meeting you write up the notes for Millie.

NOTES FROM STAFF MEETING   21/1/20

Problem: Spilt water and slippery floors

Ways to solve the problem:
- Put up a sign that says the floor is slippery
- Mop up spills before helping customers
- Tell all the staff about the spill

Agreed solution

Next time water is spilt:
- Put up a sign that says 'Slippery floor'
- Mop up water as soon as possible
- Leave the sign up until the floor dries completely and is no longer slippery

The audience for the notes is Millie.

The purpose of the notes is to keep a record of what was discussed and agreed to.

Features used were capital letters for the title of the notes, underlining of headings and dot points for the ways to solve the problem.

The structure is logical with the title at the top and headings indicating the content that is to follow.

Presenting and formatting workplace texts

After you have finished writing a draft of your text, think about how you will present the document. How a document is presented is called the layout. You will need to use the format that your workplace uses for that type of text.

The layout includes:

- Headings
- Font type and size
- Pictures or diagrams and where they are placed on a page
- The amount of blank space

If you use a form or template, the format is already laid out and you cannot change how it is presented.

You may need to use certain fonts when writing workplace documents. A font gives the information a certain look.

Writing workplace texts

Some workplace texts ask you to put information in fields. These types of documents are forms and messages. Other types of documents are more difficult to write and you need to follow a set of steps.

You need to:

- Plan what you are going to write
- Write a draft
- Check the draft
- Make changes to the draft
- Finalise the document

Planning to write

Before you start to write a text, you need to plan what you are going to write. Some things you need to think about are:

- What type of document is it?
- Who is the audience?
- What is the purpose?
- What information needs to be included?
- Do I have all the information I need?
- What text features should I use?
- What structure should the document have?

Writing the draft

After you have written a plan, you need to write a draft.

A draft is the first copy you make when you are writing. It is also called a rough copy, because you may need to make changes to it. When you have finished making changes, it is called a final copy.

Here are some ways to help you write a draft.

Suggestions for writing a draft
• Look at an example of a finished text. For example, if you are writing a letter to a customer, look at a letter that has already been written.
• Organise the information into logical order. For a procedure you need to organise it in the order the tasks need to be done.
• Don't worry too much about spelling, punctuation and grammar at this stage. Record the information and come back and check your spelling, punctuation and grammar later. If you think a word is spelt incorrectly, highlight or underline it so you can come back to it.
• You may find it useful to write the information to be included in the text on cards – a different card for each piece of information. You can then move the cards around to see what order to put them in. This may work better for essays, reports or stories.
• You may also find it useful to write the central idea or piece of information in the middle of a page and then write the ideas and information that fit with it around the central idea, trying to group the information together.

Checking the draft

After you write the draft, you need to check it. Sometimes the rough draft of a document is called a proof. When you read what you have written in a rough draft to find mistakes, it is called proofreading.

A checklist will help you self-assess your text. Self-assess means to check your own work.

Here is an example of a checklist for checking your draft.

Draft checklist		Yes	No
Spelling	Are the words spelled correctly?		
Text	Can I understand the text?		
Punctuation	Have I used the right punctuation?		
Capital letters	Have I used capital letters where I need to?		
Audience	Is the text suitable for the audience?		
Information	Is there any information missing?		
Structure	Is the information in the right order?		
Purpose	Does the text achieve its purpose?		
Layout	Is the text set out correctly?		

To check your draft, you may need to read your draft out loud or use a screen reader to read the text onscreen. You might notice some words that are spelt incorrectly or sentences that don't make sense and need fixing. Most word processors have a tool that will read what is on the screen. For example, Microsoft Word has a button that will speak selected text. There are also lots of screen readers on the internet.

You can also use a spellchecker on the computer to check your spelling.

If a spellchecker doesn't work for you, use a dictionary to check that you are spelling words correctly.

Changing and finalising the text

Once you have checked your work, you may need to make changes. This is called revising your draft. You may want to:

- Change words
- Change sentences
- Move sections around
- Take out parts
- Add extra information or steps

Once you have revised your text, you can make a final copy. A final copy is when the text is finished.

When you check a draft, you may notice spelling mistakes and missing information.

When you fix the spelling mistakes and write the missing information, you are revising the procedure.

At Millie's Flower Shop you can ask Millie to help you check the workplace documents you have written. You need to make sure that any workplace documents suit the audience and the purpose. Millie will give you advice on any changes you should make.

When you make the changes that Millie suggests, your document will be the final copy.

When you finalise the text, it means that the text is finished. All the changes have been made and the text is ready.

Performance reviews

Millie tells you that after you have worked at the flower shop for a year you will do a performance review. This is a regular review of staff members' work performance and attitude to work. A performance review evaluates your skills, achievements and growth, as well as any problems you are having. Performance reviews may take place every six or 12 months.

Performance appraisals are another term for performance reviews. At Millie's Flower Shop, performance appraisals take place every 12 months. Millie does a performance appraisal of every staff member 12 months after they start working at the flower shop.

Performance appraisal review form

In a performance appraisal, you will be asked to think about how you are going, what you do well, what you need help with and what you would like to do in the future. Your supervisor will review the same things and then you will have a discussion about your performance.

At Millie's Flower Shop, Millie does the performance appraisal review. Millie explains that you each review your performance by separately filling out a performance appraisal review form. You will meet later to discuss it.

Millie shows you where the form is on the computer.

This is the performance appraisal form Millie shows you.

Millie's Flower Shop **Performance appraisal form**				
Employee: _____				
Position: _____				
Date of employment: _____				
Date of review: _____				
Date of previous review: _____				
Reviewer name: _____				
	Excellent	**Good**	**Satisfactory**	**Unsatisfactory**
Knowledge of the job				
Quality of work				
Skills				
Punctual (gets to work on time)				
Time management				
Communication skills				
Attendance				
Safety at work				
Work attitude				

Comments: _____

_____

_____

_____

Training needs: _____

Job goals: _____

Signed: _____

Filling out the performance appraisal review form

Filling out the form makes you think about what you are good at and what you need more help with. It also helps you to think about what you would like to do in the future.

You talk to Millie about what to put in the comments section and job goals section. She explains that in the comments section you might want to provide more information about the things in the table above or just about how you work.

For example, you might write more about the areas you are good at:

- I am able to keep calm even when it is very busy in the shop.

- I'm cheerful and positive most of the time at work.

- I listen carefully to customer requests.

You might also want to comment on the areas you don't feel you are as good at. For example:

- I feel uncomfortable when customers give me negative feedback.

- I don't always realise when a customer or supplier is joking and this can be awkward.

- Sometimes I get very focused on a task and don't listen to what other people are saying.

For the goals section, Millie suggests you think about what your job goals are. For example, you might write:

- Do more training in flower arranging

- Learn about how to respond to customer complaints

Applying for a job

After you have been working at Millie's Flower Shop for a while, you may want to apply for a different position. To do this, you will need to write a cover letter and job application.

Here is an example of a cover letter.

[Name and
Address]

[Date]

[Name and address
of the person
the application goes to]

Dear [name of the person the application goes to],

Re: Name of the position

> 'Re' means regarding and is used as the first word in the heading of an official document

I am writing to apply for the position of [name of the position], which was advertised [state where it was advertised]. [Sentence explaining why you would be good for the position.]

> Introductory paragraph.

Please find attached my CV to support my application. It shows that I would bring important skills to the position, including:

- [Experience]
- [Skills]
- [Performance]

> Encourages the person to read your CV.

[Write 1 or 2 sentences about why you would like the job.]

I would enjoy having the opportunity to talk with you more about the position and how I could use my skills to benefit the business.

Thank you for considering my application. I look forward to hearing from you.

> This is a call to action – that you want an interview and your application considered.

Yours sincerely,

[Name]

What has happened on Day 3

On your third day of work at Millie's Flower Shop you have learned about:

- Different types of workplace texts
- Features and structure of different types of workplace texts
- How to plan, draft and finalise workplace texts
- Performance reviews
- Job applications

Learning checkpoint: Day 3

1. What kind of workplace text has a structure with headings and subheadings? Tick the correct answer.

    ❑ Phone message

    ❑ Report

    ❑ Email

2. What kind of workplace text has a set of steps to follow? Tick the correct answer.

    ❑ Letter

    ❑ Procedure

    ❑ Report

3. What type of text would you use to thank someone for buying flowers from Millie's Flower Shop? Tick the correct answer.

    ❑ A report

    ❑ A procedure

    ❑ A letter

4. This sentence has **two (2)** text features. What are they? Tick all the correct answers.

    ❑ Underline

    ❑ Bold

    ❑ Highlighting

    ❑ Numbers

5. When you write a document, there are steps you need to follow. Put the steps in order from 1 to 5.

    ☐ Write a draft

    ☐ Plan what you are going to write

    ☐ Make changes

    ☐ Finalise the document

    ☐ Check the draft

6. When you plan a document, what do you need to do? There are **three (3)** correct answers. Tick all the correct answers.

- ❑ Check the spelling
- ❑ Decide who the audience is
- ❑ Make a list of the information to include
- ❑ Make final changes
- ❑ Decide on the structure of the text

7. Which of the following should you include in a formal letter? There are **three (3)** correct answers. Tick all the correct answers.

- ❑ The date
- ❑ Emergency contact details
- ❑ Steps of how to perform a task
- ❑ A greeting
- ❑ A closing

8. Here is the information for an incident report. Put the sentences in order by numbering them from 1 to 4.

- ❑ She screamed and I saw there was blood on her apron.
- ❑ Millie drove Sally to the hospital.
- ❑ Sally cut her finger when she was cutting the flowers.
- ❑ I wrapped a clean cloth around her finger to stop the bleeding.

9. In a procedure, why would you divide the information into steps? Tick the correct answer.

- ❑ To make it easier to follow the instructions
- ❑ To be polite
- ❑ To record the information

10. What do you need to do when you are checking a draft? There are **three (3)** correct answers. Tick all the correct answers.

❑ Check the spelling

❑ Check the structure

❑ Check the pronunciation

❑ Check the layout

❑ Check the greetings

11. What can you use to help you check a draft of a document? Tick the correct answer.

❑ A screen reader

❑ A calculator

❑ A library book

12. When is a text finalised?

❑ After you have made the final changes

❑ After you have planned what will go in the document

❑ After you have written a draft

What you have learned

Well done. Since you started work at Millie's Flower Shop you have learned about:

- The audience and purpose of texts
- Choosing the right words for the audience
- Vocabulary and grammar
- Different types of workplace texts
- Features and structure of different types of workplace text
- How to plan, draft, check and finalise workplace texts

You are now ready for the final assessment.