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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:	
Fax:	
Email:	

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# Before you begin

This learner guide is based on the unit of competency  
*FSKOCM07 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.

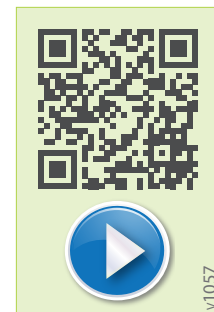
Part	How you use it
Learning content	Read each topic. If you cannot understand it, talk to your trainer.
Examples	This learner guide has examples of completed documents that may be used in a workplace.
Video clips	Where you see a QR code, you can use a smartphone or tablet to access video clips about the content. For information about how to download an app that will read the QR code or for more help, please visit our website: <a href="http://www.aspirelr.com.au/help">www.aspirelr.com.au/help</a> . 
Checkpoints	Checkpoints help you 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 you are ready for the final assessment.
Final assessment	Your assessor may ask you to do the final assessment tasks. The assessment tasks allow you to show the assessor what you have learned.

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## 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, to do your job.

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



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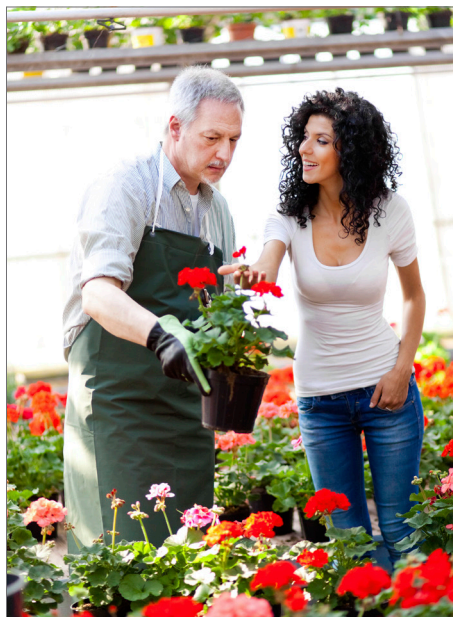
## Day 1

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 you speak to someone or answer someone. When you interact with someone, you are communicating with them.

At Blooms Garden Nursery, you will interact with the people you work with, your supervisor and the customers who come to the nursery.

For example, your supervisor, Bill, will talk to you about your tasks. When you listen to him and ask him questions about the tasks, you are interacting and communicating with Bill.



## Negotiating

When you negotiate, it means that you are working something out with another person.

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. You have negotiated with Bill.

- The purpose of the negotiation is to find a solution to the problem. Bill wants you to work on Friday, but you can't work on Friday. That is what you are negotiating.
- The audience is Bill, because that is who you are talking to.

## Developing relationships

Developing workplace relationships means working well together. This means you work well with the other staff at Blooms Garden Nursery.

You see Jane trying to lift a heavy plant. You offer to help her lift the plant.

Jane thanks you and says next time you need help, she can help you. As you talk about helping each other, you are developing a good working relationship.

When you talk to Jane while you work, you are developing a workplace relationship.

- The purpose of developing workplace relationships is to work well together.
- The audience is whoever you are developing workplace relationships with.



## What has happened on Day 1

On your first day 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.

## Checkpoint: Day 1

Read the following questions. Place a tick ✓ inside the box in front of the correct answer.

1. You have hurt your back. You ask Bill if you can change your tasks today, so you don't have to lift any heavy pots.

What is the purpose of this conversation?

- ☐ To inform
- ☐ To negotiate
- ☐ To instruct
- ☐ To report

2. Bill telephones to say that he will be late to work. He asks you to pass the message on to the other staff.

When you pass the message on, who is the audience of the message?

- ☐ Jane and Dave
- ☐ The person delivering plants to Blooms Garden Nursery
- ☐ The customers
- ☐ Your friends

3. At the end of the day Bill asks you to tell him what tasks you have finished.

What is the purpose of this conversation?

- ☐ To respond
- ☐ To update
- ☐ To order
- ☐ To instruct

## Words

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

Words have tenses. They have past tense, present tense and future tense. The word tense used in a sentence shows the time that you are talking about.

Here are some examples.

Word	Past tense (Means that you did something)	Present tense (Means you are doing something now)	Future tense (Means you will do it)
Sweep	I <b>swept</b> the floor.	I <b>sweep</b> the floor.	I will <b>sweep</b> the floor.
Water	I <b>watered</b> the plants.	I <b>water</b> the plants.	I will <b>water</b> the plants.
Order	I <b>ordered</b> more plants.	I <b>order</b> more plants.	I will <b>order</b> more plants.
Talk	I <b>talked</b> with Bill.	I <b>talk</b> with Bill.	I will <b>talk</b> with Bill.
Ring	I <b>rang</b> the customer.	I <b>ring</b> the customer.	I will <b>ring</b> the customer.

## Emphasis

Emphasis means using your voice to bring attention to a word. For example, by saying the word loudly or pausing after saying the word.

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

In the examples below, the words of the sentences are the same. However, when emphasis is used, the words have extra meaning.

Jane is watering the plants.

When the emphasis is on **Jane**, it makes Jane the important word.

It is lunch time.

The emphasis on the word **lunch** makes you sound excited.

It is your turn to sweep the floor.

The emphasis on the word **your** makes you sound annoyed.



## Modal verbs

Some sentences have modal verbs. Modal verbs are used to show:

- possibility (or how likely something is to occur)
- ability
- permission.

Examples of modal verbs are:

- will and would
- can and could
- may and might
- shall and should
- must.

Here are some examples of modal verbs used in a sentence:

**Would** 'I **would** like to buy some pot plants.'

Shows possibility – it is likely that the pot plants are available at the nursery.

**Can** 'I **can** help you find the potted flowers.'

Shows ability – the person is able to help the customer find the flowers.

**May** 'You **may** finish work early.'

Shows permission – the person is allowed to finish work early.

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## 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
- reasons for conversation
- listening
- nonverbal communication
- formal feedback
- informal feedback
- self-evaluation checklists
- reflecting on feedback
- using feedback to improve.

You are now ready for the Final Assessment.

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# Final assessment

## How to work through this final assessment

This final assessment is for the unit *FSKOCM07 Interact effectively with others at work*, Release 1.

An assessor will look at the tasks you complete and decide if you are competent for this unit. Your assessor may be your trainer or your workplace supervisor.

This assessment has six sections.

Section	Explanation
1. Assessment information	This section has information about who the assessment is for and the aims of the final assessment.
2. Are you ready for assessment?	This section is for you to check that you are ready to do the assessment.
3. Final assessment overview	This section explains the assessment tasks you will do.
4. Assessment plan	You will complete a form with your assessor. Your assessor will talk to you about the assessment tasks. You will need to sign the form to say that you have understood what has been discussed.
5. Final assessment tasks	This section has the tasks for you to do.
6. Record of outcome	Your assessor will use the work that you do to make a decision on your competence. They will discuss your work to give you feedback and tell you about their decision.

## Are you ready for assessment?

Make sure you are ready to begin the final assessment.

Complete the following checklist.

This is to review what you have learned. It will also show if you are ready to do the assessment.

Talk to your supervisor if you are not ready to do the assessment.

### Key outcomes

- ☐ I know who my audience is when I speak.
- ☐ I know the purpose for my speaking.
- ☐ I know how to use a communication strategy.
- ☐ I can use nonverbal ways of communicating.
- ☐ I know how to use words and sentences when speaking.
- ☐ I know how to ask for help.
- ☐ I know how to ask for feedback.
- ☐ I know what things I need to continue to learn.



**Question 2:** Which of the following are examples of nonverbal communication?

**Answer:**

- ☐ Speaking to a customer on the phone
- ☐ Talking to a customer
- ☐ Waving at a customer with your hand
- ☐ Smiling at a customer

**Marking:** ☐ Satisfactory ☐ Unsatisfactory

**Question 3:** Which type of feedback is given to you as you are working?

**Answer:**

- ☐ Informal
- ☐ Formal

**Marking:** ☐ Satisfactory ☐ Unsatisfactory

**Question 4:** A self-evaluation list is used to:

**Answer:**

- ☐ show your strengths
- ☐ show you weaknesses
- ☐ show where you need to improve
- ☐ show where your supervisor needs to improve

**Marking:** ☐ Satisfactory ☐ Unsatisfactory

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# Solutions to Checkpoints

## Checkpoint: Day 1

1. The learner must have placed a tick in the box beside 'To negotiate'.
2. The learner must have placed a tick in the box beside 'Jane and Dave'.
3. The learner must have placed a tick in the box beside 'To update'.
4. The learner must have placed a tick in the box beside 'The people he orders plants from'.

## Checkpoint: Day 2

1. The learner must have placed a tick in the box beside 'Good morning Mr Martin.'
2. The learner must have placed a tick in the box beside 'Present tense'.
3. The learner must have placed a tick in the box beside 'That costs an arm and a leg!'
4. The learner must have placed a tick in the box beside 'Smiling'.
5. The learner must have placed a tick in the box beside 'Frowning' and 'Putting her hands on her hips'.
6. The learner must have placed a tick in the box beside 'Ask them to repeat what they said'.