

FSK - Foundation Skills Training Package

FSK10219
Certificate I in
Skills for Vocational Pathways

Unit

FSKOCM006

**Use oral communication skills to
participate in workplace teams**



SAMPLE

Trainer/Teacher Manual

PASSING

LANE

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STUDENT/TRAINEE DETAILS

Student/Trainee Name

Student/Trainee Email

Teacher / Trainer Name

School / Institution / Training Organisation / Employer

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INTRODUCTION

This manual is developed to provide training content that addresses the specific 'Unit of Competency' as outlined on the following pages.

It provides the teacher and/or trainer with a document that includes all that the student and/or trainee manual content plus guidance notes as well as answers to the learning activities in the student/trainee manual.

This manual can be packaged with various manuals addressing other 'Units of Competency' in order to meet the 'Packaging Rules' of a particular Australian Training Package Qualification.

This resource has been designed to be delivered in a form that is conducive to the learning environment including:

- ☆ Online delivery
- ☆ Classroom delivery
- ☆ On the job training

The documents are designed in a 'landscape' format in order to make reading on a computer screen easier as well as reduces the need to scroll down pages. Documents can be easily printed if the learning environment requires the student or trainee to have hard copies of the learning materials.

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INTRODUCTION—CONT'D

LEARNING ACTIVITIES

The learning activities in the student and/or trainee manuals are 'Form Enabled' so that if the resources delivered online, the activities can be filled in using the computer keyboard.

Each learning activity is identified with the following icon.

**Learning
Activity**

Learning activities come in the following forms.

- ☆ Questions
- ☆ Research
- ☆ Tasks
- ☆ Interviews

Questions

Questions would relate to the information presented on previous pages.

Research

This type of learning activity would require the student or trainee to locate information by using research methods. The information they would be required to locate would be in line and/or support the information that the manual had outlined in previous pages.

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INTRODUCTION—CONT'D**Tasks**

This learning activity type would require the student/trainee to actually do or undertake something and would be reinforcing the knowledge they have gained from reading the manual's previous pages.

Interviews

This learning activity type would require the student/trainee to interview person(s) in an actual workplace environment or a person(s) who are experienced in the industry sector which the student/trainee is currently undergoing training.

The student/trainee is made aware of the type of learning activity by noting the learning activity type displayed under the learning activity icon.

**Learning
Activity**

Research

SELF ASSESSMENT

At the end of each manual is a series of questions that the student/trainee should review and answer.

This self assessment is to ensure in the student's or trainee's mind that they have reviewed and understood the information that was presented in their manual.

If they are unsure of their understanding in any of the topics reviewed, they are encouraged to go back and review the information again and/or seek the assistance of their teacher or trainer.

UNIT OF COMPETENCY OVERVIEW

The following pages are extracts from Training.gov.au website and outlines this specific 'Unit of Competency' including the 'Elements' and the 'Performance Criteria'. The content within this manual has been developed to address this unit.

FSKOCM006 USE ORAL COMMUNICATION SKILLS TO PARTICIPATE IN WORKPLACE TEAMS

ELEMENT	PERFORMANCE CRITERIA
<p>1. Plan to interact in workplace team</p>	<p>1.1 Identify purpose of interaction 1.2 Identify workplace audience and establish appropriate register 1.3 Identify information relevant to exchange 1.4 Identify oral communication strategies to communicate effectively in a team</p>
<p>2. Interact effectively in workplace team</p>	<p>2.1 Use oral communication strategies for routine interaction 2.2 Interact using conventional grammar, every day and some specific vocabulary, and routine pronunciation appropriate to workplace 2.3 Recognise and use appropriate non-verbal communication and interactional strategies to support interaction with workplace team</p>
<p>3. Review interaction</p>	<p>3.1 Seek feedback and evaluate effectiveness of participation 3.2 Review success of interaction to meet workplace outcomes 3.3 Identify areas for improvement</p>

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Section One

Plan to Interact in Workplace Team

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USE ORAL COMMUNICATION SKILLS TO PARTICIPATE IN WORKPLACE TEAMS

SECTION ONE—PLAN TO INTERACT IN WORKPLACE TEAM

INTRODUCTION

You will often find yourself part of a workplace team when you are working.

These teams can be set up for a project or are permanent, such as in a process plant.

Being part of a workplace team means that you will need to ‘communicate’ with others in your team, called ‘team members’.

In this training manual we will be looking at how you can develop and improve your communication skills when you work in a team at work.

SECTION LEARNING OBJECTIVES

At the completion of this section you will learn information relating to:

- ☆ Identifying purpose of interaction
- ☆ Identifying workplace audience and establishing appropriate register
- ☆ Identifying information relevant to exchange
- ☆ Identifying oral communication strategies to communicate effectively in a team

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To successfully complete this part of your training, you will be asked to do a number of tasks that will show you have learned and have used what you have learned using your communication skills in a workplace team.

Generally, you as a student or trainee would be doing those tasks (called assessment tasks) at work.

You could be a full time or part time employee, or even doing work experience.

These 'assessment tasks' are provided to you to do as if you were at work.

However, sometimes we have students or trainees who do not have a job as yet, so your teacher or trainer will take the place of your employer and watch you do your assessment task at school, or wherever you are taking the training course.



IDENTIFY PURPOSE OF INTERACTION

We start by learning what *'interaction'* means.

'Interaction' simply means to speak and listen to others and in this case it will be those in a work team.

Workplace teams are different from workplace to workplace depending on what the company does and what the team's activities are.

For example, if you worked in a warehouse, there could be a work team that works at 'picking orders' from the warehouse shelves and then packing them for delivery.

This team has been setup for a 'purpose' and is what you would call a 'permanent' team, which means that the team works together everyday.

Another example could be that you work for a building business and you have been assigned to a building site with other workers to work as a team.

This team was set up for a project and would only be a team until the building project was finished.

In some workplaces teams are set up for very short term projects.

For example, a group of workers may be asked to do some research about how the business could save on office supplies.

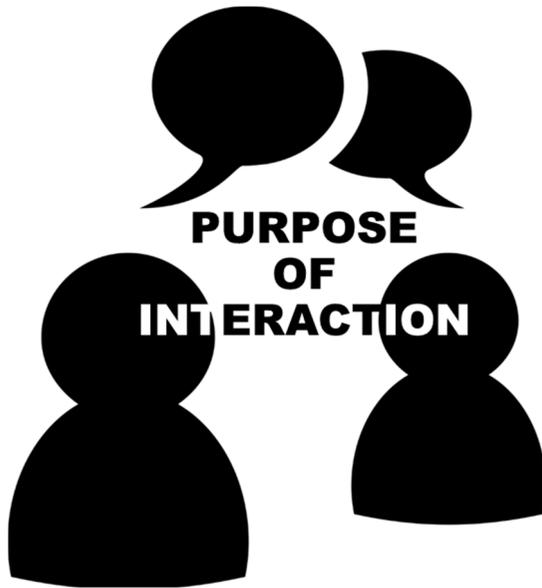
Again, this team would be working on a short term project.

However, those in the team may have other duties aside from what they will be doing in the project.

How you interact with those in your team will depend on what your team tasks are and what you are doing in the team.

We look at what it means to 'interact' with another person in a workplace team.

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PURPOSE OF INTERACTIONS

In a team, there will likely be two or more persons and these are often known as ‘team members’.

We know that the term ‘*interaction*’ means to speak and listen to another person or persons so when you are in a team, you will be interacting with other team members.

With every interaction in a workplace team, there will be a purpose (or reason) for the interaction.

The most common purposes or reasons for team interaction would be:

- ☆ To ‘*report*’ on something - you would be telling other team members about something you have seen, you did, or what someone else did.
- ☆ To ‘*update*’ something - this is to give your team members the most current information about something that has happened or what you may have done so far in the project, or additional information to your previous report.
- ☆ To provide ‘*instructions*’ - this is to tell others on your team how to do something or how to use something.
- ☆ To let the others know your feelings (*point of view*) - in most teams, there is always a time when each team member is asked what they think about an idea, or anything that may be something that you can change or make happen.

Without ‘interactions’ a team would not be able to do what they were asked to do.

Team ‘interactions’ allow everyone on the workplace team to be involved and to help the team do what they were set up to do successfully.

SAMPLE

**Learning
Activity****Question****LEARNING ACTIVITY ONE**

In this Section we looked at four basic purposes or reasons why you would be interacting with other team members. What were those four basic purposes or reasons.

TEACHER/TRAINER GUIDANCE NOTES

- 1) Reporting
- 2) Updating
- 3) Instructing
- 4) Point of views

SAMPLE

**Learning
Activity****Task****LEARNING ACTIVITY TWO**

Later on in this training manual you will be asked to do some 'assessment' tasks that will see how you do interacting with team members.

This means that you need to be part of a workplace team.

Below we want you to describe what you do at work and what kind of team you are part of.

What do you do at work?**What type of team you are on at work? (such as what does the team do)****TEACHER/TRAINER GUIDANCE NOTES**

The assessment requirements for this 'Unit of Competency' states:

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- ☆ participate in and review the success of at least two different spoken exchanges in a workplace team.

Participation must include speaking and listening.

IDENTIFY WORKPLACE AUDIENCE AND ESTABLISH APPROPRIATE REGISTER

We first want to make sure you understand a few terms you will see in this training manual.

The first is **'audience'** and this refers to the person or persons you interact with, in other words, those that you speak to.

In a workplace team, when you are 'interacting' in a workplace team, your 'audience' will be your fellow team members.

This may change at times if you are asked to 'interact' with someone outside the team and in this case they would be your 'audience'.

For example, you may be asked to report on what the team has done on a project to the managers of the company.

This 'presentation' would have you now 'interacting' with the managers so they become your 'audience'.

The other term is **'communication register'**, or simply **'register'**.

The 'register' means that your interaction will either be **'formal'** or **'informal'**.

The choice of 'register' really comes down to who you are interacting with.

'Formal register' does not use words that you would normally use with most co-workers, at home with friends and family.

Generally, those in management would expect a more formal like interaction and those you work with could be interacted with in more of an informal way.

However, this could change if the team members include senior managers, in which case your **'appropriate register'** would be more formal.

If the team you are in has been around for a while, then you could see how others in the team are interacting with others and what 'register' of interaction they are using.



SAMPLE

Learning Activity

Task

LEARNING ACTIVITY THREE

As you are probably aware by now, you will need to do some assessment tasks to successfully complete your training.

In this part of your training you need to show that you have the ability to **'participate'** (meaning to take part in) in a workplace team using speaking and listening skills (oral communication skills).

To start the assessment process, you will need to speak with your supervisor (or work team leader) or your employer, or both and organise to be able to be watched communicating with team members on **two different occasions**.

The assessment requirements say that these two occasions can be you speaking with team members and giving them some information by speaking with them and interacting with them, or speaking at a team meeting to team members and again providing some type of information to the team at the meeting.

The assessment requirements also needs you to show your ability to interact with other team members by using 'listening skills'.

These two occasions can be one of each of the abovementioned occasions, or choose the same type that is repeated on two occasions.

Once you and your employer and/or your supervisor/team leader have settled on those two occasions, let your teacher or trainer know about those two occasions and describe them to your teacher or trainer.

You will want to have your teacher's or trainer's approval of those two occasions that will be used as part of your assessment requirement for training.

Once approved you are ready to go on with the rest of the assessment activities to follow.

SAMPLE

TEACHER/TRAINER GUIDANCE NOTES

The assessment requirements for this 'Unit of Competency' state:

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- ☆ participate in and review the success of at least two different spoken exchanges in a workplace team.

Participation must include speaking and listening.

You will be getting some information about those two occasions from your student or trainee which you will need to approve.

You will need to decide whether their two choices will be adequate enough to meet the assessment requirements for this unit.



IDENTIFY INFORMATION RELEVANT TO EXCHANGE

The word '**exchange**' means to give something in order to get something back.

When you are interacting with other team members you are using communication skills (in this case verbal) by speaking to them.

The exchange would often have them answering your questions, asking questions or giving you information in exchange while you are listening (another communication skill).

When 'participating' in workplace teams you will often be required to provide some type of information to the others.

This information could be as simple as you letting your team members know how you are going with your assigned tasks (*such as quick update*).

Or, you may be asked to locate some information that you will need to provide the team members.

Information 'sources' (places where you find information) could include:

- ☆ **From speaking with co-workers, managers or supervisors** - this would mean that you would need to make notes on what they say and make sure you understood what they were saying.

When giving your team members information, you must give accurate information.

They may also provide you with written information that you can use, or suggest other sources of information that would be useful for your team interaction.

- ☆ **Using information from manuals** - this could be from tool, equipment or machinery user or operating manuals.

If you are providing 'instructions' to your team members, then sources could include manuals such those for tools, equipment and machinery.

The information you may need could be from the company's procedure or policies manuals, depending on what your needs are.

- ☆ **Accessing information from the computer system** - you may need information for example about sales for the month at work and you need to get the information from the company's records on the computer.

This means you may need to ask approval to get those records.

- ☆ **Finding information the internet** - this could be looking for information on workplace health and safety, so you may go to the Safe Work Australia website and search for the information you may need.

You may be part of a team working on a recycling project, so you may go to the Planet Ark website for information.

- ☆ **Company brochures, catalogues and product specifications sheets** - these sources of information are useful when needing information about the company you work for, such as the products and/or services that are required for a team meeting.

This could include reviewing the company's website or doing a company search on the internet and get reviews on the products, services and other information.

- ☆ **Seminars, training sessions, trade shows** - you may have attended a seminar, training session or a tradeshow and you are asked to report on what you saw or learned to others on the team.

You would then need to have collected information that would be useful to the team members.

**Learning
Activity****Question****LEARNING ACTIVITY FOUR****SAMPLE**

In this Section we gave you six examples of where you could find information for your presentation.

What were those six examples?

TEACHER/TRAINER GUIDANCE NOTES

- 1) From speaking with co-workers, managers or supervisors
- 2) Using information from manuals
- 3) Accessing information from the computer system
- 4) Finding information on the internet
- 5) Company brochures, catalogues and product specifications sheets
- 6) Seminars, training sessions, trade shows

**Learning
Activity****Task****LEARNING ACTIVITY FIVE**

SAMPLE

In Activity Three, you were to speak with your supervisor (or work team leader) or your employer, or both and organise to be able to be watched communicating with team members on **two different occasions**.

You were then to have those two occasions approved by your teacher or trainer.

Assuming that you have two different occasions now approved, we want you to describe briefly what information you will be needing for those two 'exchanges' and tell us where you are sourcing the required information.

We have provided space below for you to complete this activity.

Occasion ONE - Information Required**Occasion ONE - Information Sources****Occasion TWO - Information Required****Occasion TWO - Information Sources**

TEACHER/TRAINER GUIDANCE NOTES

The assessment requirements for this 'Unit of Competency' states:

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- ☆ participate in and review the success of at least two different spoken exchanges in a workplace team.

Participation must include speaking and listening.

In some cases assessment requirements relate specifically to a 'Performance Criteria' and in this case it is:

"Identify information relevant to exchange"

SAMPLE



IDENTIFY ORAL COMMUNICATION STRATEGIES TO COMMUNICATE EFFECTIVELY IN A TEAM

Let us define the word '*strategy*'.

The simple definition is a "*plan or a method of doing something to get done what you are wanting done.*"

So when you are using '*oral communication strategies*', you are using speaking skills to achieve something and when interacting with your team members it is generally to get your message across clearly and understandably.

Here are some basic oral communication strategies you should consider when interacting with your team:

1. **Be friendly** - people will listen closer to what you are saying if you are speaking with a friendly tone and warm smile.
2. **Think before you speak** - people that say something without thinking first on what they are saying, usually end up saying the wrong thing.
3. **Be clear** - when there is something you want to say, ask yourself, "*What is the simplest way I can say this?*"
4. **Be yourself** - people like to interact with people that are acting like themselves and not trying to be something they are not.
5. **Practice humility** - being 'humble' is not placing too much emphasis on yourself and people who are humble and show respect for their team members will almost always be respected back.
6. **Speak with confidence** - speaking with 'confidence' is knowing what you are going to say and this usually comes with practice.
7. **Watch your body language** - when you are interacting with your team members verbally, how you use 'body language' will either make your interaction effective, or not. (we look at 'body language' later)
8. **Be concise** - your team members will lose interest in what you are saying if you just 'ramble' on

**Learning
Activity****Question****LEARNING ACTIVITY SIX**

In this Section we mentioned eight oral communication strategies that you should consider when doing a workplace presentation.

What were those eight strategies?

TEACHER/TRAINER GUIDANCE NOTES

- 1) Be friendly
- 2) Think before you speak
- 3) Be clear
- 4) Be yourself
- 5) Practice humility
- 6) Speak with confidence
- 7) Watch your body language
- 8) Be concise

SAMPLE

Section Two

Interact Effectively in Workplace Team

SAMPLE

USE ORAL COMMUNICATION SKILLS TO PARTICIPATE IN WORKPLACE TEAMS

SECTION TWO—INTERACT EFFECTIVELY IN WORKPLACE TEAM

INTRODUCTION

In this section we look at the basic speaking skills required for an effective interaction with a workplace team and we also look at non-verbal communication skills that should be considered when interacting with other team members.

SECTION LEARNING OBJECTIVES

At the completion of this section you will learn information relating to:

- ☆ Using oral communication strategies for routine interaction
- ☆ Interacting using conventional grammar, every day and some specific vocabulary and routine pronunciation appropriate to workplace
- ☆ Recognising and using appropriate non-verbal communication and interactional strategies to support interaction with workplace team

SAMPLE



USE ORAL COMMUNICATION STRATEGIES FOR ROUTINE INTERACTION AND INTERACT USING CONVENTIONAL GRAMMAR, EVERY DAY AND SOME SPECIFIC VOCABULARY, AND ROUTINE PRONUNCIATION APPROPRIATE TO WORKPLACE

(Over the next few pages we cover two 'Performance Criteria' points at the same time to avoid repetition)

In the previous section we learned about some basic 'oral communication strategies' and as a review they included:

- ☆ Be friendly
- ☆ Think before you speak
- ☆ Be clear
- ☆ Be yourself
- ☆ Practice humility
- ☆ Speak with confidence
- ☆ Watch your body language
- ☆ Be concise

SAMPLE

When you are participating in a workplace team and interacting with team members, you will want those in your team to fully understand what you are saying.

This requires good '**speaking skills**'.

Speaking skills include:

- ☆ Using proper words (**vocabulary**) when you speak
- ☆ Use those words in a way that people understand what you are saying (**grammar**)
- ☆ Correctly sounding out words when speaking (**pronunciation**)

We look closer at speaking skills over the next few pages.



VOCABULARY

The collection of words that you know and use is called your 'vocabulary'.

From the time you start speaking as a child, your vocabulary increases.

Working in different workplaces forces you to increase your vocabulary, using new words and terms that are used and that you hear where you work.

Effective interaction in workplace teams means that you should choose your words carefully when speaking.

There are certain categories of words that are used today, however some of which are not acceptable in the workplace:

- ☆ **Standard words** – these are words that can be used both at work and outside of work.
- ☆ **Colloquialisms** - are sometimes acceptable at work (depending on the business), but are more appropriate for informal environments.

Some examples of '*colloquialisms*' are:

- ◆ G'day
- ◆ How's it going?
- ◆ No worries

- ☆ **Slang** – is appropriate only for extremely informal situations and at work it would be avoided when dealing with customers/clients or superiors/management.

Some examples of '*slang*' are:

- ◆ **Arvo** - afternoon
- ◆ **Dunny** - toilet
- ◆ **Sickie** - a day off work
- ◆ **Stoked** - happy about something



**Raining
Cats and Dogs**

- ☆ **Jargon** - jargon are special words or terms used in some workplaces that refer to the type of work being done.

Some terms or words can have very different meanings in one industry, compared to another.

More importantly, those who do not work in the industry will have no idea what some of these words are, so at times 'jargon' needs to be avoided in interactions with persons outside of the workplace.

Some 'jargon' examples are:

- ◆ **Firewall** - a piece of software that prevents computer viruses (IT industry)
- ◆ **Render** - thin cement spread over a wall surface (Building industry)
- ◆ **Back of house** - the kitchen and offices of a restaurant (Hospitality industry)

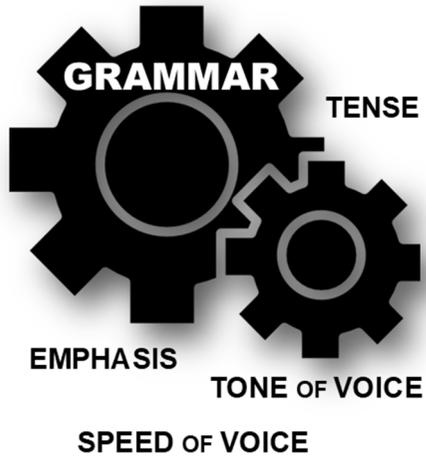
- ☆ **Idioms** - an idiom is a word or phrase that means something other than what it actually sounds like.

Generally, 'idioms' do not always make sense so you will need to learn yourself the meaning and usage of each idiom especially those that are created and used in some workplaces.

For example, something like "**Burning the midnight oil**" means working late into the night, or "**I'll be back in a flash**" means you will be back very soon, or "**Could you get a move on it**" is telling someone to hurry up.

- ☆ **Profanity** – sometimes known as swearing, swear words or improper innuendos.

This is totally unacceptable in any situation.



GRAMMAR

Grammar is far more important in written communication, however certain grammar rules do apply to speaking.

One important grammar rule in speaking is **'tense'**.

'Tense' refer to past, present or future and when you are speaking to someone, not using the proper 'tense' can be very confusing to those listening to you.

For example, you are explaining on how to use a new tool to the team members and you say:

"Safety switch turned on"

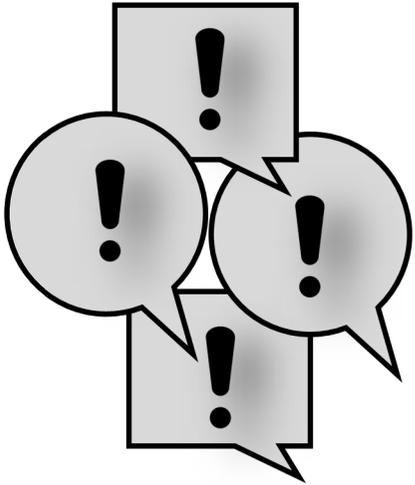
The meaning of this sentence spoken is not clear because it does not show what time you are talking about and it suggests that the safety switch is always turned on.

To make it clearer, you would say:

"The safety switch is turned on"
(present tense)

"The safety switch was turned on"
(past tense)

"The safety switch will be turned on"
(future tense)



The other skill is using '**emphasis**' when speaking.

This is when you speak a bit louder on a word or term when speaking and you are using your voice to bring more attention to the word.

Pausing after saying a word or term can also bring attention to the previous word or term.

For example you are explaining to your team about food safety and you say:

*"The food must be stored in the **refrigerator** at 4^C or lower."*

The team members would be clear on where the food should be stored because you emphasised the word 'refrigerator' .

Another two examples:

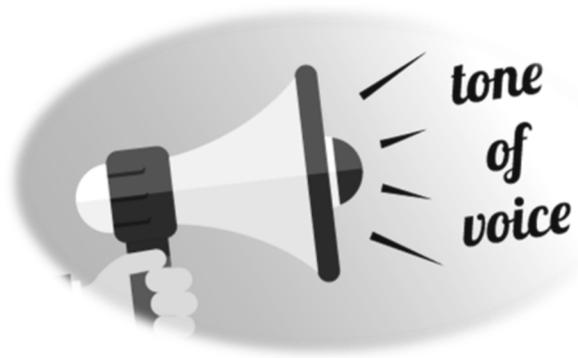
*"The food **must** be stored in the refrigerator at 4^C or lower."*

*"The food must be stored in the refrigerator at **4^C or lower**."*

In the first example you are stressing to the team members that they **must** store the food in the refrigerator at 4^C or lower.

In the second example you are making it clear to the team members that they must store the food in the refrigerator **at 4^C or lower**.

Emphasising words or terms when in a conversation can let the team know what's important, how you feel, or draw attention to something or someone.



TONE OF VOICE WHEN SPEAKING

Our voice is a tool and used effectively, it will ensure that your interaction with the team is effective.

The **'tone of voice'** is the way you speak to someone (or an audience).

The saying goes:

"It's not what you say, but how you say it."

Your tone of voice can sound friendly, unfriendly, angry, bored, even sounding like you are making fun of someone (this is called 'sarcasm').

People listen to how you speak to understand 'what you actually' mean.

This is especially important when you are speaking with other team members in meetings.

If your tone of voice sounds bored, the team members would probably feel that you are not really interested in being there.

Your tone can also be affected by 'pitch' which means raising or lowering your voice.

The team members would think that you are excited about something if you spoke in a higher voice, or very serious about something if you spoke in a lower voice.

Not using a proper tone of voice as well as pitch can cause others you speak to think you mean something else than what you really mean.

This is called a 'misunderstanding' and you want to avoid causing a misunderstanding as this can lead to problems at work.



On the previous page we learned about your **'tone of voice'** and how important it is to watch your tone of voice when interacting with your workplace team.

We look at some basic types of 'tones' and how they affect your ability to have effective interactions at work.

Types of tones include:

- ☆ **Monotone** - your voice sounds flat with no ups or downs in 'pitch' (loudness).

It is basically boring, words have no feeling and others feel you are not really wanting to be there with the team.

- ☆ **Soft** - this is when you use a quiet voice and at times it may show that you are not sure in what you are saying.

Also, it can be hard to hear by others so what you are trying to say may be missed by others in the team.

- ☆ **Loud** - persons with loud voices may look aggressive and angry, even though they are not.

- ☆ **Calm and polite** - this tone is used in formal conversations and effective if used with some varying 'pitches'.

- ☆ **Friendly** - your tone and words used shows you as a friendly person and most people will enjoy being in a conversation with you.

Along with tone of voice is the **'speed'** in which you speak.

'Speaking slowly' is another way of emphasising what you are saying.

When you speak slow your audience will listen closer and get a better understanding of what you are saying.

'Speaking fast' is also another way of emphasising what you are saying.

When you speak fast your team members will get a feeling of 'urgency' of what you are saying.

However speaking too fast can make what you are saying unclear.

The combination of slow, fast, slow, medium speed etc. adds interest to your speech making it easier to listen to.



PRONUNCIATION

'Pronunciation' is saying a word the way a dictionary would tell you it should be said.

People sometimes have problems pronouncing a word if they have not seen the word before, or have never used the word before in a conversation.

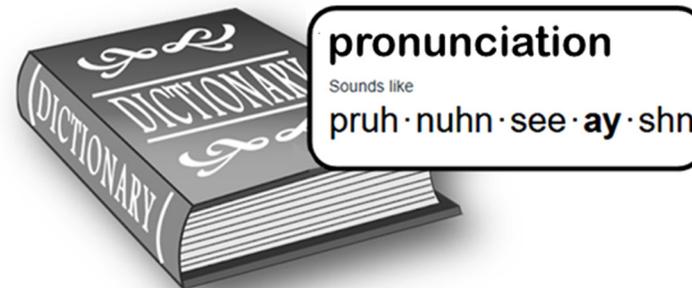
It is very common to hear new words in your new job.

Sometimes at work, especially at a new job, you may need to speak about something that is new to you when in team meetings or involved in conversations with team members.

When you hear or need to use those new words, it is important to find out the correct 'pronunciation' of the word(s).

The best way of doing this is to look the word up in the dictionary.

Practice the correct pronunciation over and over until you are comfortable with the word.



Most online dictionaries have a feature where the word is pronounced for you over your speakers.

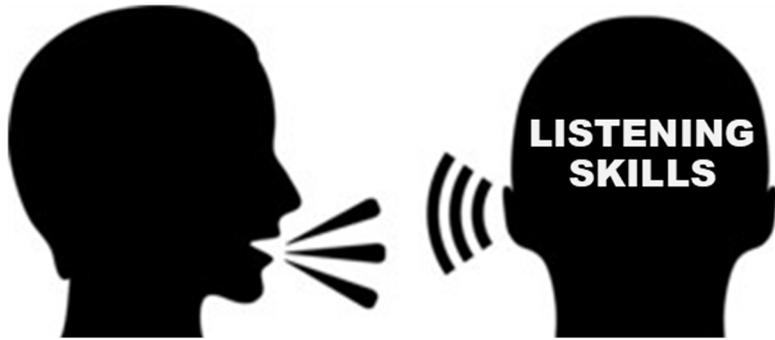
pronunciation

Sounds like

pruh · nuhn · see · ay · shn



You click on the speaker picture and a voice tells you slowly how the word sounds, in other words telling you how it is 'pronounced'.



LISTENING SKILLS

It should be pointed out that 'listening' during an 'interaction' at work is as important as 'speaking'.

There is a term called '*active listening*'.

This is when you listen very closely to the person speaking to you so that you can fully understand what they are saying to you.

It shows that you are interested in what others are saying.

And, in some cases it is important to ask questions when listening.

Asking questions when listening is important when you do not understand what the other person is saying.

For example, you could say:

“Could you explain that again?”

or

“Did you mean?”

This too shows that you are interested in what the other person is saying.

You could be given work instructions by your team leader and you would want to be sure you fully understood what those instructions were.

**Learning
Activity****Question**

SAMPLE

LEARNING ACTIVITY ONE

1) 'Speaking skills' include three things. What are they?

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2) When you are speaking, what were the three ways you are able to 'emphasis' words or terms?

3) We showed six categories of words in this Section. What were they?

4) We showed you the five types of 'voice tones' in this Section. What were they?

5) What were the two ways you could find the correct 'pronunciation' of a word?

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TEACHER/TRAINER GUIDANCE NOTES

- 1)
 1. Vocabulary
 2. Grammar
 3. Pronunciation
- 2)
 1. Speaking louder when saying a word or a term
 2. Speaking slower
 3. Speaking faster
- 3)
 1. Standard words
 2. Colloquialisms
 3. Slang
 4. Idioms
 5. Jargon
 6. Profanity
- 4)
 1. Monotone
 2. Soft
 3. Loud
 4. Calm and polite
 5. Friendly
- 5)
 1. Use a dictionary
 2. Use an online dictionary that has voice pronunciation

SAMPLE

RECOGNISE AND USE APPROPRIATE NON-VERBAL COMMUNICATION AND INTERACTIONAL STRATEGIES TO SUPPORT INTERACTION WITH WORKPLACE TEAM

There is another 'communication strategy' that is important to learn about when interacting with others at work.

It is called 'non-verbal communication strategies' and as the name suggests, it has nothing to do with speaking.

However, it must be used while interacting with your team.

Non-verbal communication includes '**body language**', '**gestures**', '**facial expressions**' and '**eye contact**'.

When you smile and look directly at those you are speaking to, you are using non-verbal communication.

The most noticeable non-verbal method of communicating is using '**facial expressions**'.

Those you are speaking to will not only be listening to you, but also watching you.

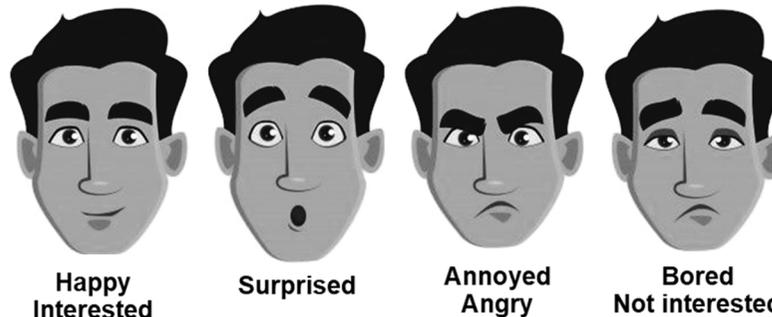
If your face looks bored or unfriendly, your audience will think that you do not want to be there speaking to them and they will lose interest in what you are saying.

As you are interacting with team members, you too should be watching their facial expressions.

You can tell whether the team members agree or disagree with what you are saying just by looking at their faces.

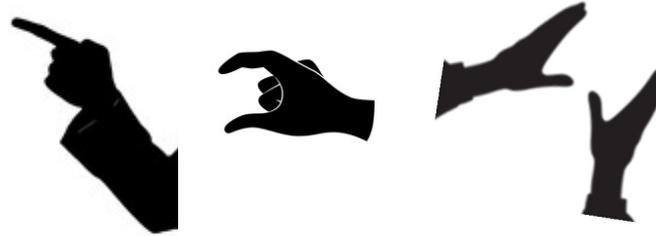
If they are frowning, they are not liking what you are saying, but if they are smiling then they are happy about what you are saying.

They can tell you if they are surprised at what you are saying and if they are not interested in what you are saying.



The next most used non-verbal communication method is '**gestures**'.

'**Gestures**' is the use of your arms and hands while speaking during team meetings or regular interactions with team members, such as pointing at something or showing the size of something.



Another is '**body language**' and this includes gestures and how you stand or sit when you are interacting with your team or participating in team meetings.

One of the most important is to not '**slouch**' while standing (and sitting) when your are speaking to your team at meetings.

Slouching, often has you looking down and makes you look like you are not 'confident' in what you are saying to the team.



Slouching



**Standing
Straight**

SAMPLE

**Learning
Activity****Question****LEARNING ACTIVITY TWO**

1) In this Section we mentioned the four common types of 'non-verbal communication'. What were those four types?

2) We looked at facial expressions in this Section. What is each expression below telling you? (There may be one or two facial expressions we did not mention)

**1****4****2****5****3****6**

TEACHER/TRAINER GUIDANCE NOTES

1)

1. Body language
2. Gestures
3. Facial expressions
4. Eye contact

2)

1. Angry
2. Surprised
3. Annoyed
4. Happy
5. Bored
6. Confused

SAMPLE

**Learning
Activity****Task**

SAMPLE

LEARNING ACTIVITY THREE

This activity is what we call an assessment activity where you will be observed (*observed means being watched*) doing a presentation to an audience at work.

Those observing you will likely be either your employer, supervisor and/or team leader and who has been approved by your teacher or trainer.

The person observing you will be given 'assessment paperwork' that will need to be filled in, signed and returned to your teacher or trainer.

Your employer, supervisor and/or team leader will watch you during those two different interactions using proper vocabulary and other speaking skills as well as using any 'non-verbal communication strategies' during your interactions.

This will also include watching your listening skills.

TEACHER/TRAINER GUIDANCE NOTES

The assessment requirements for this 'Unit of Competency' state:

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- ☆ participate in and review the success of at least two different spoken exchanges in a workplace team.

Participation must include speaking and listening.

Section Three

Review Interaction

SAMPLE

USE ORAL COMMUNICATION SKILLS TO PARTICIPATE IN WORKPLACE TEAMS

SECTION THREE—REVIEW INTERACTION

INTRODUCTION

In this training manual we see it is important to suggest to you that you always remember to think back on any workplace interactions, especially when participating in workplace teams and see if they were effective and if not, where you could improve.

This is what this last section is all about, reviewing your workplace team interactions and seeing if you can improve on them.

SECTION LEARNING OBJECTIVES

At the completion of this section you will learn information relating to:

- ☆ Seeking feedback and evaluating effectiveness of participation
- ☆ Reviewing success of interaction to meet workplace outcomes
- ☆ Identifying areas for improvement

SAMPLE



SEEK FEEDBACK AND EVALUATE EFFECTIVENESS OF PARTICIPATION AND REVIEW SUCCESS OF INTERACTION TO MEET WORKPLACE OUTCOMES AND IDENTIFY AREAS FOR IMPROVEMENT

(Over the next few pages we cover three 'Performance Criteria' points at the same time to avoid repetition)

As we know, effective workplace teams are important in every business and effective workplace teams have team members that interact with each effectively.

Because workplace teams are so important, those in the team should always be on the look out for ways of improving their interaction skills.

This usually starts with asking for 'feedback'.

'Feedback' is simply asking others on how they feel about your interaction skills and where they think you could do better.

The best and most informal way to ask for feedback is to casually ask others what they feel about your interaction skills, especially your speaking and listening skills.

Persons you could ask for feedback could include:

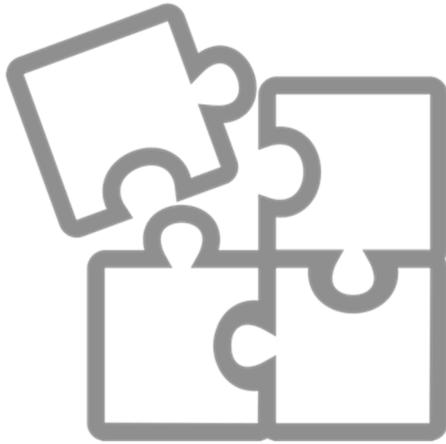
- ☆ Those in your team
- ☆ Your team leader or supervisor or manager

Be aware that some feedback may not be all that good and this may be for a good reason.

However, all feedback needs to be looked at and see if it is really something that you may need to work on.

A suggestion is that you should look for feedback from a number of people where the feedback is the same.

This a good place to start improving your communication and interaction skills.



WORKPLACE OUTCOMES

MEETING WORKPLACE OUTCOMES

Every business wants to have good 'workplace outcomes' and the employees are expected to help the business get those 'workplace outcomes' they are seeking.

Workplace outcomes that all businesses look for do include:

- ☆ **Safe workplace** - low workplace accidents and all employees use safe work practices
- ☆ **Job satisfaction** - workers take pride in their job and enjoy what they do
- ☆ **Supportive workplace** - employees respect each other, help each other and conflicts are quickly resolved
- ☆ **Reputation** - a business that has a good reputation will keep their employees

If a business gets those workplace outcomes, then the business will make money and everyone's job is secure.

Workplace teams play an important part in helping the business get the workplace outcomes they are looking for.

One of the most important reasons for '**effective interaction**' in a team is to develop strong '**team working relationships**'.

What you are looking for is to have strong '**team working relationships**' and this will lead to everyone working well together in the team and meeting those workplace outcomes.

Also, the stronger your working relationships are in the team, the better you will be able to do your job and the more you help get those workplace outcomes personally.

Interaction that helps team working relationship building includes:

- ☆ Offering and providing assistance willingly to team members
- ☆ Showing respect to your team members in your interactions
- ☆ Following instructions from your team leader

All the above require strong communication skills, especially speaking and listening skills.



IMPROVEMENT STRATEGIES

You should always look for any opportunities to improve your oral communication skills when participating in a workplace team.

This is important even if your feedback is okay.

There is always 'room for improvement' and always looking to improve will make you a better team member and all employers are looking for employees that take the time to improve their communication and presentation skills.

Some ways you could look at include:

- ☆ Making a list of unfamiliar words and terms and looking up their meanings and/or punctuation
- ☆ Watch others in the team that have strong communication skills
- ☆ Get involved in team meeting presentations if possible
- ☆ Read books or look online for articles, tips and hints on improving your speaking skills
- ☆ Look at taking a short course on speaking and presentation skills

Also, you should ask for feedback on a regular basis and you will likely find that the feedback will be more and more positive as your workplace communication and presentation skills improve.

**Learning
Activity****Question****LEARNING ACTIVITY ONE**

SAMPLE

Coming up will be the last assessment activity that will require you to get some feedback from others on two interactions (exchanges) that you were being observed doing.

Before we get into the last assessment activity, we want you to do your own review on how you think you did with those two interaction (exchanges) occasions that you were being observed doing.

Tell us if you think it went okay, whether the information you spoke about or listened to was understood and whether you thought your speaking skills are good as well as your non-verbal communication skills.

We have given some space below to tell us your own review.

Your review**TEACHER/TRAINER GUIDANCE NOTES**

This activity is simply to have the student or trainee do some self-reflection on those two interactions/exchanges they were observed doing for assessment purposes.

It will be interesting to see if they were able to identify areas of improvement before getting some feedback.

**Learning
Activity****Task****LEARNING ACTIVITY TWO**

SAMPLE

In Section Two, Activity Three, you had an assessment activity where you were observed (*observed means being watched*) interacting with team members on two different occasions.

Those observing you were either your employer, supervisor and/or team leader and who was approved by your teacher or trainer.

The person observing you was given 'assessment paperwork' that was filled in, signed and returned to your teacher or trainer.

In this activity you are now to ask for some feedback from some or all of your team members and secondly, those observing you for assessment purposes.

The feedback is to focus on how well you got your information across during the exchange and how well you used non-verbal communication skills as well as your listening skills.

Your employer, supervisor and/or team leader will write down the feedback and send this off to your teacher or trainer for their records.

TEACHER/TRAINER GUIDANCE NOTES

The assessment requirements for this 'Unit of Competency' state:

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- ☆ participate in and review the success of at least two different spoken exchanges in a workplace team.

Participation must include speaking and listening.

SELF ASSESSMENT

Self assessment is where you ask yourself certain questions to ensure you have understood what you have learned while reading this manual and completing the learning activities.

This unit requires you the student or trainee at the completion of your training to have a certain level of 'Required Knowledge' in which you would need to have acquired and in which you will be assessed on.

This self assessment section reviews this required knowledge by way of questions and if you are able to say YES to all of them you can be confident your assessment will be satisfactory.

- ☆ This training unit had three sections that talk about using speaking skills in a work team. After reviewing the information in Section One, are you confident that you understand and could:
 - 1) Identify purpose of interaction?
 - 2) Identify workplace audience and establish appropriate register?
 - 3) Identify information relevant to exchange?
 - 4) Identify oral communication strategies to communicate effectively in a team?
- ☆ After reviewing the information in Section Two, are you confident that you understand and could:
 - 1) Use oral communication strategies for routine interaction?
 - 2) Interact using conventional grammar, every day and some specific vocabulary, and routine pronunciation appropriate to workplace?
 - 3) Recognise and use appropriate non-verbal communication and interactional strategies to support interaction with workplace team?
- ☆ After reviewing the information in Section Three, are you confident that you understand and could:
 - 1) Seek feedback and evaluate effectiveness of participation?
 - 2) Review success of interaction to meet workplace outcomes?
 - 3) Identify areas for improvement?

If there were any questions that you were unable to confidently say YES to, we encourage you to review the information again in this manual and if needed seek the assistance of your teacher or trainer.

POWERPOINT SLIDE PRESENTATION MAPPING

This training manual is accompanied with a PowerPoint slide presentation, titled the same as this training manual.

The following listing is a 'mapping cross-reference' between the Slide Number and the corresponding page number in the 'Student Manual'.

<i>Slide Numbers</i>	<i>Student Manual Page Number</i>	<i>Slide Numbers</i>	<i>Student Manual Page Number</i>
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Slide Number 5	Page 13	Slide Number 19	Page 43
Slide Number 6	Page 16	Slide Number 20	Page 44
Slide Number 7	Page 18-19		
Slide Number 8	Page 22		
Slide Number 10	Page 26		
Slide Number 11	Page 27-28		
Slide Number 12	Page 29-30		
Slide Number 13	Page 31-32		
Slide Number 14	Page 33		
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Slide Number 16	Page 36-37		

SAMPLE