



Coach others in job skills

D1.HRD.CL9.01

D1.HHR.CL8.06

D2.TRD.CL8.02

Trainer Guide



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Trainer Guide

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Competency Based Training (CBT) and assessment an introduction for trainers

Competency

Competency refers to the ability to perform particular tasks and duties to the standard of performance expected in the workplace.

Competency requires the application of specified knowledge, skills and attitudes relevant to effective participation, consistently over time and in the workplace environment.

The essential skills and knowledge are either identified separately or combined.

Knowledge identifies what a person needs to know to perform the work in an informed and effective manner.

Skills describe the application of knowledge to situations where understanding is converted into a workplace outcome.

Attitude describes the founding reasons behind the need for certain knowledge or why skills are performed in a specified manner.

Competency covers all aspects of workplace performance and involves:

- Performing individual tasks
- Managing a range of different tasks
- Responding to contingencies or breakdowns
- Dealing with the responsibilities of the workplace
- Working with others.

Unit of Competency

Like with any training qualification or program, a range of subject topics are identified that focus on the ability in a certain work area, responsibility or function.

Each manual focuses on a specific unit of competency that applies in the hospitality workplace.

In this manual a unit of competency is identified as a ‘unit’.

Each unit of competency identifies a discrete workplace requirement and includes:

- Knowledge and skills that underpin competency
- Language, literacy and numeracy
- Occupational safety and health requirements.

Each unit of competency must be adhered to in training and assessment to ensure consistency of outcomes.

Element of Competency

An element of competency describes the essential outcomes within a unit of competency.

The elements of competency are the basic building blocks of the unit of competency. They describe in terms of outcomes the significant functions and tasks that make up the competency.

In this manual elements of competency are identified as an ‘element’.

Performance criteria

Performance criteria indicate the standard of performance that is required to demonstrate achievement within an element of competency. The standards reflect identified industry skill needs.

Performance criteria will be made up of certain specified skills, knowledge and attitudes.

Learning

For the purpose of this manual learning incorporates two key activities:

- Training
- Assessment.

Both of these activities will be discussed in detail in this introduction.

Today training and assessment can be delivered in a variety of ways. It may be provided to participants:

- On-the-job – in the workplace
- Off-the-job – at an educational institution or dedicated training environment
- As a combination of these two options.

No longer is it necessary for learners to be absent from the workplace for long periods of time in order to obtain recognised and accredited qualifications.

Learning Approaches

This manual will identify two avenues to facilitate learning:

Competency Based Training (CBT)

This is the strategy of developing a participant’s competency.

Educational institutions utilise a range of training strategies to ensure that participants are able to gain the knowledge and skills required for successful:

- Completion of the training program or qualification
- Implementation in the workplace.

The strategies selected should be chosen based on suitability and the learning styles of participants.

Competency Based Assessment (CBA)

This is the strategy of assessing competency of a participant.

Educational institutions utilise a range of assessment strategies to ensure that participants are assessed in a manner that demonstrates validity, fairness, reliability, flexibility and fairness of assessment processes.

Flexibility in Learning

It is important to note that flexibility in training and assessment strategies is required to meet the needs of participants who may have learning difficulties. The strategies used will vary, taking into account the needs of individual participants with learning difficulties. However they will be applied in a manner which does not discriminate against the participant or the participant body as a whole.

Catering for Participant Diversity

Participants have diverse backgrounds, needs and interests. When planning training and assessment activities to cater for individual differences, trainers and assessors should:

- Consider individuals' experiences, learning styles and interests
- Develop questions and activities that are aimed at different levels of ability
- Modify the expectations for some participants
- Provide opportunities for a variety of forms of participation, such as individual, pair and small group activities
- Assess participants based on individual progress and outcomes.

The diversity among participants also provides a good reason for building up a learning community in which participants support each other's learning.

Participant Centred Learning

This involves taking into account structuring training and assessment that:

- *Builds on strengths* – Training environments need to demonstrate the many positive features of local participants (such as the attribution of academic success to effort, and the social nature of achievement motivation) and of their trainers (such as a strong emphasis on subject disciplines and moral responsibility). These strengths and uniqueness of local participants and trainers should be acknowledged and treasured
- *Acknowledges prior knowledge and experience* – The learning activities should be planned with participants' prior knowledge and experience in mind
- *Understands learning objectives* – Each learning activity should have clear learning objectives and participants should be informed of them at the outset. Trainers should also be clear about the purpose of assignments and explain their significance to participants
- *Teaches for understanding* – The pedagogies chosen should aim at enabling participants to act and think flexibly with what they know
- *Teaches for independent learning* – Generic skills and reflection should be nurtured through learning activities in appropriate contexts of the curriculum. Participants should be encouraged to take responsibility for their own learning

- *Enhances motivation* – Learning is most effective when participants are motivated. Various strategies should be used to arouse the interest of participants
- *Makes effective use of resources* – A variety of teaching resources can be employed as tools for learning
- *Maximises engagement* – In conducting learning activities, it is important for the minds of participants to be actively engaged
- *Aligns assessment with learning and teaching* – Feedback and assessment should be an integral part of learning and teaching
- *Caters for learner diversity* – Trainers should be aware that participants have different characteristics and strengths and try to nurture these rather than impose a standard set of expectations.

Active Learning

The goal of nurturing independent learning in participants does not imply that they always have to work in isolation or solely in a classroom. On the contrary, the construction of knowledge in tourism and hospitality studies can often best be carried out in collaboration with others in the field. Sharing experiences, insights and views on issues of common concern, and working together to collect information through conducting investigative studies in the field (active learning) can contribute a lot to their eventual success.

Active learning has an important part to play in fostering a sense of community in the class. First, to operate successfully, a learning community requires an ethos of acceptance and a sense of trust among participants, and between them and their trainers. Trainers can help to foster acceptance and trust through encouragement and personal example, and by allowing participants to take risks as they explore and articulate their views, however immature these may appear to be. Participants also come to realise that their classmates (and their trainers) are partners in learning and solving.

Trainers can also encourage cooperative learning by designing appropriate group learning tasks, which include, for example, collecting background information, conducting small-scale surveys, or producing media presentations on certain issues and themes. Participants need to be reminded that, while they should work towards successful completion of the field tasks, developing positive peer relationships in the process is an important objective of all group work.

Competency Based Training (CBT)

Principle of Competency Based Training

Competency based training is aimed at developing the knowledge, skills and attitudes of participants, through a variety of training tools.

Training Strategies

The aims of this curriculum are to enable participants to:

- Undertake a variety of subject courses that are relevant to industry in the current environment
- Learn current industry skills, information and trends relevant to industry
- Learn through a range of practical and theoretical approaches
- Be able to identify, explore and solve issues in a productive manner

- Be able to become confident, equipped and flexible managers of the future
- Be 'job ready' and a valuable employee in the industry upon graduation of any qualification level.

To ensure participants are able to gain the knowledge and skills required to meet competency in each unit of competency in the qualification, a range of training delivery modes are used.

Types of Training

In choosing learning and teaching strategies, trainers should take into account the practical, complex and multi-disciplinary nature of the subject area, as well as their participant's prior knowledge, learning styles and abilities.

Training outcomes can be attained by utilising one or more delivery methods:

Lecture/Tutorial

This is a common method of training involving transfer of information from the trainer to the participants. It is an effective approach to introduce new concepts or information to the learners and also to build upon the existing knowledge. The listener is expected to reflect on the subject and seek clarifications on the doubts.

Demonstration

Demonstration is a very effective training method that involves a trainer showing a participant how to perform a task or activity. Through a visual demonstration, trainers may also explain reasoning behind certain actions or provide supplementary information to help facilitate understanding.

Group Discussions

Brainstorming in which all the members in a group express their ideas, views and opinions on a given topic, is a free flow and exchange of knowledge among the participants and the trainer. The discussion is carried out by the group on the basis of their own experience, perceptions and values. This will facilitate acquiring new knowledge. When everybody is expected to participate in the group discussion, even the introverted persons will also get stimulated and try to articulate their feelings.

The ideas that emerge in the discussions should be noted down and presentations are to be made by the groups. Sometimes consensus needs to be arrived at on a given topic. Group discussions are to be held under the moderation of a leader guided by the trainer. Group discussion technique triggers thinking process, encourages interactions and enhances communication skills.

Role Play

This is a common and very effective method of bringing into the classroom real life situations, which may not otherwise be possible. Participants are made to enact a particular role so as to give a real feel of the roles they may be called upon to play. This enables participants to understand the behaviour of others as well as their own emotions and feelings. The instructor must brief the role players on what is expected of them. The role player may either be given a ready-made script, which they can memorise and enact, or they may be required to develop their own scripts around a given situation. This technique is extremely useful in understanding creative selling techniques and human relations. It can be entertaining and energising and it helps the reserved and less literate to express their feelings.

Simulation Games

When trainees need to become aware of something that they have not been conscious of, simulations can be a useful mechanism. Simulation games are a method based on "here and now" experience shared by all the participants. The games focus on the participation of the trainees and their willingness to share their ideas with others. A "near real life" situation is created providing an opportunity to which they apply themselves by adopting certain behaviour. They then experience the impact of their behaviour on the situation. It is carried out to generate responses and reactions based on the real feelings of the participants, which are subsequently analysed by the trainer.

While use of simulation games can result in very effective learning, it needs considerable trainer competence to analyse the situations.

Individual /Group Exercises

Exercises are often introduced to find out how much the participant has assimilated. This method involves imparting instructions to participants on a particular subject through use of written exercises. In the group exercises, the entire class is divided into small groups, and members are asked to collaborate to arrive at a consensus or solution to a problem.

Case Study

This is a training method that enables the trainer and the participant to experience a real life situation. It may be on account of events in the past or situations in the present, in which there may be one or more problems to be solved and decisions to be taken. The basic objective of a case study is to help participants diagnose, analyse and/or solve a particular problem and to make them internalise the critical inputs delivered in the training. Questions are generally given at the end of the case study to direct the participants and to stimulate their thinking towards possible solutions. Studies may be presented in written or verbal form.

Field Visit

This involves a carefully planned visit or tour to a place of learning or interest. The idea is to give first-hand knowledge by personal observation of field situations, and to relate theory with practice. The emphasis is on observing, exploring, asking questions and understanding. The trainer should remember to brief the participants about what they should observe and about the customs and norms that need to be respected.

Group Presentation

The participants are asked to work in groups and produce the results and findings of their group work to the members of another sub-group. By this method participants get a good picture of each other's views and perceptions on the topic and they are able to compare them with their own point of view. The pooling and sharing of findings enriches the discussion and learning process.

Practice Sessions

This method is of paramount importance for skills training. Participants are provided with an opportunity to practice in a controlled situation what they have learnt. It could be real life or through a make-believe situation.

Games

This is a group process and includes those methods that involve usually fun-based activity, aimed at conveying feelings and experiences, which are everyday in nature, and applying them within the game being played. A game has set rules and regulations, and may or may not include a competitive element. After the game is played, it is essential that the participants be debriefed and their lessons and experiences consolidated by the trainer.

Research

Trainers may require learners to undertake research activities, including online research, to gather information or further understanding about a specific subject area.

Competency Based Assessment (CBA)

Principle of Competency Based Assessment

Competency based assessment is aimed at compiling a list of evidence that shows that a person is competent in a particular unit of competency.

Competencies are gained through a multitude of ways including:

- Training and development programs
- Formal education
- Life experience
- Apprenticeships
- On-the-job experience
- Self-help programs.

All of these together contribute to job competence in a person. Ultimately, assessors and participants work together, through the 'collection of evidence' in determining overall competence.

This evidence can be collected:

- Using different formats
- Using different people
- Collected over a period of time.

The assessor, who is ideally someone with considerable experience in the area being assessed, reviews the evidence and verifies the person as being competent or not.

Flexibility in Assessment

Whilst allocated assessment tools have been identified for this subject, all attempts are made to determine competency and suitable alternate assessment tools may be used, according to the requirements of the participant.

The assessment needs to be equitable for all participants, taking into account their cultural and linguistic needs.

Competency must be proven regardless of:

- Language
- Delivery Method
- Assessment Method.

Assessment Objectives

The assessment tools used for subjects are designed to determine competency against the ‘elements of competency’ and their associated ‘performance criteria’.

The assessment tools are used to identify sufficient:

- a) Knowledge, including underpinning knowledge
- b) Skills
- c) Attitudes

Assessment tools are activities that trainees are required to undertake to prove participant competency in this subject.

All assessments must be completed satisfactorily for participants to obtain competence in this subject. There are no exceptions to this requirement, however, it is possible that in some cases several assessment items may be combined and assessed together.

Types of Assessment

Allocated Assessment Tools

There are a number of assessment tools that are used to determine competency in this subject:

- Work projects
- Written questions
- Oral questions
- Third Party Report
- Observation Checklist.

Instructions on how assessors should conduct these assessment methods are explained in the Assessment Manuals.

Alternative Assessment Tools

Whilst this subject has identified assessment tools, as indicated above, this does not restrict the assessor from using different assessment methods to measure the competency of a participant.

Evidence is simply proof that the assessor gathers to show participants can actually do what they are required to do.

Whilst there is a distinct requirement for participants to demonstrate competency, there are many and diverse sources of evidence available to the assessor.

Ongoing performance at work, as verified by a supervisor or physical evidence, can count towards assessment. Additionally, the assessor can talk to customers or work colleagues to gather evidence about performance.

A range of assessment methods to assess competency include:

- Practical demonstrations
- Practical demonstrations in simulated work conditions
- Problem solving
- Portfolios of evidence
- Critical incident reports
- Journals
- Oral presentations
- Interviews
- Videos
- Visuals: slides, audio tapes
- Case studies
- Log books
- Projects
- Role plays
- Group projects
- Group discussions
- Examinations.

Recognition of Prior Learning

Recognition of Prior Learning is the process that gives current industry professionals who do not have a formal qualification, the opportunity to benchmark their extensive skills and experience against the standards set out in each unit of competency/subject.

Also known as a Skills Recognition Audit (SRA), this process is a learning and assessment pathway which encompasses:

- Recognition of Current Competencies (RCC)
- Skills auditing
- Gap analysis and training
- Credit transfer.

Assessing competency

As mentioned, assessment is the process of identifying a participant's current knowledge, skills and attitudes sets against all elements of competency within a unit of competency. Traditionally in education, grades or marks were given to participants, dependent on how many questions the participant successfully answered in an assessment tool.

Competency based assessment does not award grades, but simply identifies if the participant has the knowledge, skills and attitudes to undertake the required task to the specified standard.

Therefore, when assessing competency, an assessor has two possible results that can be awarded:

- Pass Competent (PC)
- Not Yet Competent (NYC).

Pass Competent (PC)

If the participant is able to successfully answer or demonstrate what is required, to the expected standards of the performance criteria, they will be deemed as 'Pass Competent' (PC).

The assessor will award a 'Pass Competent' (PC) if they feel the participant has the necessary knowledge, skills and attitudes in all assessment tasks for a unit.

Not Yet Competent' (NYC)

If the participant is unable to answer or demonstrate competency to the desired standard, they will be deemed to be 'Not Yet Competent' (NYC).

This does not mean the participant will need to complete all the assessment tasks again. The focus will be on the specific assessment tasks that were not performed to the expected standards.

The participant may be required to:

- a) Undertake further training or instruction
- b) Undertake the assessment task again until they are deemed to be 'Pass Competent'.

Competency standard

UNIT TITLE: COACH OTHERS IN JOB SKILLS	NOMINAL HOURS: 25 hours
UNIT NUMBER: D1.HRD.CL9.01 D1.HHR.CL8.06 D2.TRD.CL8.02	
UNIT DESCRIPTOR: This unit deals with the skills and knowledge required to coach others in job skills in a range of settings within the hotel industries workplace context.	
ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE
<p>Element 1: Prepare for on job coaching</p> <p>1.1 Identify the need for <i>coaching</i> based on a range of <i>factors</i></p> <p>1.2 Identify <i>skill deficiencies that could be addressed by coaching</i> needs through discussion with the colleague to be coached</p> <p>1.3 Organise with colleague a <i>suitable time and place</i> to conduct coaching in accordance with enterprise policy, where appropriate</p> <p>Element 2: Coach colleagues on the job</p> <p>2.1 Explain to the colleague the overall <i>purpose of coaching</i></p> <p>2.2 Explain and demonstrate the <i>specific skills to be coached</i></p> <p>2.3 Communicate clearly any <i>underpinning knowledge required</i></p>	<p>Unit Variables</p> <p>The Unit Variables provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.</p> <p>This unit applies to all industry sectors that seek to coach others in job skills within the labour divisions of the hotel and travel industries and may include:</p> <ul style="list-style-type: none"> 1. Front Office 2. Housekeeping 3. Food and Beverage Service 4. Food Production 5. Travel Agencies 6. Tour Operation <p><i>Coaching</i> may relate to:</p> <ul style="list-style-type: none"> • Explanation • Demonstration • Review

<p>2.4 Check the colleague's understanding</p> <p>2.5 Provide the colleague the opportunity to practice the skill and ask questions</p> <p>2.6 Provide <i>feedback</i> in a constructive and supportive manner</p> <p>Element 3: Follow up coaching</p> <p>3.1 <i>Monitor progress</i> with new skills in the workplace and provide supportive assistance as required</p> <p>3.2 Report progress to the appropriate person as required</p> <p>3.3 Identify <i>performance problems or difficulties</i> with the coaching and rectify them or refer them to the appropriate person for follow-up</p>	<ul style="list-style-type: none"> • Trainee explanation • Trainee demonstration • Feedback. <p><i>Factors</i> may include:</p> <ul style="list-style-type: none"> • Requesting coaching from colleague • Own observation and workplace experience • Direction from other colleagues. <p>Skill deficiencies that could be addressed by coaching should relate to:</p> <ul style="list-style-type: none"> • Those which do not require formal or extended training sessions but which are short, commonly-used tasks such as: <ul style="list-style-type: none"> ▪ Customer service skills ▪ Technical or practical skills such as operating equipment, making something or completing documentation ▪ Selling or promoting products and servicing. <p>Suitable time and place may include:</p> <ul style="list-style-type: none"> • On-the-job during work hours • Before or after work • In a simulated location away from the actual workplace. <p>Purpose of coaching may include:</p> <ul style="list-style-type: none"> • Skills development • Address performance problems • Request of supervisor or other person.
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	<p><i>Specific skills</i> may relate to:</p> <ul style="list-style-type: none">• Skills required to support introduction of new equipment• Skills required to support introduction of new processes• Skills required to support introduction of new procedures• Skills required to complete a job or task effectively and efficiently. <p><i>Underpinning knowledge</i> may relate to:</p> <ul style="list-style-type: none">• Knowledge of processes and procedures• Knowledge of principles and practices• Knowledge of the theory that underpins technical skills• Communication skills that contribute to productive and harmonious relations between employees and customers• Team work skills that contribute to productive working relationships and outcomes• Problem solving skills that contribute to productive outcomes• Planning and organising skills that contribute to long-term and short-term strategic planning• Self-management skills that contribute to employee satisfaction and growth• Learning skills that contribute to ongoing improvement and expansion in employee and company operations and outcomes• Technology skills that contribute to effective execution of tasks. <p><i>Feedback</i> refers to:</p> <ul style="list-style-type: none">• Guiding the person being coached• Being a core part of coaching sessions• Being constructive so that the person being coached feels encouraged and motivated to improve their practice• Being timely so that the person being coached can use the feedback to guide practice
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- Being linked to a clear statement of orderly progression of learning so that the person being coached has a clear indication of how to improve his or her performance
- Being focused on achievement, not effort; the work should be assessed, not the person being coached
- Being specific to the learning outcomes of the coaching session so that assessment is clearly linked to learning
- Guiding people to become independent learners and their own critics
- Providing a developmental approach for achievement of a certain skills set.

Monitor progress should relate to:

- Identifying the progress of the person being coached
- Identifying if changes to content of coaching sessions/s need to be made
- Identifying changes to coaching processes that need to be made.

Performance problems or difficulties may relate to:

- Feedback from customers, i.e. Customer satisfaction
- Feedback from supervisors
- Observation of work performance
- Performance reviews.

Assessment Guide

The following skills and knowledge must be assessed as part of this unit:

- Demonstrated ability in the skill being coached
- Knowledge of the basic principles of coaching demonstrated ability in communication skills, specifically the use of questioning techniques and clarity in oral communication.

	<p>Linkages To Other Units</p> <ul style="list-style-type: none">• Analyse competency requirements• Design and establish a training system• Review training outcomes. <p>Critical Aspects of Assessment</p> <p>Evidence of the following is essential:</p> <ul style="list-style-type: none">• Demonstrated ability to provide supportive on job coaching with constructive and supportive feedback• Demonstrated ability to clearly communicate with people from a diverse range of backgrounds• Demonstrated ability to apply knowledge of basic training principles• Demonstrated ability to monitor progress of colleagues being coached and evaluate effectiveness of the coaching. <p>Context of Assessment</p> <p>This unit may be assessed on or off the job:</p> <ul style="list-style-type: none">• Assessment should include practical demonstration of coaching others in job skills either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge• Assessment must relate to the individual's work area, job role and area of responsibility• Assessment must include project or work activities that allow the candidate to coach others. <p>Resource Implications</p> <p>Training and assessment to include access to a real or simulated workplace; and access to workplace standards, procedures, policies, guidelines, tools and equipment.</p>
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	<p>Assessment Methods</p> <p>The following methods may be used to assess competency for this unit:</p> <ul style="list-style-type: none"> • Case studies • Observation of practical candidate performance • Oral and written questions • Portfolio evidence • Problem solving • Role plays • Third party reports completed by a supervisor • Project and assignment work. <p>Key Competencies in this Unit</p> <p><i>Level 1 = competence to undertake tasks effectively</i></p> <p><i>Level 2 = competence to manage tasks</i></p> <p><i>Level 3 = competence to use concepts for evaluating</i></p>	
Key Competencies	Level	Examples
Collecting, organising and analysing information	1	Identify skill requirements and organise information and materials required to conduct an effective coaching session
Communicating ideas and information	3	Give instructions to others being coached; seek and provide feedback on training session; question colleague about aspects of skills covered in coaching session/s

	Planning and organising activities	2	Plan content of coaching session/s and organise coaching session, including venue, equipment, time, etc
	Working with others and in teams	3	Coach colleagues in a manner that builds effective working relationships
	Using mathematical ideas and techniques	0	
	Solving problems	3	Deal with communication breakdowns; identify and address barriers to effective participation in coaching session, including those that relate to diversity
	Using technology	0	

Notes and PowerPoint slides

Slide

COACH OTHERS IN JOB SKILLS

Unit Code: D1.HRD.CL9.01
D1.HHR.CL8.03
D2.TRD.CL8.02



Slide 1

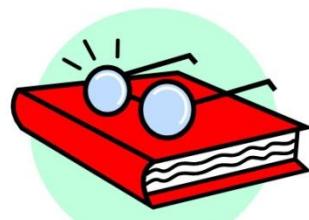
Slide No	Trainer Notes
1.	Trainer welcomes trainees to class.

Slide

Coach others in job skills

This unit comprises three Elements:

- Prepare for on job coaching
- Coach colleagues on the job
- Follow up coaching.



Slide 2

Slide No	Trainer Notes
2.	<p>Trainer advises trainees this Unit comprises three Elements, as listed on the slide explaining:</p> <ul style="list-style-type: none"> • Each Element comprises a number of Performance Criteria which will be identified throughout the class and explained in detail • Trainees can obtain more detail from their Trainee Manual • At times the course presents advice and information about various protocols but where their workplace requirements differ to what is presented, the workplace practices and standards, as well as policies and procedures must be observed.

Slide

Assessment

Assessment for this unit may include:

- Oral questions
- Written questions
- Work projects
- Workplace observation of practical skills
- Practical exercises
- Formal report from employer/supervisor.



Slide 3

Slide No	Trainer Notes
3.	<p>Trainer advises trainees that assessment for this Unit may take several forms, all of which are aimed at verifying they have achieved competency for the Unit as required.</p> <p>Trainer indicates to trainees the methods of assessment that will be applied to them for this Unit.</p>

Slide

Prepare for on job coaching

Performance Criteria for this Element are:

- Identify the need for coaching based on a range of factors
- Identify skill deficiencies that could be addressed by coaching needs through discussion with the colleague to be coached
- Where appropriate, organise with the colleague a suitable time and place to conduct coaching in accordance with enterprise policy.



Slide 4

Slide No	Trainer Notes
4.	<p>Trainer identifies for trainees the Performance Criteria for this Element, as listed on the slide.</p> <p>Class Activity – General Discussion</p> <p>Trainer leads a general class discussion on coaching by asking questions such as:</p> <ul style="list-style-type: none"> • What on the job coaching have you delivered? • Where was it delivered? • When was it delivered? • To whom was it delivered? • What preparation did you do prior to coaching delivery? • How did you determine what things the staff needed to be coached in?

Slide

Identify need for coaching

Coaching may relate to:

- Presenting and explaining verbal and/or written information
- Demonstrating practical skills
- Observing a colleague complete a task
- Providing follow up advice, support and feedback
- Reviewing colleague work and work practice.



Slide 5

Slide No	Trainer Notes
5.	<p>Trainer explains to trainees that coaching plays an important role in any enterprise and being asked to coach a workmate is recognition of their current skill and their potential to pass on that expertise to others. Up-to-date skills and information must be regularly passed on to both new and old employees.</p> <p>Trainer advises coaching will ensure all staff are confident in working the systems and equipment present in the workplace and in complying with workplace procedures.</p> <p>Coaching may relate to:</p> <ul style="list-style-type: none"> ● Presenting and explaining verbal and/or written information ● Demonstrating practical skills ● Observing a colleague complete a task ● Providing follow up advice, support and feedback ● Reviewing colleague work and work practice.

Slide

Identify need for coaching

Competency Based Training may mean coaching is conducted in-line with a ‘standard’:

- A competency standard is an industry benchmark
- Standards can be set by a venue, the industry or a government (vocational training) body
- Coaches must know the standard they are expected to coach people to.



Slide 6

Slide No	Trainer Notes
6.	<p>Trainer introduces concept of Competency Based Training to trainees stating:</p> <ul style="list-style-type: none"> • Coaching may be conducted in line with a ‘competency standard’ • A competency standard is a benchmark level deemed as being the necessary level a person needs to proficiently perform a specific task • These standards may be set in-house by the establishment, or they may be derived from a government or industry-accredited course or source • It is essential the coach knows the standard they are expected to coach someone to before they start delivering any coaching. <p>Class Activity – Handouts</p> <p>Trainer obtains several examples of competency standards relevant to the group of trainees, and:</p> <ul style="list-style-type: none"> • Distributes same to trainees • Discusses them and indicates how they are used in industry • Explains how they relate to coaching.

Slide

Identify need for coaching

Standards for your workplace can be identified by:

- Talking to other trainers
- Reading internal documentation
- Talking to more experienced staff
- Conversing with management
- Using common sense and experience to determine what is applicable.



Slide 7

Slide No	Trainer Notes
7.	<p>Trainer explains to trainees they can identify the standards applicable to their workplace by:</p> <ul style="list-style-type: none"> ● Talking to on-site trainers ● Reading internal standards, work procedures and service criteria ● Conferring with more experienced staff ● Talking with management and/or business owners ● Using their common sense coupled with industry and venue knowledge to determine what is applicable.

Slide

Identify need for coaching

Need for coaching of workplace colleagues can be identified:

- At staff induction
- When individuals request coaching
- When management direct you to provide coaching to a certain staff member



(Continued)

Slide 8

Slide No	Trainer Notes
8.	<p>Trainer indicates to trainees that colleagues in their workplaces may require coaching on existing systems and equipment, coaching on new systems and equipment, or they may require remedial coaching (such as refreshing a person's skills with the aim of improving their current observable performance).</p> <p>Trainer indicates that the need for such coaching can come from a number of sources:</p> <p>Staff induction</p> <ul style="list-style-type: none"> • Staff who are inducted may need initial skills coaching in certain areas (because they have no experience at all with a specific task), or they may require remedial coaching (because their existing experience is not at the standard required by the new venue, or the equipment and procedures are different). • Where this is not provided, new staff can easily feel ignored and frustrated, leading to high levels of staff turnover. Given that recruiting staff is time consuming and expensive, it makes sense to ensure the appropriate levels of coaching are delivered at this early stage of a person's time with a new employer. <p>A request from a colleague for coaching</p> <ul style="list-style-type: none"> • Many staff identify their own need for coaching. If this occurs recognise staff may feel anxious about disclosing this need, feeling they are 'admitting' their performance is below the required level and fearing losing their job

	<ul style="list-style-type: none">• This means there is a need to be sensitive to the feelings of learners when delivering coaching in these circumstances, and develop a good rapport so they do not feel threatened, compromised or incompetent by virtue of having asked for help. It is vital they realise their jobs are not at risk simply because they have asked for help. <p>A direction from management to help a staff member</p> <ul style="list-style-type: none">• Management may observe certain staff and determine they require coaching• Once again, be sympathetic to the staff concerned and ensure support for them, rather than further increase their anxiety at being identified as being 'deficient' by management. It is to be expected any staff who are told by management they need training are going to be somewhat anxious about their future and job security. Where appropriate, it is vital to begin such coaching by informing staff their jobs are not under threat. A coaching session set within a framework of mutual co-operation and benefit is much more likely to result in success than one set within a context of coercion and worry.
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Slide

Identify need for coaching

- As a result of your personal observation
- Following a complaint from a guest/customer
- As a result of changes to workplace equipment

(Continued)



Slide 9

Slide No	Trainer Notes
9.	<p>Trainer continues to advise trainees how the need for coaching a workplace colleague may be identified:</p> <p><i>As a result of personal observation of staff performance</i></p> <ul style="list-style-type: none"> • Frequently, coaches are supervisors or middle level managers and their job/position can present opportunities to observe staff in the workplace. Their observations in this regard may indicate a need for coaching and, arguably, this is something management expects supervisors to do • When such circumstances arise, it is critical <i>specific instances</i> are communicated to staff to provide (or prove) the basis for the coaching needed. Where coaches can identify <i>specific</i> needs (that is, actual examples of under-performance/sub-standard performance) staff are more ready to understand, and accept, why they require coaching. <p><i>Following a customer complaint</i></p> <ul style="list-style-type: none"> • Given we work in an industry where there is a high degree of interaction with customers, it is almost inevitable complaints will occur • As a workplace coach there is a need to differentiate between genuine and frivolous complaints in order that coaching is only offered when a real and genuine need exists • In reality this usually means a coach should not <i>automatically</i> respond with a coaching response to each and every complaint received.

As a result of changes in workplace equipment

- There will always be examples of new equipment being introduced into the workplace whether items are replacing worn out/superseded equipment or they are new items introduced to enable a new product or service to be provided
- Coaches must realise, for example, that just because staff could competently operate the *previous* cash register, it does not mean they will be able to use the new one
- It is common for suppliers to provide some form of initial training, but it may well be up to the coach to complete or complement this training, as well to train/coach new staff.

Slide

Identify need for coaching

- As a result of changes to internal procedures and practices
- Changes in the legal requirements obligations imposed by new legislation or amendments to existing laws and regulations.



Slide 10

Slide No	Trainer Notes
10.	<p>Trainer continues to advise trainees how the need for coaching a workplace colleague may be identified:</p> <p><i>As a result of changes in procedures</i></p> <ul style="list-style-type: none"> • Changes in procedures may be caused by: <ul style="list-style-type: none"> ▪ A change in management – new management can have new/different ways of doing things ▪ A change in establishment focus – such as a change in the customer profile the establishment is trying to attract ▪ Changes in equipment used – requiring coaches to teach staff how to use the new items. <p><i>Changes in legal requirements</i></p> <ul style="list-style-type: none"> • Existing legislation often varies over time, and new legislation can be introduced. Common legislation requiring ongoing attention as a workplace relates to safety and health, liquor licensing, gaming and food handling and any other compliance-related issues • Coaching as a result of these changes often involves making staff aware of the new/revised legislation, but there are occasions where demonstrations to illustrate the new laws and requirements are required • Case studies and role plays may be used to further illustrate mandatory legislated requirements.

Class Activity – Guest Speaker

Trainer arranges for a workplace coach from an industry reflecting profile of trainees to attend and talk to trainees about:

- Their role as coach
- How they became a coach
- The positive and negative aspects of being a workplace coach
- The time they spend in coaching-related activities
- How they become aware colleagues require coaching
- The planning and preparation they do prior to coaching
- Advice they have for trainees who are to become workplace coaches.

Slide

Identify skill deficiencies through discussion with colleague

In relation to workplace coaching:

- There must be a definite purpose for any coaching undertaken
- The person being coached must see a need for the coaching
- No coaching should be 'imposed' or done 'for the sake of it'
- A coaching plan should be developed for all workplace coaching.



Slide 11

Slide No	Trainer Notes
11.	<p>Trainer provides trainees with some basics regarding workplace coaching advising:</p> <ul style="list-style-type: none"> ● Any coaching session must be undertaken with a definite end in mind. Coaching without an aim is a waste of time, money and effort and likely to be ineffective ● The person being coached must be able to see they have a definite need for the coaching ● No coaching should ever be done just for the sake of it ● To help achieve effective coaching, a coaching plan should be developed and used.

Slide

Identify skill deficiencies through discussion with colleague

Training and coaching:

- Training is more structured and formal
- Training = everyone does the same things
- Coaching is less formal and focussed on individual need
- Coaching is more ‘on-the-job’
- Coaching may support formal ‘training’.



Slide 12

Slide No	Trainer Notes
12.	<p>Trainer differentiates between ‘training’ and ‘coaching’ stating:</p> <ul style="list-style-type: none"> ● Formal training tends to be a situation where all staff are required to undertake a set course of instruction. It is somewhat ‘lock-step’ and everyone is usually expected to complete all of the requirements for the unit, session or topic ● By comparison, coaching is less formal and focuses more on individual staff need as it is identified at the time ● In some ways, coaching can be seen as informal training delivered on-the-job that supplements (or takes the place of) other training the business engages in. It is usually of a short duration and addresses common workplace tasks. For example, a worker may be doing a course at a local training college yet still receive coaching at work to help with their study ● Alternatively, the staff member may not be undertaking any kind of course but still receive coaching to bring their existing skills and knowledge up to the required level. <p>Class Activity – Internet Research</p> <p>Trainer provides internet access to trainees and asks them to visit, read and take notes from the following (and linked or other relevant) websites:</p> <ul style="list-style-type: none"> ● http://www.trainingzone.co.uk/item/94693 ● http://internetmarketingtipsweb.blogspot.com/2007/08/what-is-difference-between-training.html

- <http://www.wishfulthinking.co.uk/2007/03/14/coaching-is-not-training-mentoring-or-counselling/>.

Trainer facilitates research and conducts a discussion at the end of the research and note taking.

Slide

Identify skill deficiencies through discussion with colleague

Coaching commonly used to assist staff with:

- Customer service skills
- Technical or practical skills
- Selling skills.



Slide 13

Slide No	Trainer Notes
13.	<p>Trainer indicates to trainees that there is no limit to the skills coaching can effectively address but in practice skill deficiencies often addressed by coaching tend to be those which do not require formal or extended training sessions but which are short, commonly-used tasks such as:</p> <ul style="list-style-type: none"> • Customer service skills – greeting and welcoming customers; building rapport; interpersonal skills; dealing with conflict; negotiating; handling complaints • Technical or practical skills such as operating equipment, making something or completing documentation • Selling skills and skills relating to promoting products and services.

Slide

Identify skill deficiencies through discussion with colleague

Specific coaching needs for an individual staff member will be identified by considering:

- General need
- Individual staff member factors
- Discussion with the individual.



Slide 14

Slide No	Trainer Notes
14.	<p>Trainer tells trainees specific coaching needs for each individual colleague will be determined as a result of considering a combination of three main elements:</p> <ul style="list-style-type: none"> • General need for coaching • The factors relating to the individual colleague • Discussion with each individual staff member.

Slide

Identify skill deficiencies through discussion with colleague

Individual coaching needs can be determined by considering:

- Urgency of the need for the coaching
- Staff member's previous work, life experience and training
- Individual level of knowledge and/or skill.



Slide 15

Slide No	Trainer Notes
15.	<p>Trainer informs trainees the following is a representative list of factors they will need to take into account when developing a coaching plan for a staff member, stressing they must factor in these considerations because it is important because they do not want to deliver coaching seen as unnecessary.</p> <p>They need to make sure they address genuine, identified need:</p> <p><i>Urgency of the coaching</i></p> <ul style="list-style-type: none"> • This can be influenced by: <ul style="list-style-type: none"> ▪ The number of staff needing to be coached – if all staff have to be coached, the need can be urgent ▪ The nature of the coaching topic – such as whether or not it is a legal requirement, a safety issue, or strongly related to revenue and/or service standards. <p><i>The colleague's previous work, life experience and training</i></p> <ul style="list-style-type: none"> • It is useful to know whether or not staff have had positive or negative experiences with earlier coaching/training. • Colleagues with negative experiences relating to coaching/training can warrant: <ul style="list-style-type: none"> ▪ Extra attention ▪ More support ▪ Added time to ensure they understand/learn the first time they receive coaching – allowing you to build success upon success with your coaching.

The colleague's current skill level

- When delivering coaching it is vital to know where the individual staff members are starting from, and where it is they need to go. This helps avoid coaching them in skills they already have competency in, and allows the coach to describe to them the path individuals will take in their future coaching/training. This level of starting information/skill is referred to as their 'entry' level to training/coaching
- In the workplace this means having a very clear idea about the standards involved in the task being coached, and the establishment practices and protocols that apply. It is to be expected the person who is the coach will already know these or they would not have been chosen as a coach
- If the required workplace standards, criteria, practices and protocols are not fully known, take action to learn them.

Slide

Identify skill deficiencies through discussion with colleague

- Colleague's prior knowledge
- Colleague's workplace strengths
- Colleague's workplace weaknesses

(Continued)



Slide 16

Slide No	Trainer Notes
16.	<p>Trainer continues to inform trainees the following is a representative list of factors they will need to take into account when developing a coaching plan for a staff member:</p> <p><i>The colleague's prior knowledge</i></p> <ul style="list-style-type: none"> • When coaching staff, it is standard practice for the coach to move from the known to the unknown in terms of any knowledge or skill being delivered. This means beginning with something the person being coached already knows, and building on it • For example, if coaching a staff member on new legislated requirements in relation to dealing with intoxicated customers, the experience the staff member had last weekend when they refused service to an intoxicated person might be used as the starting point for the session • Alternatively, a session on grinding coffee beans may be based on their previous training in using the espresso machine to make lattes. <p><i>The colleague's strengths</i></p> <ul style="list-style-type: none"> • Knowing a staff member's strengths provides the coach with an opportunity to use the staff member themselves as a coach • There is absolutely nothing wrong with using other staff to coach other staff, providing appropriate levels of competencies (perhaps combined with appropriate experience too) exist • Knowing these strengths also ensures they are not coached in things they already know and have competency in.

The colleague's weaknesses

- It is important whatever weakness has been identified as being the cause or basis for the coaching can be agreed to by the staff member as being a legitimate need for coaching. Standard coaching procedure is to gain agreement from staff it is a good idea for the coaching to take place to address an identified training need. As mentioned earlier, coaching for coaching's sake is a total waste of everyone's time so it is best to obtain agreement at the beginning there is a need for the coaching
- This may require you to:
 - Provide evidence you have of their below standard performance. This may be your own observations, letters from unhappy customers, samples of sub-standard product, copies of internal documents they have completed incorrectly
 - Ask them to perform a nominated task. This is often useful and can quickly gain their agreement there is a need for the assistance coaching will provide when they show they cannot perform to the standard required.

Slide

Identify skill deficiencies through discussion with colleague

- The required workplace standard to which staff are required to work:
 - This can vary within the one workplace
- Restrictions and limitations imposed on staff by their out of work obligations, arrangements and plans.



Slide 17

Slide No	Trainer Notes
17.	<p>Trainer continues to inform trainees the following is a representative list of factors they will need to take into account when developing a coaching plan for a staff member:</p> <p><i>The required standard/level at which the learner is required to work</i></p> <ul style="list-style-type: none"> • There is only a need to coach staff to the level the establishment requires them to work to, so before coaching starts the coach must know this level (sometimes referred to as the 'standard') they are required to work to. Within the one venue there can be different standards/levels of service or product. For instance, the level of bar service in a cocktail bar will be different from what is required in another bar • When coaching, there is only a need to coach to the level/standard required in the particular area where the staff member works. This means someone who works in a cut-price establishment does not need to be trained to the level required of the same position in a 5-star venue • Coaching people to a standard they do not need to have is a waste of time, effort and money and may confuse the staff member who is being trained, especially when they never get to use the extra skills or knowledge they are coached in. There are, however, certain times when staff are intentionally coached in additional skills and knowledge. This is known as 'multi-skilling' where workers gain skills and knowledge to allow them to work in another area/department if the need to do so arises.

The colleague's time restrictions and personal affairs

- Coaches must strive to match the delivery of their coaching with the ability of staff to attend. This means factoring in the work demands of staff together with their *out-of-work* obligations such as their family, sporting commitments, community service obligations and socialising/relaxation requirements
- It is often frustrating to have to arrange coaching around such restrictions, but it is part of coaching and training life. Arranging a suitable time for coaching seems to be a continual juggling act trying to get times when both coach and the person being coached are available and willing to participate
- Sometimes coaching may occur during working hours and sometimes it may need to occur before or after work.

Slide

Identify skill deficiencies through discussion with colleague

It is important to involve staff in the development of their coaching plan to:

- Demonstrate your interest in them
- Prove they are valued by the employer
- Allow them to make extra input to coaching they require
- Help get to know the individual.



Slide 18

Slide No	Trainer Notes
18.	<p>Trainer tells trainees it is important for the person being coached to be involved in the development of their coaching plan. This helps them to understand coaching is being created to suit their needs and to help bring their workplace performance in line with expectations advising their involvement in the planning phase will:</p> <ul style="list-style-type: none"> ● Demonstrate intention to assist them as an individual. This discussion shows the investment the business is prepared to make in them ● Prove they are a valuable asset to the organisation even though they may not be 100% competent. This should help allay any fears they may have about losing their job just because they cannot do things, or they do not know things ● Allow them to share any additional coaching needs they have. Many staff have 'hidden' coaching needs they are reluctant to share fearing job loss, reduced hours or less chance of promotion ● Enable getting to know them better as an individual. This includes finding out about their previous training experiences, identifying restrictions they have on their participation in coaching, talking about their previous work history/experience and their out-of-work interests.

Slide

Identify skill deficiencies through discussion with colleague

Discussion with learners prior to coaching should also:

- Explain need for coaching
- Highlight benefits of receiving coaching
- Obtain agreement about the coaching
- Gain agreement about the focus of the coaching.



Slide 19

Slide No	Trainer Notes
19.	<p>Trainer suggests to trainees their discussion with the learner should also:</p> <ul style="list-style-type: none"> • Explain why the coaching is needed • Highlight the benefits of receiving coaching – to the learner, to the business and to the customers • Obtain agreement coaching is a legitimate activity in the particular context and can be seen as a way of achieving mutually acceptable results • Agree to outcomes/goals for the coaching.

Slide

Identify skill deficiencies through discussion with colleague

Coaching plans:

- Must be prepared for every coaching session
- Lack of planning seriously jeopardises effectiveness of every coaching session
- “If you fail to plan, you plan to fail”

(Continued)



Slide 20

Slide No	Trainer Notes
20.	<p>Trainer introduces need for coaches to develop a plan for their coaching sessions stating:</p> <ul style="list-style-type: none"> • The more time spent preparing a coaching plan, the better the actual coaching will be • A lack of adequate planning is <i>the single most common reason for poor coaching</i>. In practice, how the actual coaching session goes, will depend 99% on the way it was planned to go. The critical importance of planning any coaching/training sessions cannot be overstated • Planning every coaching session is vital • As they say, ‘If you fail to plan, you plan to fail’.

Slide

Identify skill deficiencies through discussion with colleague

- There are several different models to use when preparing a coaching plan
- They are also known as 'session plans' and 'lesson plans'
- All plans are variations on a theme
- There is no legal requirements in relation to these plans.



Slide 21

Slide No	Trainer Notes
21.	<p>Trainer continues to provide background information to trainees about coaching plans:</p> <ul style="list-style-type: none"> • There are many different 'plans' that can be used to help coaches deliver their coaching sessions. Choose one best suited to individual need (theory and/or practical) and individual style when coaching • All of these plans are essentially variations on a theme and trainees should feel free to experiment with different coaching plans (or 'session plans', or 'lesson plans') available • There is no legally required type or style of coaching plan. It is a matter of personal preference as to what type/style is used. <p>Class Activity – Handouts</p> <p>Trainer presents a range of coaching plans to trainees and:</p> <ul style="list-style-type: none"> • Explains each section • Indicates how they are used • Describes the content of each.

Slide

Identify skill deficiencies through discussion with colleague

The role of a coaching plan:

- To help put information in the correct sequence
- To assist recording all information to be delivered
- Is for your personal use only

(Continued)



Slide 22

Slide No	Trainer Notes
22.	<p>Trainer explains to trainees the role of the coaching plan:</p> <ul style="list-style-type: none"> ● Is to help sequence the material to be delivered to the learner ● Is to help remember all the content needing to be delivered ● Is for personal use only – no-one else needs to see it, read it or use it.

Slide

Identify skill deficiencies through discussion with colleague

- Provide planning and preparation opportunities:
 - How to start the session
 - Key points to cover
 - How to finish the session
 - Resources required
 - Identification of whether learner has achieved competency
 - Timing.



Slide 23

Slide No	Trainer Notes
23.	<p>Trainer continues presenting role of a coaching plan identifying they provide an opportunity to work out in advance:</p> <ul style="list-style-type: none"> • How session will start • The key points to be made • How the session will conclude • Materials needed to conduct an effective session • How to determine, if applicable, whether the learner has successfully learned what was intended • Timing requirements – how long the session and individual parts of it will take. <p>Class Activity – Handout</p> <p>Trainer distributes a sample ‘Task Breakdown Sheet’ and:</p> <ul style="list-style-type: none"> • Discusses same with trainees • Uses sample to indicate purpose of the Task Breakdown Sheet.

Slide

Identify skill deficiencies through discussion with colleague

A 'Task Breakdown Sheet' should be prepared – you need to know:

- Knowledge, skills and attitude required
- Standards and criteria applying
- Sub-steps for the task
- Correct ordering of each step/action
- Special factors applying.



Slide 24

Slide No	Trainer Notes
24.	<p>Trainer advises trainees when coaching a skill it is advisable to prepare a Task Breakdown Sheet which will necessitate them having a great understanding of the task:</p> <ul style="list-style-type: none"> • All the knowledge, skills and actions required to complete the task • Standards and criteria applying to the task in the context of the workplace it is to be used • Need to break down major steps of the task into sub-steps and features • Ensure correct sequencing of all activities • Be aware of any special factors applying to any aspect of any step or sub-step (the so-called 'tricks of the trade', or certain safety issues). <p>Trainer advises trainees:</p> <ul style="list-style-type: none"> • The quantitative aspects of standards/criteria) can frequently be measured in terms of speed, wastage, weight, specific size and percentages and these are relatively easy to measure, however qualitative factors (such as use of communication and interpersonal skills) are more difficult to measure but are nonetheless critical especially in the service industries • Where a Task Breakdown sheet is not used, there is always a risk the coach only passes on the bits he/she knows (which may include dangerous practice, wasteful methods, incorrect professional techniques), as well as the chance the job/task can be delivered in a disjointed and <i>ad hoc</i> fashion or important key information is missed.

Class Activity – Individual work

Trainer:

- Distributes a blank Task Breakdown Sheet to each trainee
- Asks trainees to identify a simple workplace-based skill/task they may need to coach in
- Prepare a task breakdown for the skill
- Complete the Task Breakdown Sheet as it should apply to their workplace.

Slide

Identify skill deficiencies through discussion with colleague

One coaching plan model contains:

- Objectives
- Preparation required
- Introduction
- Content
- Method
- Time
- Conclusion.



Slide 25

Slide No	Trainer Notes
25.	<p>Trainer introduces one sample Coaching Plan model and identifies the basic components of each which are explained on following slides.</p> <p>Class Activity – Handout</p> <p>Trainer distributes blank copy of Session Plan (see Trainer Manual) to trainees and explains use of this form of coaching plan with reference to the slides.</p>

Slide

Identify skill deficiencies through discussion with colleague

'Objective' (there may be more than one):

- Identifies what you want to achieve:
 - Aim
 - Learning outcome
- Can also add:
 - Date and time of session
 - Location/venue
 - A title (where a number of sessions are to be delivered)

(Continued)



Slide 26

Slide No	Trainer Notes
26.	<p>Trainer explains this part of the plan:</p> <ul style="list-style-type: none"> ● Sets out what it is that is to be achieved. There should be a clearly stated 'Objective' or 'Aim' or 'Learning outcome(s)' for the session ● Essentially this is where the aims of the session are clearly and concisely stated at the outset ● Details such as date the coaching is to be delivered, specific title of the session if applicable.

Slide

Identify skill deficiencies through discussion with colleague

'Preparation required':

- List all resources required for the session
- The list grows as your session plan develops – the more you deliver, the more you will need to support the delivery
- Can be used as a checklist prior to the session to ensure you have all that is needed.



Slide 27

Slide No	Trainer Notes
27.	<p>Trainer explains the heading 'Preparation required' saying:</p> <ul style="list-style-type: none"> ● This section lists all the equipment, items, tools, facilities, manuals, notes, and audio-visual equipment needed throughout the session. This list grows as the plan takes shape ● This becomes a checklist to refer to <i>prior to</i> delivering the coaching session to check everything needed is available and ready.

Slide

Identify skill deficiencies through discussion with colleague

'Introduction':

- Describes how you will start the session and grab the attention of the persons being coached
- May be:
 - Set of statistics relevant to the topic
 - A challenging question
 - A little-known fact
 - A demonstration of some kind.



Slide 28

Slide No	Trainer Notes
28.	<p>Trainer tells trainees the next section on this version of a lesson plan is an 'Introduction' heading:</p> <ul style="list-style-type: none"> • This explains how the session will be introduced to attract learner interest in what is about to be delivered, to help verify prior knowledge, or to revise any previous coaching • The Introduction might be a challenging question, a startling set of facts, a humorous anecdote, or an attention grabbing demonstration.

Slide

Identify skill deficiencies through discussion with colleague

'Content':

- Key points to be addressed arranged in correct sequence
- Can include questions you want to ask
- Must be straightforward and logical
- Should contain 'must know' information.



Slide 29

Slide No	Trainer Notes
29.	<p>Trainer states to trainees the plan then contains three columns, the first of which is headed 'Contents' advising:</p> <ul style="list-style-type: none"> • The Content section should set out the key points to be covered in the session, laying them out in the order identified as being the most appropriate sequential arrangement • Key questions may be written down to prompt about what to ask, key points may also be written down to prompt about what to say – even the answers to planned questions can be written in • The Content should be laid out as straightforwardly as possible, making things as easy to do as possible so trainees can succeed and build on their success • Trainers must know where to draw the line about what to include in the training and what to leave out – the focus needs to be on 'must know' information.

Slide

Identify skill deficiencies through discussion with colleague

The plan should:

- Move from the known to the unknown
- Stick to the identified Aim/Objective
- Move from 'important' to 'less important'
- Put the job into context
- Encourage thinking and reasoning
- Be written BIG so you can read it.



Slide 30

Slide No	Trainer Notes
30.	<p>Trainer explains to trainees other points to consider in any type of session plan are:</p> <ul style="list-style-type: none"> • Must build on existing knowledge and proceed from the known to the unknown: teach the basics first • Stick to the main topic – do not waste time on peripheral or unimportant issues • Move from the important points to the less important ones • Put the task in context by illustrating how the content in question fits into the overall scheme of things • Get learners to observe and then to reason about what they have seen • When writing the plan, ensure the writing is sufficiently large, clear and legible so it can be referred to easily during the training session.

Slide

Identify skill deficiencies through discussion with colleague

'Method' identifies how you will deliver each section of the coaching session – options include:

- Demonstration
- Video or DVD
- Chalk-and-talk.



Slide 31

Slide No	Trainer Notes
31.	<p>Trainer explains to trainees the column headed 'Method':</p> <ul style="list-style-type: none"> • Lists the training technique to be used to deliver each part of the Content: <ul style="list-style-type: none"> ▪ Demonstration ▪ Video/DVD ▪ Chalk and talk – lecture including use of a black or whiteboard ▪ Case Study ▪ Drill/practice ▪ Reading a manual or other internal documents (policies, Standard Operating Procedures, checklists, intranet).

Slide

Identify skill deficiencies through discussion with colleague

'Time':

- Identifies the minutes required to deliver each section of the session
- Helps calculate if there is enough time available to conduct the session or if extra sessions/time is needed
- Assists during the session by providing a target of where the session should be at a certain time – allowing to adjust 'pacing' as required.



Slide 32

Slide No	Trainer Notes
32.	<p>Trainer tells trainees the third column headed 'Time' advising it:</p> <ul style="list-style-type: none"> • Identifies the minutes required for each section of the proposed coaching session • May include a start and finish time – such as 02:15 – 02:18 • Is used to help determine if the required Content will fit into the time available and hence assists when splitting up a session by giving an idea of where to make breaks between sessions • Helps guide pacing the delivery of the session to ensure it finishes on time.

Slide

Identify skill deficiencies through discussion with colleague

'Conclusion':

- Shows how you will finish the session
 - What you might say – a 'recap'
 - Questions you might ask
 - What you might do
- Provides positive feedback to learner.



Slide 33

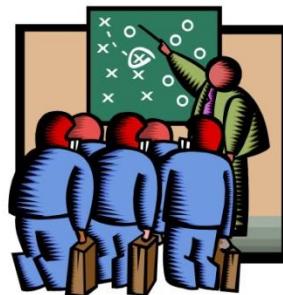
Slide No	Trainer Notes
33.	<p>Trainer explains the final section/heading of this style of session/coaching plan is 'Conclusion':</p> <ul style="list-style-type: none"> • Identifies what is going to be said at the end of the session to finalise the session • The Conclusion may include some verbal summary of what has been done, and/or a few questions to check the extent of the learning and understanding • The conclusion should always include some constructive feedback to the learner on how they went in the session.

Slide

Identify skill deficiencies through discussion with colleague

Another format for a coaching plan sees a coaching session as an airplane journey:

- Take Off = Introduction
- Flight = Body of the session
- Landing = Conclusion.



Slide 34

Slide No	Trainer Notes
34.	<p>Trainer explains to trainees that this sample coaching plan is a different approach highlighting it is an alternative way of achieving the same thing and, as such, is an option they might consider when working out which approach best suits their individual style.</p> <p>Trainer indicates:</p> <ul style="list-style-type: none"> • It is simply another <i>pro forma</i> for a session/training plan – this model/approach sees any training session as comprising 3 parts similar to an aircraft trip: • An Introduction (the 'Take-Off') • A Body (the 'Flight') • A Conclusion (the 'Landing'). <p>Class Activity – Handout</p> <p>Trainer distributes sample blank copy of second sample coaching plan (refer Trainee Manual), explaining as indicated on slides.</p> <p>Trainer reminds trainees they need to prepare a Coaching Plan as part of Work project 1.1 (which forms the basis of Work Project 2.1 and 3.1).</p>

Slide

Identify skill deficiencies through discussion with colleague

In this ‘airplane’ option, the Introduction could be developed following GLOSS, or INTRO:

- G = Get attention
- L = Link to previous
- O = Outcomes for the session
- S = Structure of the session
- S = Stimulate motivation.



Slide 35

Slide No	Trainer Notes
35.	<p>Trainer shows trainees in this model the ‘Introduction’ could follow the GLOSS or the INTRO mnemonic:</p> <p>GLOSS:</p> <p>This stands for:</p> <ul style="list-style-type: none"> ● G – Get attention, create interest and involvement ● L – Link to previous training/experience ● O – Outcomes of the session (the Objectives) ● S – Structure of the session – identifying timing, activities, coaching methods to be used, locations ● S – Stimulate motivation - how training will help work, be enthusiastic.

Slide

Identify skill deficiencies through discussion with colleague

INTRO:

- I = Interest
- N = Need for coaching
- T = Topic of the coaching session
- R = Range of ways information/skills can be applied to
- O = Outcomes on successful completion of the coaching.



Slide 36

Slide No	Trainer Notes
36.	<p>Trainer explains to trainees the INTRO way of starting this coaching plan:</p> <p><i>INTO</i></p> <p>This stands for:</p> <ul style="list-style-type: none"> • I – Interest; what will be done to generate interest in the session • N – Need for training; explaining why the coaching session is required • T – Topic: identifying the focus for the session • R – Range: identifying the range of workplace tasks this coaching may apply to • O – Outcomes: explaining what the learners will be able to do when they have successfully completed the session.

Slide

Identify skill deficiencies through discussion with colleague

The Body/Flight – for a practical-based session:

- Explain what is to be done
- Do it normal, do it slow
- Ask questions
- Provide practice opportunity
- Check standards.



Slide 37

Slide No	Trainer Notes
37.	<p>Trainer explains some techniques for trainees to use in a practical-based session where demonstration will be used:</p> <ul style="list-style-type: none"> • Tell trainees about what is going to happen • Do it at normal speed without explaining • Then do it slowly, explaining it step-by-step • Ask questions to check trainees have understood: <ul style="list-style-type: none"> ▪ “What’s the next step?” ▪ “Why did I use a 38mm spanner?” ▪ “What document would I complete now I have finished this?” • Give staff an opportunity to practice – watch and question them, helping where necessary • Check on standards – have did they measure up to workplace requirements?

Slide

Identify skill deficiencies through discussion with colleague

The Body/Flight – for a theory-based session :

- Make INTRO very interesting
- Include practical as soon as possible after theory
- Recap regularly
- Highlight application of theory in the workplace at all times

(Continued)



Slide 38

Slide No	Trainer Notes
38.	<p>Trainer explains points to note when presenting theory-based sessions linking same to implementation of session plan:</p> <ul style="list-style-type: none"> • Make sure the Introduction is motivating because attention will wane more readily with theory sessions • Put in appropriate <i>practical</i> action as soon as possible after the theory has been delivered where learners perform some sort of activity that applies the theory • Summarise content regularly, asking learners to also do the summary • Indicate the workplace application of the theory at all stages. <p>Class Activity – Handout</p> <p>Trainer distributes completed sample coaching plan for a theory session – see Trainee Manual ‘Making a pizza’ and:</p> <ul style="list-style-type: none"> • Discusses and explains contents • Describes implementation • Solicits feedback from trainees.

Slide

Identify skill deficiencies through discussion with colleague

- Do not provide ‘information overload’
- ‘Must know’, then ‘Should know’, then ‘Could know’
- Move from ‘most important’ to ‘least important’
- Move from ‘simple’ to ‘complex’
- Move from ‘specific’ to ‘general’
- Cover safety
- Refer to workplace procedures and application.



Slide 39

Slide No	Trainer Notes
39.	<p>Trainer continues providing trainees with tips regarding delivery of theory-based sessions:</p> <ul style="list-style-type: none"> • Break theory into “bite-sized, digestible chunks” – do not drown learners with information • Do the ‘Must Know’ first – then the ‘Should Know’ and ‘Could Know’ if there is time • Determine the sequence to deliver in taking into account need to move from: <ul style="list-style-type: none"> ▪ Most to least important ▪ Simple to complex ▪ Specific to general • Always cover safety concerns • Always refer to present <i>workplace</i> procedures. <p>Class Activity – Individual Exercise</p> <p>Trainer provides trainees with time to:</p> <ul style="list-style-type: none"> • Identify the possible focus for their Work Project 1.1 • Begin thinking about the type of session plan they might use • Prepare some draft thoughts/planning regarding same • Start developing a possible session plan based on their initial thoughts.

Slide

Organise time and place for coaching

Take into account organisational policies when planning coaching. These may relate to:

- Sequencing of coaching
- Eligibility for coaching
- Location for coaching
- Payment in relation to coaching
- Who is authorised to deliver coaching
- Relationship between 'training' and 'coaching'.



Slide 40

Slide No	Trainer Notes
40.	<p>Trainer explains to trainees that there is often a belief coaching sessions 'just happen'. The reality is effective coaching must be planned, organised and arranged, and emphasising coaching sessions not properly planned tend to confuse the learner and embarrass the coach.</p> <p>Trainer identifies workplace policies about coaching can address:</p> <ul style="list-style-type: none"> • The sequence in which coaching is delivered on various topics. The employer may have a set order in which some certain topics must be addressed. For example, safety is always a primary concern, followed by compliance with legislation, customer relations and sales • Who is eligible to receive coaching. Generally, <i>all</i> staff are eligible • Where the coaching can occur. Most times it is in the workplace/on-the-job but there may be times when: <ul style="list-style-type: none"> ▪ A training room is to be used ▪ Off-site training may be required • Payment for coaching <ul style="list-style-type: none"> ▪ Whether or not staff who provide coaching are entitled to payment for delivering out-of-hours coaching ▪ When staff who receive coaching are eligible for payment. For example, if they are coached out-of-hours (before or after work) and the rates which apply to such payment

- Who can deliver the coaching. There may be a requirement only nominated people with specified experience and/or qualifications are allowed to provide on-the-job coaching
- The relationship between coaching and other formal training. Coaching is usually regarded as a fundamental addition to formal training, enabling workplace practice and allowing the training to take on actual workplace context.

Class Activity – Guest Speaker

Trainer arranges another workplace coach to attend and talk to trainees about:

- Their thoughts on being a workplace coach
- How they prepare for coaching sessions
- Coaching sessions and individuals they have coached
- Difficulties encountered in delivering workplace coaching
- Workplace policies relating to delivery of coaching in the workplace for coaches and for staff
- When and where they coach
- Arrangements they need to make prior to delivering a session
- Tips on how to be an effective workplace coach.

Slide

Organise time and place for coaching

Coaching may be conducted:

- On-the-job during work hours
- Before or after rostered work hours
- In a simulated location away from the workplace.



Slide 41

Slide No	Trainer Notes
41.	<p>Trainer explains to trainees that coaching sessions are usually conducted in a range of workplace contexts including:</p> <p>On-the-job coaching during work hours</p> <ul style="list-style-type: none"> • This is where the coaching is regarded as part of the time worked by the employee • This coaching initially takes place during quieter periods in order to minimise disruption to trade and reduce interruption to service • Often this type of coaching will build up to coaching in busier situations where actual workplace pressure can be added to in order to create a more realistic situation. <p>Before or after work</p> <ul style="list-style-type: none"> • These times are useful because the equipment needed for coaching is usually available and free for coaching purposes rather than being needed for servicing customers • When using these options there is a need to take into account: <ul style="list-style-type: none"> ▪ Out-of-hours commitments the learner has. Are they able to arrive at work early or do they have to drop children off at school? Can they stay back after their shift has finished or do they have a team sport they have to go and participate in?

- The fact the learner may be tired after their working day so coaching them 'after work' may not be a good idea. If they are tired they are likely to be resentful at having to stay back and be coached, and the chances are they will not learn as efficiently either.

In a simulated location away from the actual workplace

- This can occur where the organisation has a dedicated training room
- It may involve moving off-site and using, for example, the facilities provided at head office, a supplier's premises, a recognised training provider (college or Institute) or some other business with whom partnering arrangements have been established.

Slide

Organise time and place for coaching

Things to consider when organising a coaching session with a staff member:

- Time and date
- Reason for the coaching session
- Staff availability and your availability



(Continued)

Slide 42

Slide No	Trainer Notes
42.	<p>Trainer presents to trainees factors to be taken into account when organising a coaching session with a staff member:</p> <p>Time and date</p> <ul style="list-style-type: none"> • A specific time and place for coaching must be organised with the colleague. As we have said, good coaching does not just happen, it has to be planned. The time and place should be agreed to by you and the learner • Some establishments have a separate training room where coaching can take place, but actual workplace coaching is preferred by many • It is a fact that coaching will tend to be ineffective if it takes place in an inappropriate location and at an inappropriate time. For example, it would be very unproductive to coach a colleague in a bar during trading hours where there is a shortage of staff and has customers standing four-deep waiting for service • Coaching should be conducted wherever possible in a comfortable environment and at a time when the learner will be able to focus solely on the information being transferred. This means the coaching location should be as free as possible from distractions and interruptions • There should also be a lack of external pressure from customers and other staff so there should preferably not be other people standing around watching, or listening to what is going on • Time, date and location of coaching will further/in part depend on the following factors too.

	<p>Reason for the coaching</p> <ul style="list-style-type: none">• Where the coaching is urgently needed, staff seem more prepared to participate almost 'anywhere, anytime' because they realise the urgency involved, and so they will accommodate nearly any time, date and location for coaching• Also, the reason for the training will often determine what equipment and other resources are needed to conduct the coaching. <p>Staff availability and personal availability</p> <ul style="list-style-type: none">• In many instances, staff may not be able to be coached when they are rostered 'on' to work. The reality is arranging a time for coaching is nearly always a problem• There may often be times when the coach is available and the staff member is not, or vice versa• In many situations coaching may need to be done before or after work: in other circumstances, there may be a need to negotiate with the relevant supervisor to have staff released from duties to attend coaching.
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Organise time and place for coaching

- Availability of the required/preferred coaching location
- Operational staffing levels needed to maintain required service levels to customers.



Slide 43

Slide No	Trainer Notes
43.	<p>Trainer continues identifying factors to be considered when organising a coaching session:</p> <p>Room availability – location of the coaching</p> <ul style="list-style-type: none"> • The 'training room' may be unavailable, or the preferred location may be in use. This can often be a problem in role specific rooms such as the cellar, the bottle shop, the dining room, accommodation rooms and front office • While there may be a 'room' available, it may not be suitable for the particular coaching need, especially where specific items of equipment are required • Likewise, certain coaching will require access to relevant stock – food, beverages, linen • Agreement about a time and date for the training needs to factor in the availability of a suitable location for the training and the availability of supporting resources to enable the coaching to occur. <p>Operational staffing levels</p> <ul style="list-style-type: none"> • Service to guests/customers must take precedence over coaching • This means it is vital to maintain suitable staffing levels at all times and not to compromise service levels because of coaching demands • If a choice needs to be made between coaching and serving customers, serving customers must always take priority unless there is a very real safety issue involved.

Slide

Organise time and place for coaching

Remember:

- Negotiate the time and place for coaching with the person to be coached – never ‘impose’ it
- Advise the other person:
 - Of expected finishing time
 - Of what to bring – if anything
 - Of what they need to do before they attend – if anything
- Note the agreed time, place and date on the coaching plan.



Slide 44

Slide No	Trainer Notes
44.	<p>Trainer concludes this section by advising trainees:</p> <ul style="list-style-type: none"> • They should not only simply tell the learner when and where their coaching session will be • They have to involve staff to be coached in the decisions and negotiate a time and date with them • Trainees should also: <ul style="list-style-type: none"> ▪ Advise person to be coached of the finishing time so they can arrange other aspects of their private, social or work life ▪ Tell them if they have to bring anything with them – notes, material, utensils ▪ Let them know if they are expected to have done something before they arrive such as read a workplace policy, watched another staff member undertake a certain task ▪ Confirm the location for the coaching session with the person to be coached • When a mutually agreed time, date and location for the coaching has been established, this should be noted on the coaching plan.

Slide

Summary – Element 1

When preparing for on job coaching:

- Realise staff need to be coached to workplace competency standards – no more, no less
- Be aware the need for coaching can be identified at staff induction, following a request for coaching from a colleague, as a result of a management direction to provide it, or as a result of personal observation

(Continued)



Slide 45

Slide No	Trainer Notes
45.	Trainer provides a recap of the Element asking questions to check trainee understanding and responding to questions from trainees, as required.

Slide

Summary – Element 1

- Realise a change to workplace practices, procedures or equipment and introduction of new legislation can trigger a need for coaching
- Ensure there is always a need for any coaching to be delivered. Never impose coaching: obtain agreement from the learner that there is a need for it
- Factor in the experience, skills and knowledge of the learner. Never coach them in what they already know

(Continued)



Slide 46

Slide No	Trainer Notes
46.	Trainer provides a recap of the Element asking questions to check trainee understanding and responding to questions from trainees, as required.

Slide

Summary – Element 1

- Talk to the learner to gain agreement coaching is a legitimate means to address their accepted and identified need
- Prepare a coaching plan for coaching sessions
- Organise a mutually agreeable time for coaching

(Continued)



Slide 47

Slide No	Trainer Notes
47.	Trainer provides a recap of the Element asking questions to check trainee understanding and responding to questions from trainees, as required.

Slide

Summary – Element 1

- Select a suitable place for coaching
- Arrange and obtain the necessary materials/resources to support coaching in accordance with the coaching plan.



Slide 48

Slide No	Trainer Notes
48.	Trainer provides a recap of the Element asking questions to check trainee understanding and responding to questions from trainees, as required.

Slide

Coach colleagues on the job

Performance Criteria for this Element are:

- Explain to colleague the overall purpose of coaching
- Explain and demonstrate the specific skills to be coached
- Communicate clearly any underpinning knowledge required

(Continued)



Slide 49

Slide No	Trainer Notes
49.	Trainer identifies for trainees the Performance Criteria for this Element, as listed on the slide.

Slide

Coach colleagues on the job

- Check the colleague's understanding
- Provide the colleague the opportunity to practice the skill and ask questions
- Provide feedback in a constructive and supportive manner.



Slide 50

Slide No	Trainer Notes
50.	<p>Trainer identifies for trainees the Performance Criteria for this Element, as listed on the slide.</p> <p>Class Activity – Discussion</p> <p>Trainer asks trainees questions regarding coaching delivery by asking questions such as:</p> <ul style="list-style-type: none"> • Why is it important for workers to understand the reason behind the need for workplace coaching? • What types of skills might be delivered using on the job coaching? • What is meant by the term 'underpinning knowledge'? • How might you determine the level of skills and knowledge for a worker who is going to be coached? • Why is practice an important element of delivering effective on the job coaching? • What is the role of feedback in on the job coaching?

Slide

Explain the overall purpose of coaching

Never ‘impose’ coaching – always explain why it is needed, such as:

- To increase product knowledge
- To address a legally-imposed compliance requirement
- To increase workplace safety

(Continued)



Slide 51

Slide No	Trainer Notes
51.	<p>Trainer reminds trainees coaching must never simply be imposed on staff but there must be an understanding the coaching is needed and will result in some tangible benefit.</p> <p>Trainer identifies coaching may be conducted to achieve one or more of the following:</p> <ul style="list-style-type: none"> ● To increase product knowledge which helps increase sales, enhances the customer experience ● To address a legally-imposed compliance requirement so laws and legal obligations are met ● To increase workplace safety so the possibility of worker injury or injury to a member of the public is decreased.

Slide

Explain the overall purpose of coaching

- To reduce wastage
- To increase productivity
- To raise service delivery standards
- To change an existing skill
- To prepare the learner for extra duties.



Slide 52

Slide No	Trainer Notes
52.	<p>Trainer continues identifying reasons and benefits that can be used to explain to colleagues why coaching is required:</p> <ul style="list-style-type: none"> • To reduce wastage and improve bottom line profit; save resources • To increase productivity and improve profitability; help to secure jobs; help to remain more competitive in the marketplace • To raise service delivery standards so customers will benefit and return • To change an existing skill to one required or preferred by the employer • To prepare the learner for extra duties including promotion or additional responsibilities/personal growth.

Slide

Explain the overall purpose of coaching

Before each coaching session, three things should occur:

- Explain purpose
- Agree there is need for coaching
- Agree coaching will achieve what is required.



Slide 53

Slide No	Trainer Notes
53.	<p>Trainer reminds trainees before each coaching session, the following three things should occur:</p> <ul style="list-style-type: none"> • The purpose of the session should be explained to the learner • Agreement should be gained that there is a need for the coaching • Agreement should be obtained that a coaching session (or series of sessions) is a legitimate and effective way to achieve the intended goal.

Slide

Explain the overall purpose of coaching

When preparing staff for coaching:

- They should be informed of the need for the coaching and how it will benefit them in their daily tasks
- The learner should be encouraged
- They should be ‘involved’ as much as possible.



Slide 54

Slide No	Trainer Notes
54.	<p>Trainer provides trainees with suggestions to remember when preparing staff for coaching are:</p> <ul style="list-style-type: none"> • They should be informed of the <i>need</i> for the coaching and how it will benefit them in their daily tasks. This will help provide fundamental motivation for the coaching and demonstrate there is a genuine need for the coaching. Where applicable, the learner should also be informed about how the coaching will benefit co-workers, customers and the business • The learner should be encouraged. The coach must ensure staff feel they will be <i>supported</i> and <i>helped</i>. Extremely high levels of interpersonal skills are critical for successful coaches. Learners must feel confident and comfortable enough to ask the coach questions. Any learner who feels uncomfortable with their coach, or feels intimidated by them, will never learn to their optimum capacity. To be clear, <i>it is 100% the responsibility of the coach</i> to create and maintain this supportive and encouraging environment • Staff should be encouraged to be <i>involved</i> in the coaching session. This means all coaching sessions must be <i>participatory</i> in nature. Adults learn better and quicker if they <i>learn by doing</i> rather than simply by watching or listening.

Slide

Explain the overall purpose of coaching

- It must be remembered the session is intended to benefit the learner
- A supportive and comfortable learning environment must be created.



Slide 55

Slide No	Trainer Notes
55.	<p>Trainer continues providing trainees with suggestions to remember when preparing staff for coaching:</p> <ul style="list-style-type: none"> • The coaching session is being conducted for the benefit of the learner. The focus must not be on the coach. It is a common trap for coaches to begin to feel the coaching sessions are being undertaken so they can show the learner how smart or competent they are. Remember: the coaching session is there to assist the learner, not to indulge the coach • Create a positive environment conducive to learning. The coach must use excellent interpersonal skills welcoming the learner into a supportive and caring place where the focus is on fostering and cultivating. This means the coach will need to adjust the pace or flow of their coaching to meet the needs of the learner. Not all learners will learn at the same speed so the effective coach must modify their delivery to take this into account.

Slide

Explain and demonstrate the specific skills to be coached

Coach must:

- Know the theory and practice of skills to be coached
- Not coach in something they are not proficient in
- Practice, if necessary, before coaching
- Get someone else to help if they are not competent
- Highlight all OHS requirements.



Slide 56

Slide No	Trainer Notes
56.	<p>Trainer highlights to trainees:</p> <ul style="list-style-type: none"> • In order to explain and demonstrate a skill, the coach must be well versed in the theory and practical components of the task • It is inadvisable for a coach who is not fully competent in a skill to try to coach in it • This may mean the coach has to practice the skill before coaching someone • It may mean using someone else who is proficient, to deliver the practical section of the coaching session • Coach must ensure all safety aspects of all tasks are addressed.

Slide

Explain and demonstrate the specific skills to be coached

The workplace coach may need to explain and demonstrate:

- New equipment
- New processes and procedures
- Skills required to compete a job.



Slide 57

Slide No	Trainer Notes
57.	<p>Trainer reminds trainees specific skills needing to be explained and demonstrated may relate to:</p> <ul style="list-style-type: none">• New equipment introduced to the workplace• New processes and procedures introduced by management• Skills required to compete a job or task effectively and efficiently.

Slide

Explain and demonstrate the specific skills to be coached

Keys to coaching include:

- Be clear, short and simple
- Focus on short, practical tasks
- Use:
 - Explanation
 - Demonstration.



Slide 58

Slide No	Trainer Notes
58.	<p>Trainer advises trainees in relation to tasks coached:</p> <ul style="list-style-type: none"> • Should be explained and demonstrated in a clear, short and simple manner • Skills are generally those which do not require formal or extended training sessions. This means coaching is commonly applied to common, practical tasks which are of a short duration • The two basic techniques commonly used in coaching sessions are: <ul style="list-style-type: none"> ▪ Explanation ▪ Demonstration.

Slide

Explain and demonstrate the specific skills to be coached

When using 'explanation':

- Use and explain industry/establishment terms and jargon
- Ask lots of questions
- Always cover OHS
- Refer to - and provide - 'manufacturer's instructions'.



Slide 59

Slide No	Trainer Notes
59.	<p>Trainer provides advice to trainees regarding the use of 'explanation' in coaching:</p> <ul style="list-style-type: none"> • Use industry and establishment jargon as appropriate, but ensure full explanations are provided where necessary. Communication should <i>inform</i> the learner, not exclude or confuse them • Speak slowly, clearly and accurately. Do not rush words and never assume knowledge on behalf of the learner • Ask questions to confirm comprehension. Questions are a vital part of coaching. A good coach will ask many more questions than the learner (see below) • Refer to safety and health requirements where and when necessary. All coaching must be set against a framework of required OHS practices. It is never acceptable to coach people in unsafe practice, or in shortcuts that introduce the potential for accidents • Make references to the manufacturer's instruction manual. Where appropriate, coaching must conform to protocols as listed by the manufacturer's instructions for equipment being used. A copy of the manufacturer's instructions should be available for the learner to read, and where possible take away with them for future reading and study.

Slide

Explain and demonstrate the specific skills to be coached

A coaching session should feature lots of questions:

- From person being coached
- Many more from the coach
- To check understanding and progress
- Using 'open' and 'closed' questions
- Practice in asking questions may be required
- Questions can motivate learners and keep them focused.



Slide 60

Slide No	Trainer Notes
60.	<p>Trainer explains there should be lots and lots of questions in any coaching session:</p> <ul style="list-style-type: none"> • The learner will (hopefully) ask some but the coach should ask loads of them • Questions should be both 'open' and 'closed' questions, and they should be designed to provide the coach with feedback on how the learner is progressing so this information can be used to modify what is being done, if the need to do so exists • Asking questions does not come naturally to most people so practice in asking them can be required • Asking questions must become a standard part of coaching delivery • If the learner knows lots of questions will be asked, this can also serve as a motivator for them to pay attention.

Slide

Explain and demonstrate the specific skills to be coached

Examples of questions:

- “Have you got any questions?”
- “What do you think the next step might be?”
- “Do you think this product is now ready to serve to a customer?”
- “Why do you think this product is not fit to serve to a customer?”
- “What are the legal considerations at this stage?”
- “What safety issues are likely to be involved in this task?”
- “What would happen if I now pressed the red button?”

Slide 61

Slide No	Trainer Notes
61.	<p>Trainer provides examples of questions that can be used during a coaching session:</p> <ul style="list-style-type: none"> ● “Have you got any questions?” ● “What do you think the next step might be?” ● “Do you think this product is now ready to serve to a customer?” ● “Why do you think this product is not fit to serve to a customer?” ● “What are the legal considerations at this stage?” ● “What safety issues are likely to be involved in this task?” ● “What would happen if I now pressed the red button?” <p>Class Activity – Discussion on Slide</p> <p>Trainer leads a discussion on the questions listed on the slide asking:</p> <ul style="list-style-type: none"> ● Are the open or closed questions? ● Why would they be asked? What is the point of asking each question?

Slide

Explain and demonstrate the specific skills to be coached

Guidelines on using ‘demonstration’:

- Ensure you are proficient
- Get it right first time
- Provide ‘explanation’ to underpin the demonstration
- Adhere to in-house policies and procedures
- Share all your knowledge
- Adhere to manufacturer’s instructions
- Ensure safety.



Slide 62

Slide No	Trainer Notes
62.	<p>Trainer provides trainees with guidelines to apply when using ‘demonstration’:</p> <ul style="list-style-type: none"> • Coach must be capable/competent or they must obtain training for themselves, or use another person to do the demonstration • There is an absolute need to get the task right <i>the first time</i>. Any mistakes will have an enormous negative impact on the coaching and harm personal credibility in the eyes of the person being coached • Provide explanation as necessary to, for example, explain ‘why’; name items, ingredients and pieces of equipment; address safety; mention standards and criteria • Ensure all coaching reflects the requirements stated in the establishment’s SOPs and policies • Make sure all learners (regardless of age, gender, race and other factors) receive the full benefit of personal knowledge, experience and expertise. Do not withhold information and tips from certain people • Adhere to manufacturer’s instructions. The way learners are coached must conform to prescribed instructions, especially where things such as safety, operation and cleaning are concerned. Explaining these requirements before the start is a good idea, and also indicating to the learner where the ‘operating instructions’ are kept is useful. Photocopying relevant parts of the operating instructions to give to the learner for them to take away with them after the coaching session is even better

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| | <ul style="list-style-type: none">• Ensure safety. Check what is to be used for the demonstration beforehand to make sure:<ul style="list-style-type: none">▪ It is safe▪ It is fully functional▪ All parts are in place – including ancillary items such as printer ribbons in cash registers/terminals▪ It has been adjusted (where necessary) to suit the needs of the learner. |
|--|---|

Slide

Explain and demonstrate the specific skills to be coached

Useful rhyme to remind you how to conduct a demonstration:

**"I do it normal,
I do it slow,
You do it with me,
Then off you go."**

Slide 63

Slide No	Trainer Notes
63.	<p>Trainer presents standard, basic and key information to trainees regarding use of 'demonstration' as a means of coaching stating there is a little rhyme used by coaches and trainers to describe how they might go about doing a demonstration with a learner:</p> <p>"I do it normal, I do it slow, You do it with me, Then off you go."</p> <p>Trainer advises trainees each of these steps will be explained on following slides.</p>

Slide

Explain and demonstrate the specific skills to be coached

'I do it normal':

- Explain task verbally
- Perform task at normal pace without explanation
- Allows learner to view the practical nature of the task
- Helps provide context.



Slide 64

Slide No	Trainer Notes
64.	<p>Trainer explains to trainees the line <i>I do it normal:</i></p> <ul style="list-style-type: none"> • This describes the first part of the demonstration • The task is explained to the learner and then the coach demonstrates the task at normal speed with no pauses, and no explanations • This gives the learner the opportunity to see how 'it' is done and helps to put the whole coaching session into perspective.

Slide

Explain and demonstrate the specific skills to be coached

'I do it slow':

- Repeat demonstration, step-by-step, explaining each step
- Encourage questions to optimise learning and understanding
- Include underpinning knowledge
- Name parts/items and stress safety
- Explain how this task integrates with other work.

Slide 65

Slide No	Trainer Notes
65.	<p>Trainer explains to trainees the line <i>I do it slow:</i></p> <ul style="list-style-type: none"> • The coach then repeats the demonstration but this time breaks the demonstration down into sub-steps/stages and explains each phase as the demonstration progresses • The learner is encouraged to ask questions and the coach uses questions too • The coach might ask: <ul style="list-style-type: none"> ▪ “Can you remember what I did next?” ▪ “Why do you think it is important to do this before we do that?” ▪ “Why was it important I did what I just did?” • During this stage also: <ul style="list-style-type: none"> ▪ Incorporate underpinning knowledge – see later slides ▪ Name the parts, ingredients and other items being used ▪ Highlight any safety issues relating to the task ▪ Explain how this task fits in with other tasks the learner (or other staff) might have to undertake.

Slide

Explain and demonstrate the specific skills to be coached

'You do it with me':

- Coach and learner do the task together
- Encourage and ask questions
- Monitor and ensure learner safety
- Offer support and encouragement
- Provide more advice/coaching as required.



Slide 66

Slide No	Trainer Notes
66.	<p>Trainer explains to trainees the line You do it with me:</p> <ul style="list-style-type: none"> • Coach and learner do the task at the same time on the same item/piece of equipment or on separate items • Lots of questions are used by the coach such as "What do you think might be the next step?" • Be alert to make sure the safety of the learner is never at risk. Stop the session if the learner is in danger/at risk • Ensure the learner follows all the required steps. At this stage of their education, the learner is not allowed to take short cuts or make up their own mind about standards or the sequence of steps in the task • Offer support and encouragement. Where the learner has done a correct step it is appropriate to offer some form of sincere praise (but not to over-do it): a simple "Good", "Yes", "Well done" or just an approving nod of the head should be enough • Offer extra advice/coaching when the learner gets lost. This can be verbal advice, providing another demonstration or a mix of the two.

Slide

Explain and demonstrate the specific skills to be coached

'Then off you go':

- This is where learner practices the skill
- Can be on-the-job or off-the-job
- Should be supervised so feedback can be provided
- Check with workplace supervisor on progress of learner in the workplace.



Slide 67

Slide No	Trainer Notes
67.	<p>Trainer explains to trainees the line <i>Then off you go:</i></p> <ul style="list-style-type: none"> • This is the last stage of the coaching where the coach provides opportunity for the learner to practice their newly learned skill • The opportunity for practice may be in the training room or on the floor in an actual workplace situation • Usually, practice is also arranged with the learner's supervisor so they too can monitor what is being done and provide on the spot assistance when and if it is required • The coach should check back with the learner (and/or the supervisor) periodically to see how things are going and determine whether: <ul style="list-style-type: none"> ▪ The learner needs more coaching ▪ The learner is ready to move onto their next coaching task. <p>Class Activity – Demonstration</p> <p>Trainer develops a short demonstration to be conducted in class using one of the trainees as a workplace learner to show how "I do it normal, I do it slow, You do it with me, Then off you do" operates.</p> <p>Trainer:</p> <ul style="list-style-type: none"> • Explains the demonstration to be conducted

- Explain why it is being conducted
- Positions class as appropriate to benefit from watching the demonstration
- Conducts the demonstration
- Debriefs the demonstration with the class.

Slide

Explain and demonstrate the specific skills to be coached

Using ‘handouts’ is useful in coaching:

- Can be hand-written or printed
- Can be produced by coach or copied
- May include:
 - Company policies
 - SOPs
 - Manufacturer’s instructions.



Slide 68

Slide No	Trainer Notes
68.	<p>Trainer presents use of handouts in coaching as a beneficial things to do explaining:</p> <ul style="list-style-type: none"> • Handouts are any printed (or handwritten) material given to the learner • Handouts may be generated by you as the coach, or they can be photocopies of other relevant material. Examples of handouts can include: <ul style="list-style-type: none"> ▪ Company policies and procedures ▪ Manufacturer’s instructions. <p>Class Activity – Discussion/Questions</p> <p>Trainer asks trainees to identify additional examples of handouts that could be used in a coaching session and describe how and why they could be used.</p> <p>Possible extra examples of handouts:</p> <ul style="list-style-type: none"> • Recipe sheets • Work instructions/Standard Operating Procedures • Checklists • Price lists • Brochures • Advertising material that the company uses to attract business.

Slide

Explain and demonstrate the specific skills to be coached

When observing learner practice a new skill:

- Correct when necessary
- Ask questions to confirm learning
- Ensure an environment conducive to learning

(Continued)



Slide 69

Slide No	Trainer Notes
69.	<p>Trainer explains to trainees when observing a colleague attempting or practicing their newly acquired skills, the following apply as guidelines:</p> <ul style="list-style-type: none"> • Effectively correct the learner whenever they take an incorrect step. Corrective action needs to be immediate so incorrect practices are not allowed to become habits • Ask questions to confirm the learner's knowledge. Effective coaching will ensure staff not only know what to do, but <i>why</i> they are doing it. For example, if the learner correctly performed a sequence of tasks it is still appropriate for the coach to say something like "Well done. Can you tell me <i>why</i> we turn the X valve off before we release the pressure?" • Ensure the learner is always in a comfortable surrounding. This may mean adjusting lighting and/or air conditioning and taking action to eliminate extraneous distractions. Sometimes a comfortable surrounding may mean having music playing in the background and sometimes it may not.

Slide

Explain and demonstrate the specific skills to be coached

- Praise the learner
- Encourage the learner
- Respond to learner feedback
- Pay attention to the practice.



Slide 70

Slide No	Trainer Notes
70.	<p>Trainer continues to explain to trainees when observing a colleague attempting or practicing their newly acquired skills, the following apply as guidelines:</p> <ul style="list-style-type: none"> ● Praise the learner when and where appropriate. Be lavish but ensure it is genuine praise and is deserved. Too much unwarranted quickly becomes false and annoying ● Encourage the learner as much as possible. Learners may be anxious about the coaching so create an environment of success. If they get something right, it is appropriate to say a quick "Good", or "You're doing well". A smile or a nod of the head can do the same job in some circumstances ● Listen to the learner's feedback and act on it. If the learner is unhappy or uncomfortable with some aspect of the coaching, do something to remedy the situation in-line with still achieving the coaching objective ● Pay attention. Focus attention on what the learner is doing and do not get distracted (by phone calls, people walking past, calling in for a chat), or by doing other things such as completing paperwork, taking a delivery.

Slide

Explain and demonstrate the specific skills to be coached

Tasks should be coached in appropriate sub-steps:

- As identified in 'Task Breakdown Sheet'
 - To ensure correct sequence
 - To make sure nothing is forgotten/overlooked
- To reflect specific workplace needs, criteria and standards.



Slide 71

Slide No	Trainer Notes
71.	<p>Trainer stresses to trainees all tasks to be coached must be broken down into its sub-steps, and then coached in sequential order according to the 'Task Breakdown Sheet' highlighting:</p> <ul style="list-style-type: none"> • This ensures: <ul style="list-style-type: none"> ▪ The correct sequence for steps/actions is communicated to the learner as opposed to teaching work in a random sequence ▪ Nothing is overlooked or forgotten in the coaching process. It is easy for a very experienced coach to omit a step simply because they are so familiar with it, they think everyone is familiar with it • The sub-steps, standards and criteria must reflect actual workplace need. <p>Class Activity – Handout</p> <p>Trainer provides sample Task Breakdown Sheet for a task. See Trainee manual for template, and steps for 'Making a cappuccino'.</p>

Slide

Communicate underpinning knowledge

'Underpinning knowledge':

- Is the essential knowledge required to carry out tasks or perform skills effectively, legally and as required by the establishment
- All tasks contain some level of underpinning knowledge
- Coaches must know the underpinning knowledge, as well as the skills involved.



Slide 72

Slide No	Trainer Notes
72.	<p>Trainer explains to trainees the generic meaning of underpinning knowledge stating:</p> <ul style="list-style-type: none"> ● It refers to the essential knowledge required to carry out tasks or perform skills effectively, legally and as required by the establishment ● All tasks where there is a need for coaching will have some level of underpinning knowledge associated with it ● As a coach, not only must you be competent in the task you are demonstrating but you must also be knowledgeable about the underpinning knowledge required for that task.

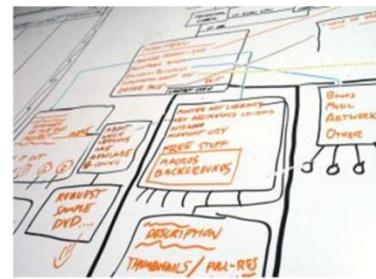
Slide

Communicate underpinning knowledge

Underpinning knowledge may include:

- Knowledge of processes and procedures, principles and practices
- Communication skills
- Team work skills
- Planning and organising skills

(Continued)



Slide 73

Slide No	Trainer Notes
73.	<p>Trainer states to trainees depending on the task being coached, underpinning knowledge can include:</p> <ul style="list-style-type: none"> • Knowledge of processes and procedures, principles and practices including theory underpinning technical skills • Communication skills that contribute to production and harmonious relations between employees and customers • Team work skills contributing to productive working relationships and outcomes • Planning and organising skills that contribute to long-term and short-term strategic planning.

Slide

Communicate underpinning knowledge

- Self-management skills
- Learning skills
- Technology skills
- Ingredients in a dish/drink
- Components of a piece of equipment



(Continued)

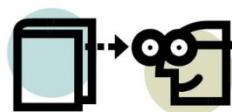
Slide 74

Slide No	Trainer Notes
74.	<p>Trainer continues to present examples of underpinning knowledge which may be appropriate to various skills:</p> <ul style="list-style-type: none"> • Self-management skills contributing to employee satisfaction and growth • Learning skills – helping to contribute to ongoing improvement and expansion in employee and company operations and outcomes • Technology skills that contribute to effective execution of tasks • Ingredients in a dish/drink, including information on how those ingredients need to be stored, where they are stored, indicators of quality for each ingredient • Components of a piece of equipment, including indicators something is wearing out or needs replacing, and how to undertake basic maintenance.

Slide

Communicate underpinning knowledge

- Product knowledge and/or knowledge relating to the services the venue offers
- Range of principles underscoring skills such as selling
- Reasons for undertaking the task
- Legislative requirements.



Slide 75

Slide No	Trainer Notes
75.	<p>Trainer continues to present examples of underpinning knowledge which may be appropriate to various skills:</p> <ul style="list-style-type: none"> ● Product knowledge and/or knowledge relating to the services the venue offers such as trading hours, discount rates available, which credit cards are accepted, whether or not there are home deliveries. This list is virtually endless ● The range of principles underscoring skills such as selling, or marketing, or security or similar so practice may be based on sound theory, and so certain acknowledged and accepted strategies can be applied at appropriate times ● Reasons for undertaking tasks so staff understand not only <i>what</i> they are doing, but also <i>why</i> they are doing it. This makes it more likely staff can modify behaviour or practice as circumstances alter and as situations dictate rather than blindly continue to deliver the same service to all customers when the situation obviously requires a variation to standard practice ● Legislative requirements, so staff function responsibly and within the letter and spirit of the various laws applying to the industry. Major concerns in this regard (depending on the venue) include OHS, liquor licensing, food safety and gaming as well as the common law 'duty of care' provisions. <p>Class Activity – Individual Exercise</p> <p>Trainer asks trainees to identify a skill they may be required to coach in the workplace and:</p> <ul style="list-style-type: none"> ● Identify all the underpinning knowledge for the activity ● Describe why a knowledge of each topic is important for the learner.

Slide

Check colleague's understanding

Understanding may:

- Relate to knowledge, skills or attitude
- Address safety topics and considerations
- Relate to product knowledge
- Require checking with others
- Involve learner providing 'other evidence'.



Slide 76

Slide No	Trainer Notes
76.	<p>Trainer advises trainees it is a standard requirement throughout all coaching sessions that they focus effort on checking and determining the level of understanding the learner has in relation to the task being coached highlighting:</p> <ul style="list-style-type: none"> • This applies whether the topic is a knowledge-based one, attitudinal or skill-based • It may address safety issues. An ongoing requirement for all topics, for example: <ul style="list-style-type: none"> ▪ "Why is it important not to touch the steam wand of the cappuccino machine?" ▪ "Why is it important to check glassware before it is used?" ▪ "When and why should you refer to the manufacturer's instruction manual about how to operate a piece of equipment?" ▪ "Why must we always refer to the current schedule before making a quote?" • It may relate to product knowledge, such as: <ul style="list-style-type: none"> ▪ "Who makes XYZ liqueur?" ▪ "What brand of coffee do we serve?" ▪ "What is the price of a trip to ABC?" ▪ "What procedure do you follow when changing a cash drawer?" ▪ "In which book/file do you record deposits paid?"

- It may involve checking with others such as co-workers, supervisors and customers
- It may require learner to provide/bring along evidence they have previously completed a course or received some other experience via training or life experience.

Class Activity – Class Questions'

Trainer asks trainees to contribute examples of questions which would check learner understanding, as appropriate to their industry/workplace, of:

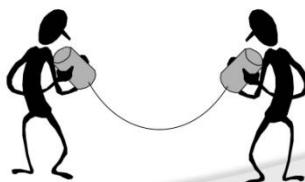
- Workplace safety as it may apply to a particular task
- Product knowledge which may be used to enhance service or selling.

Slide

Check colleague's understanding

Communication is vital when checking colleague's understanding:

- There must be two-way communication:
 - Interpretation of messages
 - Feedback
- Should be lots of questions ('open' questions).



Slide 77

Slide No	Trainer Notes
77.	<p>Trainer identifies communication is a vital element in checking colleague's understanding explaining:</p> <ul style="list-style-type: none"> ● Communication is two-way thing: there is a sender and a receiver, and for communication to be effective, the receiver must accurately interpret the sender's message and provide feedback to it ● To check if information has been received accurately, coaches commonly use more 'open' questions than 'closed' questions to obtain feedback ● Open questions require more lengthy answers than 'closed' questions, which require a simple 'Yes' or 'No' response, or a very short reply ● Open questions start with: <ul style="list-style-type: none"> ▪ Who? - Who do you report equipment failures to? ▪ What? - What is the purpose of our guarantee? ▪ When? - When should you switch off in-room air conditioning? ▪ Where? - Where do you store the travel vouchers? ▪ How? - How do you greet a customer? <p>Class Activity – Discussion/Questions</p> <p>Trainer asks each trainee to:</p> <ul style="list-style-type: none"> ● Ask an 'open' question ● Identify when and how it may be used to check learner understanding.

Slide

Provide opportunity for practice and to ask questions

Coaching should provide opportunity for practice:

- Within the coaching session
and/or
- After the session, under supervision.



Slide 78

Slide No	Trainer Notes
78.	<p>Trainer says to trainees that all coaching sessions should provide an opportunity for the learner to practice their newly found skills explaining opportunity should include:</p> <ul style="list-style-type: none"> • Opportunity within the coaching session as part of the coaching provided • Opportunity <i>after</i> the coaching session has finished in the workplace under supervision; the supervision of another staff member or under the supervision of a supervisor. Remember, practice without supervision is not really practice. <p>Class Activity – Excursion</p> <p>Trainer arranges with a workplace trainer for trainees to attend their workplace and:</p> <ul style="list-style-type: none"> • View training/coaching facilities • View coaching-related documentation • Observe a coaching session – actual or simulated • Talk to coach about coaching • Talk to staff being coached about their orientation to, and thoughts about, workplace coaching.

Slide

Provide opportunity for practice and to ask questions

When watching learner practice:

- Check they are working correctly
- Provide extra information
- Be prepared to demonstrate again
- Encourage and praise
- Ask questions
- Provide feedback.



Slide 79

Slide No	Trainer Notes
79.	<p>Trainer explains to trainees any new skills shown to the learner may be quickly lost if there is no opportunity for the learner to put those skills into practice stressing while learner practices trainees must:</p> <ul style="list-style-type: none"> • Watch to ensure they are doing the task correctly. This means they are working safely, doing sub-tasks in the correct sequence, not wasting effort, time or product • Provide further information (this information is sometimes known as the ‘nice to know’ information, or the ‘could know’ information: the vital information is called the ‘must know’ information and should be presented as part of the demonstration you did initially) • Be ready to demonstrate again a step where and when necessary • Encourage and praise/congratulate • Ask questions to assess their level of understanding/underpinning knowledge • Provide feedback but remember some employees become embarrassed easily, so all feedback (especially feedback with a negative element) should be done in an appropriate location away from other staff members and members of the public.

Slide

Provide opportunity for practice and to ask questions

Some colleagues/learners are reluctant to ask questions:

- They may feel it indicates their ignorance
- They may not want to ask what they feel is a stupid question
- They may not want to waste your time.



Slide 80

Slide No	Trainer Notes
80.	<p>Trainer notes to trainees some learners are reluctant to ask questions explaining there can be several reasons for this:</p> <ul style="list-style-type: none"> • They may feel it indicates their ignorance • They may not want to ask what they feel is a stupid question • They may not want to waste your time.

Slide

Provide opportunity for practice and to ask questions

Ways to encourage learners to ask questions:

- Ask if they have any questions – regularly
- Give them time to formulate and ask questions
- Ask lots of questions yourself
- Congratulate learner on their questions



(Continued)

Slide 81

Slide No	Trainer Notes
81.	<p>Trainer states to trainees there are ways to overcome this reluctance by learners to ask questions:</p> <ul style="list-style-type: none"> • Regularly ask the learner if they have any questions and then pause long enough for them to ask a question. There's no point asking if they have a question and then rushing on to the next topic/point without giving them an opportunity to actually ask a question • Ask lots of questions. This legitimises the use of questions in the coaching context and, if the learner is not asking many, it gives the opportunity of trying to determine their actual level of understanding and/or knowledge • Congratulate the learner on their question. This must be done appropriately to avoid it seeming false. For example "Good question. It shows you're thinking about XYZ. That's good".

Slide

Provide opportunity for practice and to ask questions

- Develop options for *responding to* questions:
 - Re-word it and give it back to the learner
 - Give them a hint but not the answer
 - Tell them the answer.



Slide 82

Slide No	Trainer Notes
82.	<p>Trainer continues to advise trainees on how to encourage learners to ask questions:</p> <ul style="list-style-type: none"> • Generate an answer to the question. Note we have not said 'answer' the question. If the learner asks a question it is vital it gets answered but this does not mean the coach has to supply the answer • Part of the learning process can be for the learner to think the question through alone and come up with an answer you will either confirm or modify. For example, when asked a question a coach could: <ul style="list-style-type: none"> ▪ Re-word the question and ask the question back to the learner ▪ Give them a hint and then ask them what they think the answer might be ▪ Tell them the answer. This option should not be the only response (or the default response) when learners ask questions. <p>Class Activity – Dealing with Questions</p> <p>Trainer plays the role of a trainee being coached and asks trainees (playing role of coach) a question and:</p> <ul style="list-style-type: none"> • Asks them to respond positively but not by providing the answer but in some other alternative way.

Slide

Provide feedback

Coaches must provide feedback to learners in coaching sessions. This will:

- Encourage the learner
- Assist in supporting the learner
- Inspire the learner
- Demonstrate involvement by the coach.



Slide 83

Slide No	Trainer Notes
83.	<p>Trainer advises trainees that, not only must all coaching be conducted positively and in an encouraging fashion, but supportive and constructive feedback must also be given highlighting such an approach:</p> <ul style="list-style-type: none"> • Encourages the learner to try harder • Assists in creating an environment conducive to learning • Inspires more determination to achieve the final goal • Demonstrates involvement of the coach in the process.

Slide

Provide feedback

Most learners:

- Are anxious about their progress
- Will not say they are anxious
- Need the coach to set them at ease by addressing unstated concerns.



Slide 84

Slide No	Trainer Notes
84.	<p>Trainer tells trainees learners are commonly anxious about their progress and:</p> <ul style="list-style-type: none"> • They are usually seeking answers to questions such as: <ul style="list-style-type: none"> ▪ "How am I going?" ▪ "Am I on the right track?" ▪ "Is what I am doing OK?" • Many learners will not actually talk about these concerns but it is usual they are <i>thinking</i> them • The effective coach will set their mind at ease by supplying appropriate answers to the unstated questions on a regular basis.

Slide

Provide feedback

When providing feedback as part of the coaching process, remember :

- It is intended to guide/help
- It should be a core part of all coaching sessions
- It must be constructive

(Continued)



Slide 85

Slide No	Trainer Notes
85.	<p>Trainer suggests to trainees it is useful to bear the following in mind when considering the use of feedback in coaching. Feedback refers to:</p> <ul style="list-style-type: none"> • Guiding the person being coached to help them build success on success • Being a core part of coaching sessions – not an after-thought. Every coaching session for every person should feature feedback • Being constructive so the person being coached feels encouraged and motivated to improve their practice.

Slide

Provide feedback

- Must be provided in a timely manner
- Must link to clear direction for improvement
- Must relate directly to the identified objective/outcome
- Must build people as independent learners.



Slide 86

Slide No	Trainer Notes
86.	<p>Trainer continues providing suggestions regarding feedback during coaching, stating feedback refers to:</p> <ul style="list-style-type: none"> • Being timely so the person being coached can use the feedback to guide practice • Being linked to a clear statement of orderly progression of learning so the person being coached has a clear indication of how to improve their performance – providing a developmental approach for achievement of a certain skills set • Being specific to the learning outcomes of the coaching session so assessment is clearly linked to learning • Guiding people to become independent learners and their own critics • Verbal and non-verbal elements. Feedback may be verbal and/or non-verbal in nature (see following slides).

Slide

Provide feedback

When giving verbal feedback to learners:

- Keep it brief
- Keep it relevant
- Keep it genuine
- Make sure it is warranted
- Be honest
- Use a ‘positive-negative-positive’ sandwich when giving negative feedback.



Slide 87

Slide No	Trainer Notes
87.	<p>Trainer presents some practical advice for trainees when giving verbal feedback:</p> <ul style="list-style-type: none"> • Keep it brief – if it is ‘too long’ it sounds false • Keep it relevant – it must relate to the task or the effort being made • Keep it genuine – be sincere in what is said • Make sure it is warranted – make sure feedback is appropriate • Be honest – avoid saying “This is child’s play” just in case the learner has difficulty learning it • Use a ‘positive-negative-positive’ sandwich when delivering negative feedback: <ul style="list-style-type: none"> ▪ Begin the feedback by mentioning something the learner is doing well, follow it with the negative feedback, and then finish the communication on a positive note by making reference to something else which is positive ▪ This approach still gets the negative message across but is sensitive because it allows the learner to know their other good work or effort has been noticed. <p>Class Activity – Positive-Negative-Positive Feedback Sandwich</p> <p>Trainer gives trainees two examples of using the ‘positive-negative-positive’ sandwich technique to provide negative feedback to a learner.</p>

- | | |
|--|--|
| | <p>Trainer then asks trainees to:</p> <ul style="list-style-type: none">• Identify and describe a coaching situation where there is need to give the learner negative feedback• Generate a 'positive-negative-positive' sandwich suitable for use in this situation• Share their work with the class. <p>Trainer provides feedback as appropriate.</p> |
|--|--|

Slide

Provide feedback

In relation to non-verbal feedback:

- Match the body language to the spoken words
- Monitor the non-verbal communication to make sure it is appropriate and positive.



Slide 88

Slide No	Trainer Notes
88.	<p>Trainer presents some practical advice for trainees when giving non-verbal feedback:</p> <ul style="list-style-type: none"> ● Match non-verbal signals to spoken words. Ensure there is no mismatch between verbal and body language ● Monitor personal body language to avoid sending unintended negative signals (such as frowning, shaking the head, drumming fingers or looking at the clock).

Slide

Summary – Element 2

When coaching colleagues on the job:

- Explain the need and/or reason for coaching to the learner at the outset
- Gain agreement coaching is a legitimate way to address identified need
- Develop a rapport/relationship with the learner

(Continued)



Slide 89

Slide No	Trainer Notes
89.	Trainer provides a recap of the Element asking questions to check trainee understanding and responding to questions from trainees, as required.

Slide

Summary – Element 2

- Demonstrate skills using the 'I do it normal, I do it slow, You do it with me, Then off you go' approach
- Provide explanation and underpinning knowledge as required
- Use questions to assist learning and check for understanding

(Continued)



Slide 90

Slide No	Trainer Notes
90.	Trainer provides a recap of the Element asking questions to check trainee understanding and responding to questions from trainees, as required.

Slide

Summary – Element 2

- Support demonstrations with handouts
- Provide opportunity for learner to practice skills learned
- Ensure all coaching sessions align with company policies, safety requirements and actual workplace practice

(Continued)



Slide 91

Slide No	Trainer Notes
91.	Trainer provides a recap of the Element asking questions to check trainee understanding and responding to questions from trainees, as required.

Slide

Summary – Element 2

- Observe the learner and provide encouragement, support and feedback
- Provide opportunity for application of skills and knowledge learned
- Provide constructive and supportive feedback.



Slide 92

Slide No	Trainer Notes
92.	Trainer provides a recap of the Element asking questions to check trainee understanding and responding to questions from trainees, as required.

Slide

Follow up coaching

Performance Criteria for this Element are:

- Monitor progress with new skills in the workplace and provide supportive assistance as required
- Report progress to the appropriate person as required
- Identify performance problems or difficulties with the coaching and rectify them or refer them to the appropriate person.



Slide 93

Slide No	Trainer Notes
93.	<p>Trainer identifies for trainees the Performance Criteria for this Element, as listed on the slide.</p> <p>Class Activity – Discussion</p> <p>Trainer asks trainees questions regarding coaching follow up by asking questions such as:</p> <ul style="list-style-type: none"> • What follow up have you engaged in following the delivery of workplace coaching? • Why might there be a need for follow up after coaching? • What monitoring activities may be part of follow up after coaching? • Who may be involved with post-coaching follow up? • Who might need to be advised regarding the progress of workers who have been provided with coaching? Why? • What experience have you had with addressing post-coaching, on-the-job workplace performance? How did you identify the problem/need for support? What support did you provide?

Slide

Monitor progress with new skills in the workplace and provide support

When monitoring/following-up on coaching you must remember:

- People learn at different rates
- Where a need for extra help is needed, you must arrange or provide it.



Slide 94

Slide No	Trainer Notes
94.	<p>Trainer highlights to trainees:</p> <ul style="list-style-type: none">● People learn at different rates and it is usual for coaches to have to follow up on their coaching by monitoring the progress of those they have coached● Where monitoring indicates the learner requires more help, the coach is responsible for providing this, or for arranging it to be provided.

Slide

Monitor progress with new skills in the workplace and provide support

In addition, note that:

- Rarely will a learner achieve competency in a coaching session
- Commonly, practice will be needed
- Practice must be supervised or monitored.



Slide 95

Slide No	Trainer Notes
95.	<p>Trainer states to trainees:</p> <ul style="list-style-type: none"> • Coaching does not always finish at the end of the coaching session and most coaching continues until the point where the learner has achieved, and can confidently display the required level of competency for the task being taught • Frequently, achieving competency cannot always be reached in the time allocated to a coaching session because there is generally a need for the learner to practice and most practice occurs in the workplace • Practice needs to be supervised, or monitored, in order to: <ul style="list-style-type: none"> ▪ Provide extra coaching/advice ▪ Correct incorrect practices ▪ Encourage and praise the staff member.

Slide

Monitor progress with new skills in the workplace and provide support

Monitoring the staff member may involve:

- Completing coaching checklists
- Questioning the learner
- Observing their practice
- Checking relevant figures/statistics
- Using assessment tools.



Slide 96

Slide No	Trainer Notes
96.	<p>Trainer instructs trainees monitoring may entail:</p> <ul style="list-style-type: none"> ● Completing coaching checklists to ensure all learning outcomes/competency standards have been achieved. Using standard checklists ensures all learners are coached to the same standard and coaching is uniform ● Questioning the learner to verify underpinning skills and knowledge and to evaluate the level of understanding of certain aspects ● Visual observation – watching the learner perform a task to verify their competence ● Checking, for example, improvement in sales figures or improvement in service speed – using a measurable indicator to assess the workplace impact of the coaching to demonstrate the coaching has achieved its intended outcome ● Utilising a number of assessment tools. This may involve (in addition to demonstrations and verbal questions) the application of written questions, the use of case studies, practical exercises, role plays, or assignments to judge whether or not the learner has achieved the competency level required. <p>Class Activity – Handouts</p> <p>Trainer obtains (or develops) a series of documents to distribute and explain to trainees:</p> <ul style="list-style-type: none"> ● Coaching checklist appropriate to the industry of the trainees ● Written question assessment

- Case study
- Practical exercises
- Role play
- Assignments.

Slide

Monitor progress with new skills in the workplace and provide support

Monitoring is also done to identify:

- Progress of learner
- If changes to coaching needs to occur, in terms of:
 - Content delivered
 - Processes used
 - Materials provided.



Slide 97

Slide No	Trainer Notes
97.	<p>Trainer explains to trainees monitoring is also undertaken to identify:</p> <ul style="list-style-type: none"> • The progress of the person being coached. This may be important if promotion to a different job/pay scale is involved, or competency will enable the person to move to a new job • If changes to content of coaching sessions/s need to be made – on the basis of outcomes demonstrated by the learner • Changes to coaching processes or materials (resources) that need to be made – as identified by feedback from the learner. Learners are often more forthcoming about what they liked and did not like <i>after</i> the coaching has finished as they are less worried about offending the coach.

Slide

Monitor progress with new skills in the workplace and provide support

When monitoring:

- Be friendly and genuine
- Continue the initial supportive environment created during the coaching
- Be fair
- Be accurate
- Be understanding

(Continued)



Slide 98

Slide No	Trainer Notes
98.	<p>Trainer advises trainees the monitoring of the learner must be friendly and genuine extending the supportive environment created during the initial coaching phase. Trainer indicates when monitoring trainees must be:</p> <ul style="list-style-type: none"> • Fair: <ul style="list-style-type: none"> ▪ All learners should be treated the same ▪ Never play favourites. Do not be harder on some than you are on others. Do not favour males over females or vice versa ▪ Never be harder on older people than younger ones ▪ Do not favour people from a certain race or religion • Accurate: <ul style="list-style-type: none"> ▪ Watch for and record workplace performance of learners accurately ▪ What you record must genuinely reflect what the learner can do and cannot do • Understanding: <ul style="list-style-type: none"> ▪ It is important monitoring takes into account the limitations individual learners are experiencing ▪ For example, one learner may have lots of out-of-work activities or lots of extra work-related responsibilities limiting the amount of practice they can do and hence this will affect the rate at which they might achieve competency ▪ Coaches should also appreciate some people just have problems with some learning tasks. They might be brilliant at everything else except this one task so extra patience and understanding is called for.

Slide

Monitor progress with new skills in the workplace and provide support

- Unbiased
- Consistent
- Relevant.



Slide 99

Slide No	Trainer Notes
99.	<p>Trainer continues to identify what coaches should strive to be when monitoring learner's progress:</p> <ul style="list-style-type: none"> • Unbiased: <ul style="list-style-type: none"> ▪ Workplace coaches occupy a powerful position because they are able to influence a person's progress within the organisation. Management will often speak to coaches about the potential a learner is displaying and their readiness for extra duties/responsibilities or promotion ▪ The feedback provided by the coach must therefore be fact-based and not founded on prejudices, favouritism or lies ▪ This means if a person is good, the coach is obliged to say so. Similarly, if they are not suitable the coach has an obligation to say so too but making sure they use specific examples to illustrate their opinion ▪ Management will not appreciate a coach recommending an unsatisfactory or unsuitable person for promotion, and it certainly will not reflect well on <i>their</i> ability to select 'good' staff • Consistent: <ul style="list-style-type: none"> ▪ Monitoring of learners should be regular in nature ▪ Sometimes monitoring activities can be organised but frequently they are not

- Central to this is the issue of fairness. The coach must ensure the number of times they monitor one learner is not significantly different to the number of times they monitor another learner or they run the risk of one person feeling they are being picked on
- Relevant:
 - The monitoring should be relevant to the skills which were the basis of the coaching sessions
 - Monitoring other aspects of a learner's work may give the impression the coach is checking up on them. Stick only to the topic of the coaching as the basis for the monitoring. This may mean monitoring of a learner has to occur at a certain time during their shift when they are performing a nominated task.

Slide

Monitor progress with new skills in the workplace and provide support

When coaching ‘one size does not fit all’:

- Some staff will learn better by watching
- Some will learn better by doing
- Some learners prefer learning by reading
- Some prefer to listen
- Others will learn better if they learn on their own, while others will learn better if they are in a group
- Some prefer lots of attention, while others prefer to learn on their own.

Slide 100

Slide No	Trainer Notes
100.	<p>Trainer advises trainees they should be sensitive to the preferences learners may have for learning and apply different approaches as appropriate to individuals. For example:</p> <ul style="list-style-type: none"> • Some staff will learn better by watching • Some will learn better by doing • Some learners prefer learning by reading • Some prefer to listen • Others will learn better if they learn on their own, while others will learn better if they are in a group • Some prefer lots of attention, while others prefer to learn on their own.

Slide

Monitor progress with new skills in the workplace and provide support

To provide supportive assistance to learners the coach should:

- Be accessible to the learner
- Be non-judgemental
- Maintain confidentiality
- Avoid giving the learner the impression they are intruding or interrupting.



Slide 101

Slide No	Trainer Notes
101.	<p>Trainer states to trainees the keys to providing supportive assistance to learners are that the coach should:</p> <ul style="list-style-type: none"> ● Be accessible to the learner – coaches should be prepared to be available when the learner needs to talk, needs help, needs support, needs more information ● Be non-judgemental – the coach should be a source of encouragement and support, not a person who makes judgement calls to the learner about their competency, potential or capacity ● Maintain confidentiality – what is said between the learner and the coach should stay private ● Avoid giving the learner the impression they are intruding or interrupting – the coach should welcome the learner's approaches and avoid giving the impression they are rushing their dealings with the learner.

Slide

Report progress

Reporting on progress of learners:

- Can be formal or informal
- Will vary between establishments
- Can be verbal, written or both.



Slide 102

Slide No	Trainer Notes
102.	<p>Trainer tells trainees progress on coaching:</p> <ul style="list-style-type: none"> ● May be reported in a formal or informal manner ● The precise method of reporting used in each instance will depend on the particular establishment's policies and procedures ● Reporting is either verbal, written or a combination of the two. <p>Class Activity – Handout</p> <p>Trainer obtains sample coaching reports from industry/establishments reflecting industry profile of trainees and:</p> <ul style="list-style-type: none"> ● Distributes and discusses the reports ● Highlights who the reports are sent to ● Draws attention to the details covered and the terminology/phrases used.

Slide

Report progress

Reports may need to be provided to:

- Staff member being coached
- Business managers/owners
- HR department
- Head Office
- Relevant supervisors.



Slide 103

Slide No	Trainer Notes
103.	<p>Trainer advises coaching results may have to be reported to a number of people:</p> <ul style="list-style-type: none"> • The staff member who is being coached should be supplied with an honest and comprehensive report of their coaching and/or assessment • Management and/or the owners of the business • The HR Department – because the learner's remuneration may be linked to their capacity to demonstrate competency • Head Office – for their records which may be used to identify staff who are eligible for promotion, further training, extra responsibilities, higher duties • The supervisor in the area where the learner works so they can get feedback about their skill levels, potential, commitment.

Slide

Report progress

Reporting frequency:

- ‘Verbal’ reports can be an almost daily ‘chat’
- ‘Written reports may be required:
 - Weekly or monthly
 - On completion of coaching
 - For nominated meetings.



Slide 104

Slide No	Trainer Notes
104.	<p>Trainer suggests to trainees there is a wide variation of possibilities in reporting frequency:</p> <ul style="list-style-type: none"> • Most establishments encourage ‘regular’ verbal reports on learner progress so this may be an almost daily chat with someone, just for a minute or two, about how they are progressing • Written reports are usually required less frequently and may be needed: <ul style="list-style-type: none"> ▪ Weekly or monthly ▪ On completion of the coaching – that is, when you are confident the learner has achieved the required competencies ▪ For nominated staff or management meetings – where there can be a need for coaches to present a report on who they are coaching, and how those learners are progressing.

Slide

Report progress

In-house progress coaching reports can be useful management tools for:

- Checking overall skill levels/competencies of staff
- Recording extra coaching/training required
- Identifying people for future skill development

(Continued)



Slide 105

Slide No	Trainer Notes
105.	<p>Trainer informs trainees in-house progress reports can be very useful management tools in a variety of ways, some of which include:</p> <ul style="list-style-type: none"> • Checking overall skill levels of staff. This entails keeping a current inventory of all in-house staff skills. <ul style="list-style-type: none"> ▪ This can be referred to when there is a need to move staff around internally to respond to extra demand, staff absenteeism or unpredictable issues • Recording extra coaching/training required. Reports are really records and these can be used to help coaches (and other staff within the organisation) identify, and remember for future use, the top-up coaching/training required by individual staff members • Identifying those who appear appropriate for future skill development. Records can serve to identify future training/coaching needs for individuals, individual departments, and the enterprise as a whole. <ul style="list-style-type: none"> ▪ A prime role of these records is to flag for attention certain staff who appear to have an aptitude for certain work, and/or to identify those who seem to have management potential.

Slide

Report progress

- Providing a reference point for the promotion of workers
- Amending individual employee staffing records
- Compiling internal statistical records relating to coaching and/or training provided by the business to employees.



Slide 106

Slide No	Trainer Notes
106.	<p>Trainer continues to advise trainees how coaching reports might be used by management:</p> <ul style="list-style-type: none"> • Providing a reference for promoting employees. Success with learning can be beneficial for an employee's promotional prospects • Amending employee's staffing record. As staff increase their skills sets their employee records should be updated to reflect their increased value to the organisation. <ul style="list-style-type: none"> ▪ This increased skill level <i>may</i> be linked to increases in remuneration but is commonly taken into consideration when the business is looking to promote someone within the organisation to the next level of responsibility • Compiling statistical records. Many establishments like to record details about the number of staff coached in a given period, how much time was spent on coaching and how much money was allocated to it.

Slide

Identify, rectify or refer performance problems

All coaching sessions must be reviewed:

- To determine how effective they were
- To learn lessons to apply in the future
- Even experienced coaches can learn from this review phase.



Slide 107

Slide No	Trainer Notes
107.	<p>Trainer indicates to trainees that at the end of every coaching session, the coach should review the session:</p> <ul style="list-style-type: none"> • This review should aim to determine how effective the session had been with a view to improving future sessions • Even coaches can learn if they take the time to look for the signs, and the feedback. <p>Class Activity – Guest Speaker</p> <p>Trainer arranges for an experienced workplace coach from a relevant industry/venue to attend and:</p> <ul style="list-style-type: none"> • Talk to trainees about their role as workplace coach • Discuss their planning and preparation activities for a coaching session • Provide tips and techniques for being an effective workplace coach • Describe the in-house reports and reporting required regarding provision of and progress of workplace coaching • Describe the activities they undertake as part of the review process following coaching • Give examples of the benefits they have identified as flowing from their reviews of their coaching.

Slide

Identify, rectify or refer performance problems

Identifying learner problems and/or difficulties can be identified as a result of:

- Feedback from customers
- Feedback from supervisors
- Observation
- Performance appraisals.



Slide 108

Slide No	Trainer Notes
108.	<p>Trainer advises trainees an important part of the review process is to identify performance problems or difficulties a learner may be having stating these may be identified as a result of:</p> <ul style="list-style-type: none"> • Feedback from customers regarding their levels of satisfaction/dissatisfaction with products and services • Feedback from supervisors about the performance of individual staff • Observation of work performance by the coach as part of monitoring activities • Performance appraisals – the structured and standard reviews of individual staff conducted by many employers.

Slide

Identify, rectify or refer performance problems

Reviewing coaching sessions:

- May involve taking notes after each session
- Must be taken seriously
- Coaching cannot be regarded as being genuinely completed until a review has been done.



Slide 109

Slide No	Trainer Notes
109.	<p>Trainer instructs trainees in relation to reviewing coaching:</p> <ul style="list-style-type: none"> • Many coaches make notes and document how the coaching could have been improved at the completion of each/some coaching sessions. These are used as the basis for later reflection and analysis • Effective coaches take this evaluation phase very seriously recognising its potential for improving future coaching sessions. In fact, until a review has been done, the coaching session cannot be truly seen to be complete • This illustrates there are really three stages to any coaching session: <ul style="list-style-type: none"> ▪ Planning of the session ▪ Delivery of the session ▪ Evaluation of the session.

Slide

Identify, rectify or refer performance problems

Identifying performance problems:

- Must use feedback as a basis
- Should seek potential indicators of problems:
 - Shyness or lack of confidence
 - Breakdown in communication
 - Language or cultural barriers
 - Inappropriate coaching environment.



Slide 110

Slide No	Trainer Notes
110.	<p>Trainer highlights identifying performance problems:</p> <ul style="list-style-type: none"> • Must use feedback (from learners, customers and supervisors) as a central source of data • Should look for potential indicators of problems such as: <ul style="list-style-type: none"> ▪ Shyness or lack of confidence – where the learner is worried or anxious about their ability to cope with the coaching sessions and/or to be able to achieve the required competency or standards ▪ A breakdown in communication – where the coach may be sending mixed messages (such as a non-alignment between verbal and non-verbal communication) ▪ Problems may also be caused by: <ul style="list-style-type: none"> – The coach using trade terminology not properly explained – The coach allowing other issues to take preference over the delivery of coaching – The learner misinterpreting a message sent by the trainer which causes a barrier to future learning ▪ Language or cultural barriers – where there is a spoken language difficulty or the coach has unintentionally given unintended cultural offence by something they have said or done

- | | |
|--|---|
| | <ul style="list-style-type: none">▪ Insufficient opportunity to practice – where the coach has failed to arrange for the practice sessions or where the opportunity (and the tools, the time, the pressure) to practice has not matched the real needs of the learner▪ An inappropriate environment for coaching. This can include situations where there are members of the public present causing anxiety; other staff present, or situations where it is too hot, too cold, too noisy, and too sunny. |
|--|---|

Slide

Identify, rectify or refer performance problems

Reasons for poor staff performance after coaching:

- Poor, insufficient or rushed preparation
- Time restraints
- Communication barriers
- Uncomfortable surroundings

(Continued)



Slide 111

Slide No	Trainer Notes
111.	<p>Trainer advises trainees performance problems with learners can nearly always be traced back to one or more of the following reasons:</p> <ul style="list-style-type: none"> • Poor, insufficient or rushed preparation - good, solid preparation is the key to effective coaching • Time restraints – rushed coaching will rarely be effective • Communication barriers – anything that gets in the way of the messages being sent in the coaching session is likely to cause problems (including interruptions from outside sources) • Uncomfortable surroundings – making the learner feel uncomfortable and unable to properly concentrate.

Slide

Identify, rectify or refer performance problems

- Inappropriate learning tools
- Broken, dangerous or faulty equipment
- Unmotivated learners
- Insufficient stock, items or products
- Poor levels of attendance.



Slide 112

Slide No	Trainer Notes
112.	<p>Trainer continues to advise trainees of common reasons for poor learner performance after they have been coached:</p> <ul style="list-style-type: none"> • Inappropriate learning tools. For example, if you are coaching someone on how to use a cash register/POS terminal it really needs to be the same type of register/terminal they are using in their day to day work • Broken, dangerous or faulty equipment. Never use dangerous or unsafe equipment • Unmotivated learners. It is the coach's responsibility to motivate learners • Insufficient stock, items or products to complete coaching session. It is the coach's job to make sure there is enough of everything to allow the coaching session to be completed as intended • Poor levels of attendance. Where learners have a tendency not to attend for arranged coaching sessions this is usually an indication they are unhappy with some aspect of what you are doing.

Slide

Identify, rectify or refer performance problems

Identified problems must be addressed – options may include:

- More preparation and planning
- New, different or better resources
- Updating content
- Changing times and/or locations of sessions
- Altering delivery methods
- Changing personal delivery styles.



Slide 113

Slide No	Trainer Notes
113.	<p>Trainer stresses to trainees, coaches must realise reviews or evaluations are only useful if acted upon and once a problem/difficulty has been identified, it must be addressed. Options include:</p> <ul style="list-style-type: none"> • More preparation and planning to produce a better plan, better resources, more information, up-skill demonstrations • New, different or better resources to enhance learning, to make learning more relevant or to better accommodate learner preferences • Updating content to make it current; to reflect actual workplace practice • Changing times and/or locations of sessions to better meet learner needs and preferences • Altering delivery methods to meet preferred learning styles of learners • Changing personal delivery styles to accommodate preferences of learners.

Slide

Identify, rectify or refer performance problems

If unable to rectify a performance problem then it must be referred to one of the following:

- Duty manager
- Office manager
- Branch manager
- Owner
- Department manager
- Section manager
- Someone at head office who has authority for spending money/obtaining resources for training/coaching.



Slide 114

Slide No	Trainer Notes
114.	<p>Trainer tells trainees where they are unable to resolve a learning issue or problem then there is need to refer this situation to one of the following for them to deal with:</p> <ul style="list-style-type: none"> ● Duty manager ● Office manager ● Branch manager ● Owner ● Department manager ● Section manager ● Someone at head office who has authority for spending money or obtaining resources for training/coaching. <p>Class Activity – Question/s</p> <p>Trainer asks trainees what action ‘management’ might take when a learning situation/problem is referred to them that the coach cannot resolve.</p> <p>Possible answers – will depend on the nature of the problem but can include:</p> <ul style="list-style-type: none"> ● Talk to the learner involved and offer more support/training ● Talk to learner and advise them failure to become competent may result in reduced hours or dismissal

- Allocate more time to coaching
- Allocate more funds to coaching
- Instruct uncooperative supervisors to release staff for coaching as required
- Verbally support the concept of coaching
- Demonstrate support for coaching by promoting those who have been coached.

Slide

Summary – Element 3

When following up after coaching:

- Monitor progress of learner in the workplace
- Involve other staff, supervisors and customers in the monitoring process
- Use a variety of ways to monitor learner progress

(Continued)



Slide 115

Slide No	Trainer Notes
115.	Trainer provides a recap of the Element asking questions to check trainee understanding and responding to questions from trainees, as required.

Slide

Summary – Element 3

- Be supportive, fair, accurate, un-biased, understanding, consistent and relevant
- Maintain confidentiality
- Report learner progress as required to those who need to know

(Continued)



Slide 116

Slide No	Trainer Notes
116.	Trainer provides a recap of the Element asking questions to check trainee understanding and responding to questions from trainees, as required.

Slide

Summary – Element 3

- Be alert to the possibility the learner may have problems or difficulties and take action to identify them
- Respond promptly and appropriately to identified learner problems or difficulties – never ignore them
- Accept coaching has not finished until an evaluation or review has been undertaken.



Slide 117

Slide No	Trainer Notes
117.	<p>Trainer provides a recap of the Element asking questions to check trainee understanding and responding to questions from trainees, as required.</p> <p>Trainer thanks trainees for their attention and encourages them to apply course content as required in their workplace activities.</p>

Recommended training equipment

Full range of training equipment which may include lap top, data projector, overhead projector, photocopier, white boards and blackboards, DVD player, TV screen, video player.

Consumables – such as whiteboard pens and eraser, whiteboard cleaner, overhead pens, transparencies, paper, butcher's paper, and industry materials relevant to training/coaching topics.

Sample session/coaching plans including blank pro-formas and completed examples of coaching plans for both theory-based and practical coaching sessions.

Sample coaching materials such as handouts, case studies, exercises, workplace manuals, workplace policies and procedures, DVDs, videos, recipes, schedules, price lists, menus, brochures.

Instructions for Trainers for using PowerPoint – Presenter View

Connect your laptop or computer to your projector equipment as per manufacturers' instructions.

In PowerPoint, on the **Slide Show** menu, click **Set up Show**.

Under Multiple monitors, select the Show Presenter View check box.

In the **Display slide show** on list, click the monitor you want the slide show presentation to appear on.

Source: <http://office.microsoft.com>

Note:

In Presenter View:

You see your notes and have full control of the presentation

Your trainees only see the slide projected on to the screen

More Information

You can obtain more information on how to use PowerPoint from the Microsoft Online Help Centre, available at:

<http://office.microsoft.com/training/training.aspx?AssetID=RC011298761033>

Note Regarding Currency of URLs

Please note that where references have been made to URLs in these training resources trainers will need to verify that the resource or document referred to is still current on the internet. Trainers should endeavour, where possible, to source similar alternative examples of material where it is found that either the website or the document in question is no longer available online.

Appendix – ASEAN acronyms

AADCP	ASEAN – Australia Development Cooperation Program.
ACCSTP	ASEAN Common Competency Standards for Tourism Professionals.
AEC	ASEAN Economic Community.
AMS	ASEAN Member States.
ASEAN	Association of Southeast Asian Nations.
ASEC	ASEAN Secretariat.
ATM	ASEAN Tourism Ministers.
ATPMC	ASEAN Tourism Professionals Monitoring Committee.
ATPRS	ASEAN Tourism Professional Registration System.
ATFTMD	ASEAN Task Force on Tourism Manpower Development.
CATC	Common ASEAN Tourism Curriculum.
MRA	Mutual Recognition Arrangement.
MTCO	Mekong Tourism Coordinating office.
NTO	National Tourism Organisation.
NTPB	National Tourism Professional Board.
RQFSRS	Regional Qualifications Framework and Skills Recognition System.
TPCB	Tourism Professional Certification Board.

