



Coach others in job skills

D1.HRD.CL9.01

D1.HHR.CL8.06

D2.TRD.CL8.02

Assessor Manual



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D1.HRD.CL9.01

D1.HHR.CL8.06

D2.TRD.CL8.02

Assessor Manual



**William
Angliss
Institute**

Specialist centre
for foods, tourism
& hospitality

Project Base

William Angliss Institute of TAFE
555 La Trobe Street
Melbourne 3000 Victoria
Telephone: (03) 9606 2111
Facsimile: (03) 9670 1330

Acknowledgements

Project Director: Wayne Crosbie
Chief Writer: Alan Hickman
Subject Writers: Alan Hickman
Project Manager/Editor: Alan Maguire
DTP/Production: Daniel Chee, Mai Vu, Jirayu Thangcharoensamut

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Competency Based Assessment (CBA) – An introduction for assessors

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.

Suggested Assessment Methods

For each unit of competency a number of assessment tools have been identified including:

- Work Projects
- Oral Questions
- Written Questions
- Third Party Statements
- Observation Checklists.

Instructions and Evidence Recording Sheets have been identified in this Assessment Manual for use by Assessors.

Alternative Assessment Methods

Whilst the above mentioned assessment methods are suggested assessment methods, the assessor may use an alternate method of assessment taking into account:

- a) The nature of the unit
- b) The strengths of participants
- c) The number of participants in the class
- d) Time required to complete assessments
- e) Time dedicated to assessment
- f) Equipment and resources required.

Alternate assessment methods 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 and Role plays
- Group projects
- Recognition of Prior Learning.

Whilst there is no specific instruction or evidence collection documents for all the alternative assessment methods, assessors can record competency in the 'Other' section within the 'Competency Recording Sheet'.

Selection of Assessment Methods

Each assessor will determine the combination of Assessment Methods to be used to determine Competency for each Competency Unit on a student by student basis.

'Sufficient' evidence to support the 'Competent'/'Not Yet Competent' decision must be captured.

In practice this means a minimum of two - three Assessment Methods for each candidate for each Competency Element is suggested.

At least one method should provide evidence of practical demonstration of competence.

The following assessment methods deemed to provide evidence of practical demonstration of competence include:

- Practical Work Projects
- Third Party Statement
- Observation Checklist.

Assessing Competency

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'.

Regional Qualifications Framework and Skills Recognition System

The 'Regional Qualifications Framework and Skills Recognition System', also known as the 'RQFSRS' is the overriding educational framework for the ASEAN region.

The purpose of this framework is to provide:

- A standardised teaching and assessment framework
- Mutual recognition of participant achievement across the ASEAN region. This includes achievement in individual Units of Competency or qualifications as a whole.

The role of the 'RQFSRS' is to provide, ensure and maintain 'quality assurance' across all countries and educational providers across the ASEAN region.

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.

This process is a learning and assessment pathway which encompasses:

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

Code of practice for assessors

This Code of Practice provides:

- Assessors with direction on the standard of practice expected of them
- Candidates with assurance of the standards of practice expected of assessors
- Employers with assurance of the standards maintained in the conduct of assessment.

The Code detailed below is based on the International Code of Ethics and Practice (The National Council for Measurement in Education [NCME]).

- The differing needs and requirements of the person being assessed, the local enterprise and/or industry are identified and handled with sensitivity
- Potential forms of conflict of interest in the assessment process and/or outcomes are identified and appropriate referrals are made, if necessary
- All forms of harassment are avoided throughout the planning, conducting, reviewing and reporting of the assessment outcomes
- The rights of the candidate are protected during and after the assessment
- Personal and interpersonal factors that are not relevant to the assessment of competency must not influence the assessment outcomes
- The candidate is made aware of rights and process of appeal

- Evidence that is gathered during the assessment is verified for validity, reliability, authenticity, sufficiency and currency
- Assessment decisions are based on available evidence that can be produced and verified by another assessor
- Assessments are conducted within the boundaries of the assessment system policies and procedures
- Formal agreement is obtained from both the candidate and the assessor that the assessment was carried out in accordance with agreed procedures
- The candidate is informed of all assessment reporting processes prior to the assessment
- The candidate is informed of all known potential consequences of decisions arising from an assessment, prior to the assessment
- Confidentiality is maintained regarding assessment results
- The assessment results are used consistently with the purposes explained to the candidate
- Opportunities are created for technical assistance in planning, conducting and reviewing assessment procedures and outcomes.

Instructions and checklist for assessors

Instructions

General instructions for the assessment

- Assessment should be conducted at a scheduled time that has been notified to the candidate
- Facilitators must ensure participants are made aware of the need to complete assessments and attend assessment sessions
- If a participant is unable to attend a scheduled session, they must make arrangements with the Assessor to undertake the assessment at an alternative time
- At the end of the assessment the Assessor must give feedback and advise the participant on their C/NYC status
- Complete the relevant documentation and submit to the appropriate department.

Preparation

- Gain familiarity with the Unit of Competency, Elements of Competency and the Performance Criteria expected
- Study details assessment documentation and requirements
- Brief candidate regarding all assessment criteria and requirements.

Briefing Checklist

- Begin the assessment by implementing the following checklist and then invite the candidate to proceed with assessment.

Checklist for Assessors

Prior to the assessment I have:	Tick (✓)	Remarks
Ensured the candidate is informed about the venue and schedule of assessment.		
Received current copies of the performance criteria to be assessed, assessment plan, evidence gathering plan, assessment checklist, appeal form and the company's standard operating procedures (SOP).		
Reviewed the performance criteria and evidence plan to ensure I clearly understood the instructions and the requirements of the assessment process.		
Identified and accommodated any special needs of the candidate.		
Checked the set-up and resources for the assessment.		
During the assessment I have:		
Introduced myself and confirmed identities of candidates.		
Put candidates at ease by being friendly and helpful.		
Explained to candidates the purpose, context and benefits of the assessment.		
Ensured candidates understood the assessment process and all attendant procedures.		
Provided candidates with an overview of performance criteria to be assessed.		
Explained the results reporting procedure.		
Encouraged candidates to seek clarifications if in doubt.		
Asked candidates for feedback on the assessment.		
Explained legal, safety and ethical issues, if applicable.		
After the assessment I have:		
Ensured candidate is given constructive feedback.		
Completed and signed the assessment record.		
Thanked candidate for participating in the assessment.		

Instructions for recording competency

Specifications for Recording Competency

The following specifications apply to the preparation of Evidence Gathering Plans:

- A Competency Recording Sheet must be prepared for each candidate to ensure and demonstrate all Performance Criteria and Competency Elements are appropriately assessed. This Sheet indicates how the Assessor will gather evidence during their assessment of each candidate
- This Competency Recording Sheet is located at the end of the Assessment Plan
- It is the overriding document to record competency
- Assessor may vary the Competency Recording Sheet to accommodate practical and individual candidate and/or workplace needs
- Assessor must place a tick (✓) in the 'Assessment Method' columns to identify the methods of assessment to be used for each candidate
- Multiple Competency Elements/Performance Criteria may be assessed at the one time, where appropriate
- The assessor and participant should sign and date the Competency Recording Sheet, when all forms of evidence and assessment have been completed
- The assessor may provide and feedback or clarify questions which the participant may have in regards to the assessment grade or findings
- All documents used to capture evidence must be retained, and attached to the Competency Recording Sheet for each candidate for each Competency Unit.

Instructions for different assessment methods

Specifications for Work Project Assessment

These guidelines concern the use of work projects.

The work projects identified in the Training Manuals involve a range of tasks, to be performed at the discretion of the Assessor.

Work project tasks can be completed through any form of assessment as identified in the Trainer and Trainee Manuals and stated at the start of this section.

Assessors should follow these guidelines:

- Review the Work Projects at the end of each 'Element of Competency' in the Trainee Manual to ensure you understand the content and what is expected
- Prepare sufficient resources for the completion of work activities including:
 - Time – whether in scheduled delivery hours or suggested time participants to spend outside of class hours
 - Resources – this may involve technical equipment, computer, internet access, stationery and other supplementary materials and documents
- Prepare assessment location (if done in class) making it conducive to assessment
- Explain Work Projects assessment to candidate, at the start of each Element of Competency. This ensures that participants are aware of what is expected and can collate information as delivery takes place.

- Assessors can use the following phrase as a guide (where an 'X' is identified, please input appropriate information):

“At the end of each Element of Competency there are Work Projects which must be completed. These projects require different tasks that must be completed.

These work projects are part of the formal assessment for the unit of competency titled X.

 - You are required to complete these activities:
 - a) *Using the 'X' method of assessment.*
 - b) *At 'X' location*
 - c) *You will have 'X time period' for this assessment.*
 - You are required to compile information in a format that you feel is appropriate to the assessment.
 - Do you have any questions about this assessment?”
- Commence Work Project assessment:
- The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions.
- Participants complete work projects in the most appropriate format
- Participants must submit Work Project evidence to the assessor before the scheduled due date
- Assessor must assess the participant's evidence against the competency standards specified in each Element of Competency and their own understanding. The assessor can determine if the participant has provided evidence to a 'competent' standard.
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

Specifications for Oral Question Assessment

These guidelines concern the use of oral questioning.

Assessors should follow these guidelines.

- Prepare Assessment Record for Oral Questioning. One record for each candidate:
 - Enter Student name
 - Enter Assessor name
 - Enter Location
- Familiarise self with Questions to be asked
- Prepare assessment location (table and chairs) making it conducive to assessment
- Explain Oral Questioning assessment to candidate, using the following phrase as a guide (where a 'X' is identified, please input appropriate information):

“These oral questions are part of the formal assessment for the unit of competency titled X.

There are X questions and you are required to answer all of them to the best of your ability and I will record whether or not you have answered correctly.

We have 60 minutes for this assessment.

- I will give you feedback at the end of the assessment.
- Do you have any questions about this assessment?”
- Commence Oral Questioning assessment:
- Complete Assessment Record for the Oral Questioning by:
 - Ticking C or NYC, as appropriate
 - Entering ‘Remarks’ as required
 - Completing Oral Questioning within 60 minutes
- Complete Oral Questioning and provide feedback to candidate
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

Specifications for Written Question Assessment

These guidelines concern the use of written questioning.

Assessors should follow these guidelines.

- Familiarise self with Questions and Answers provided.
- Print and distribute copies of ‘Written Questions’ for participants. Ideally this should take place with adequate time for participants to answer all questions before the expected due date.
- Explain Written Questioning assessment to candidate, using the following phrase as a guide (where a ‘X’ is identified, please input appropriate information):

“These written questions are part of the formal assessment for the unit of competency titled X.

There are X questions and you are required to answer all of them to the best of your ability.

You may refer to your subject materials, however where possible try to utilise your existing knowledge when answering questions.

Where you are unsure of questions, please ask the Assessor for further instruction. This may be answering the question orally or asking the assessor to redefine the question.

We have X time for this assessment.

- The due date for completion of this assessment is X
- On this date you must forward the completed questions to the assessor by X time on the date of X
- Do you have any questions about this assessment?”
- The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions.
- Participants may record written answers (where possible)
- Participants must submit the written answers to the assessor before the scheduled due date

- Assessor must assess the participant's written answers against the model answers provided as a guide, or their own understanding. The assessor can determine if the participant has answered the questions to a 'competent' standard.
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

Specifications for Observation Checklist

These specifications apply to the use of the Observation Checklist in determining competency for candidates.

Only an approved assessor is authorised to complete the Observation Checklist.

The assessor is required to observe the participant, ideally in a simulated environment or their practical workplace setting and record their performance (or otherwise) of the competencies listed on the Observation Checklist for the Competency Unit.

To complete the Observation Checklist the Assessor must:

- Insert name of candidate
- Insert assessor name
- Insert identify of location where observations are being undertaken
- Insert date/s of observations – may be single date or multiple dates
- Place a tick in either the 'Yes' or 'No' box for each listed Performance Criteria to indicate the candidate has demonstrated/not demonstrated that skill
- Provide written (and verbal) feedback to candidate – as/if appropriate
- Sign and date the form
- Present form to candidate for them to sign and date
- Transcribe results/details to Competency Recording Sheet for candidate
- Forward/file Observation Checklist.

This source of evidence combines with other forms of assessment to assist in determining the 'Competent' or 'Not Yet Competent' decision for the participant.

Specifications for Third Party Statement

These specifications relate to the use of a relevant workplace person to assist in determining competency for candidates.

The Third Party Statement is to be supplied by the assessor to a person in the workplace who supervises and/or works closely with the participant.

This may be their Supervisor, the venue manager, the Department Manager or similar.

The Third Party Statement asks the Supervisor to record what they believe to be the competencies of the participant based on their workplace experience of the participant. This experience may be gained through observation of their workplace performance, feedback from others, inspection of candidate's work etc.

A meeting must take place between the Assessor and the Third Party to explain and demonstrate the use of the Third Party Statement.

To complete the Third Party Verification Statement the Assessor must:

- Insert candidate name
- Insert name and contact details of the Third Party
- Tick the box to indicate the relationship of the Third Party to the candidate
- Present the partially completed form to the Third Party for them to finalise
- Collect the completed form from the Third Party
- Transcribe results/details to Competency Recording Sheet for candidate
- Forward/file Third Party Statement.

The Third Party must:

- Record their belief regarding candidate ability/competency as either:
 - Competent = Yes
 - Not Yet Competent = No
 - Unsure about whether candidate is competent or not = Not Sure
- Meet briefly with the assessor to discuss and/or clarify the form.

This source of evidence combines with other forms of assessment to assist in determining the 'Competent' or 'Not Yet Competent' decision for the candidate.

A separate Third Party Statement is required for each Competency Unit undertaken by the candidate.

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 Organize 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</i> to be coached</p> <p>2.3 Communicate clearly any <i>underpinning knowledge</i> required</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> <ol 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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Specific skills may relate to:

- 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.

Underpinning knowledge may relate to:

- 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 organizing 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.

Feedback refers to:

- 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

- 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.

Linkages To Other Units

- Analyse competency requirements
- Design and establish a training system
- Review training outcomes.

Critical Aspects of Assessment

Evidence of the following is essential:

- 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.

Context of Assessment

This unit may be assessed on or off the job:

- 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.

Resource Implications

Training and assessment to include access to a real or simulated workplace; and access to workplace standards, procedures, policies, guidelines, tools and equipment.

	Assessment Methods	
	The following methods may be used to assess competency for this unit:	
	<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. 	
	Key Competencies in this Unit	
<i>Level 1 = competence to undertake tasks effectively</i>		
<i>Level 2 = competence to manage tasks</i>		
<i>Level 3 = competence to use concepts for evaluating</i>		
Key Competencies	Level	Examples
Collecting, organising and analysing information	1	Identify skill requirements and organize 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 organize 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	

Oral Questions

Student name	
Assessor name	
Location/venue	
Unit of competency	Coach others in job skills D1.HRD.CL9.01 D1.HHR.CL8.06 D2.TRD.CL8.02
Instructions	<ol style="list-style-type: none"> 1. Ask student questions from the attached list to confirm knowledge, as necessary 2. Place tick in boxes to reflect student achievement (Competent 'C' or Not Yet Competent 'NYC') 3. Write short-form student answer in the space provided for each question.

Questions	Response	
	C	NYC
1. Identify factors that may give rise to the need for coaching in the workplace.	<input type="checkbox"/>	<input type="checkbox"/>
2. How can you determine the skill deficiencies needing to be addressed by workplace coaching?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	C	NYC
3. What factors need to be taken into account when organizing a time and place to conduct on-the-job coaching with a colleague?	<input type="checkbox"/>	<input type="checkbox"/>
4. Why is it important to explain the purpose of or the need for coaching to a colleague at the start of all coaching sessions?	<input type="checkbox"/>	<input type="checkbox"/>
5. Identify a simple workplace skill that can be taught to staff using on-the-job coaching and describe how you would demonstrate that skill to a colleague. Where would you do the demonstration? When? What resources would you need?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	C	NYC
6. What is meant by 'underpinning knowledge' and how can it be communicated to a colleague during coaching?	<input type="checkbox"/>	<input type="checkbox"/>
7. How can you check a colleague understands the underpinning knowledge for a task they are being coached in on-the-job?	<input type="checkbox"/>	<input type="checkbox"/>
8. As a workplace coach how can you encourage a colleague to ask questions about the task they are being coached in as part of the learning process?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	C	NYC
9. It is necessary for you to provide a colleague with negative feedback as part of the coaching process. What technique should be used to do this in a supportive and constructive manner? Give me an example of this technique.	<input type="checkbox"/>	<input type="checkbox"/>
10. How can you monitor the workplace performance of a staff member to whom you have provided on-the-job coaching?	<input type="checkbox"/>	<input type="checkbox"/>
11. What are the most common ways for a workplace coach to report to management and others on the progress of colleagues being coached?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	C	NYC
12. A colleague to whom you have provided on-the-job coaching is still struggling with the tasks you have shown them. How might you deal with this situation to bring their skills and knowledge to the required level?	<input type="checkbox"/>	<input type="checkbox"/>

Written Questions

Coach others in job skills – D1.HRD.CL9.01; D1.HHR.CL8.06; D2.TRD.CL8.02

Student Name: _____

Answer all the following questions and submit to your Trainer.

1. What is a 'competency standard' and why is a knowledge of workplace competency standards important to a workplace coach?

2. List three ways you may become aware of the need for workplace coaching of a colleague.

3. Answer 'True' or 'False' to the following statement: "Coaching is less formal than training and focuses more on individual staff need as it is identified at the time."

4. Complete the following statement: “In practice skill deficiencies often addressed by coaching tend to be those which ...”

5. List four factors that can individualise the coaching need for staff members.

6. Name four outcomes that should be achieved as a consequence of discussing coaching needs with a colleague.

7. What is identified in the notes as ‘the single most common reason for poor coaching’?

8. What are the roles of a coaching plan?

9. What dangers are involved when attempting to coach someone in a skill without having first prepared a Task Breakdown Sheet?

10. What are the three basic components of any coaching plan?

11. In relation to the 'Introduction' of a coaching plan, what does the acronym 'GLOSS' stand for?

12. Which information should be presented first in a coaching session – ‘Must know information’, ‘Should know information’ or ‘Could know information’?

13. When coaching, should you move from ‘most important to least important’ or from ‘least important to most important’?

14. List three topics/issues which may be covered by organizational coaching policies.

15. Should the coach ‘tell’ or ‘negotiate’ the time and place for coaching to occur?

16. Identify three possible reasons for workplace coaching.

17. What three things should occur before each coaching session?

18. What are the two basic techniques commonly used in coaching sessions?

19. Why is it important a coach gets a demonstration right the first time it is done with a learner?

20. What is 'underpinning knowledge'?

21. Give five examples of underpinning knowledge.

22. How many questions should a coach ask during a coaching session?

23. Why is it necessary to check the learner's understanding during a coaching session?

24. While the learner is practising what they have been coached in, what should the coach be doing?

25. List three ways a coach can encourage the person being coached to ask questions.

26. Answer 'Yes' or 'No' to the following statement: "Do most people being coached ask if they are doing OK, or ask about their progress?"

27. What are listed in the notes as the four keys to giving feedback to people being coached?

28. Identify three reasons coaches should undertake monitoring activities in relation to those who they have coached.

29. List three things a coach must strive to be when monitoring activities of those who they have coached.

30. Who might a coach need to report to regarding progress of people they have coached?

31. Give three reasons why coaches may be required to report progress of learners to others.

32. List four ways a coach can become aware of performance problems or difficulties a learner may be having after they have been coached.

Answers to Written Questions

Coach others in job skills – D1.HRD.CL9.01 D1.HHR.CL8.06 D2.TRD.CL8.02

The following are model answers only – Trainers/Assessors must use discretion when determining whether or not an answer provided by a Student is acceptable or not.

1. What is a ‘competency standard’ and why is a knowledge of workplace competency standards important to a workplace coach?

A competency standard is a benchmark level deemed as being the necessary level a person needs to proficiently perform a specific task.

Knowledge is important because the coach only needs to coach a learner to the standard required in the workplace, and not to any standard applying elsewhere.

The coach must also know the standard/competency before they can begin coaching.

2. List three ways you may become aware of the need for workplace coaching of a colleague.

Any from the following:

- As a consequence of staff induction
- Request from colleague
- Directive from management
- Personal observation
- After customer complaint
- As a result of workplace change – equipment/procedures
- As a result of changes in legislation.

3. Answer ‘True’ or ‘False’ to the following statement: “Coaching is less formal than training and focuses more on individual staff need as it is identified at the time.”

True.

4. Complete the following statement: “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:

- Customer service skills
- Technical or practical skills such as operating equipment, making something or completing documentation
- Selling or promoting products and services.

5. List four factors that can individualise the coaching need for staff members.

Any from the following:

- Urgency of need
- Previous training/experience
- Current skill level
- Prior knowledge
- Weaknesses
- Strengths
- Standards required for work
- Time available and personal affairs.

6. Name four outcomes that should be achieved as a consequence of discussing coaching needs with a colleague.

- Explanation why the coaching is needed
- Highlight the benefits of receiving coaching
- 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.

7. What is identified in the notes as ‘the single most common reason for poor coaching’?

Lack of adequate planning.

8. What are the roles of a coaching plan?

- To help you sequence the material you want to deliver to the learner
- To help you remember all the content you need to deliver
- For your use only – no-one else needs to see it, read it or use it
- Provides you with an opportunity to work out in advance:
 - How you will start the session
 - The key points you want to make
 - How you will conclude the session
 - What materials you will need in order to conduct an effective session
 - How you will determine (if applicable) whether the learner has successfully learned what was necessary or intended.

9. What dangers are involved when attempting to coach someone in a skill without having first prepared a Task Breakdown Sheet?

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 *ad hoc* fashion or important key information is missed.

10. What are the three basic components of any coaching plan?

- Introduction
- Body/content
- Conclusion.

11. In relation to the 'Introduction' of a coaching plan, what does the acronym 'GLOSS' stand for?

- G – Get attention, create interest and involvement
- L – Link to previous training/experience
- O – Outcomes of the session
- S – Structure of the session
- S – Stimulate motivation - how training will help work, be enthusiastic.

12. Which information should be presented first in a coaching session – 'Must know information', 'Should know information' or 'Could know information'?

Must know information.

13. When coaching, should you move from 'most important to least important' or from 'least important to most important'?

Most important to least important.

14. List three topics/issues which may be covered by organizational coaching policies.

Any from the following:

- The sequence in which coaching is delivered on various topics
- Who is eligible to receive coaching
- Where the coaching can occur
- Payment for coaching
- Who can deliver the coaching
- Relationship between coaching and formal training.

15. Should the coach 'tell' or 'negotiate' the time and place for coaching to occur?

Negotiate.

16. Identify three possible reasons for workplace coaching.

Any from the following:

- To increase product knowledge
- To address a legally-imposed compliance requirement
- To increase workplace safety
- To reduce wastage
- To increase productivity
- To raise service delivery standards
- To change an existing skill to one required/preferred by the employer
- To prepare the learner for extra duties, promotion or additional responsibilities.

17. What three things should occur before each coaching session?

- 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.

18. What are the two basic techniques commonly used in coaching sessions?

- Explanation
- Demonstration.

19. Why is it important a coach gets a demonstration right the first time it is done with a learner?

- Optimises chances of learner
- Increases coach credibility in the eyes of the learner.

20. What is 'underpinning knowledge'?

Underpinning knowledge refers to the essential knowledge required to carry out tasks or perform skills effectively, legally and as required by the establishment.

21. Give five examples of underpinning knowledge.

Any from the following plus others as appropriate:

- Knowledge of processes and procedures, principles and practices
- Communication skills
- Team work skills
- Planning and organising skills
- Self-management skills
- Learning skills
- Technology skills
- Ingredients in a dish or drink
- Components of a piece of equipment
- Produce knowledge and/or knowledge relating to the services the venue offers
- The range of principles, underscoring skills such as selling
- Reasons for undertaking tasks
- Legislative requirements.

22. How many questions should a coach ask during a coaching session?

Lots of questions.

23. Why is it necessary to check the learner's understanding during a coaching session?

- To determine if extra coaching/top-up coaching is required
- To determine if it is appropriate to move on to the next step/stage of the coaching.

24. While the learner is practising what they have been coached in, what should the coach be doing?

- Watch to ensure they are doing the task correctly
- Provide further information
- Be ready to demonstrate again a step where and when necessary
- Encourage and praise/congratulate.

25. List three ways a coach can encourage the person being coached to ask questions.

Any from the following:

- Regularly ask the learner if they have any questions
- Ask lots of questions yourself
- Congratulate the learner on their question
- Generate an answer to the question – note we have not said ‘answer’ the question.

26. Answer ‘Yes’ or ‘No’ to the following statement: “Do most people being coached ask if they are doing OK, or ask about their progress?”

No.

27. What are listed in the notes as the four keys to giving feedback to people being coached?

- Keep it brief
- Keep it relevant
- Keep it genuine
- Make sure it is warranted.

28. Identify three reasons coaches should undertake monitoring activities in relation to those who they have coached.

To identify:

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

29. List three things a coach must strive to be when monitoring activities of those who they have coached

Any from the following:

- Fair
- Accurate
- Understanding
- Unbiased.

30. Who might a coach need to report to regarding progress of people they have coached?

Any from the following:

- Management and/or the owners of the business
- The HR Department
- Head Office
- The supervisor in the area where the learner works.

31. Give three reasons why coaches may be required to report progress of learners to others.

Any from the following:

- Checking overall skill levels of staff
- Recording extra coaching/training required
- Identifying those who appear appropriate for future skill development
- Providing a reference for promoting employees
- Amending employee's staffing record
- Compiling statistical records.

32. List four ways a coach can become aware of performance problems or difficulties a learner may be having after they have been coached.

As a result of:

- Feedback from customers
- Feedback from supervisors
- Observation of work performance
- Performance reviews.

33. What are the three stages of any coaching session?

- Planning of the session
- Delivery of the session
- Evaluation of the session.

34. List three possible causes of learners having problems or difficulties after coaching has been delivered to them.

Any from the following:

- Poor, insufficient or rushed preparation
- Time restraints
- Communication barriers
- Uncomfortable surroundings
- Inappropriate learning tools
- Broken, dangerous or faulty equipment
- Unmotivated learners
- Insufficient stock, items or products to complete coaching session
- Poor levels of attendance.

Observation Checklist

Student name	
Assessor name	
Location/venue	
Unit of competency	Coach others in job skills D1.HRD.CL9.01 D1.HHR.CL8.06 D2.TRD.CL8.02
Dates of observation	
Instructions	<ol style="list-style-type: none"> 1. Over a period of time observe the student completing each of the following tasks: <ol style="list-style-type: none"> a. Prepare for on-the-job coaching b. Coach colleagues on-the-job c. Follow up coaching 2. Enter the date on which the tasks were undertaken 3. Place a tick in the box to show they completed each aspect of the task to the standard expected in the enterprise 4. Complete the feedback sections of the form, if required.

Did the candidate	Yes	No
Element 1: Prepare for on-the-job coaching		
Identify the need for coaching based on a range of factors	<input type="checkbox"/>	<input type="checkbox"/>
Identify skill deficiencies that could be addressed by coaching needs through discussion with the colleague to be coached	<input type="checkbox"/>	<input type="checkbox"/>
Organise with colleague a suitable time and place to conduct coaching in accordance with enterprise policy	<input type="checkbox"/>	<input type="checkbox"/>

Did the candidate	Yes	No
Element 2: Coach colleagues on-the-job		
Explain to the colleague the overall purpose of coaching	<input type="checkbox"/>	<input type="checkbox"/>
Explain and demonstrate the specific skills to be coached	<input type="checkbox"/>	<input type="checkbox"/>
Communicate clearly any underpinning knowledge required	<input type="checkbox"/>	<input type="checkbox"/>
Check the colleague's understanding	<input type="checkbox"/>	<input type="checkbox"/>
Provide the colleague the opportunity to practice the skill and ask questions	<input type="checkbox"/>	<input type="checkbox"/>
Provide feedback in a constructive and supportive manner	<input type="checkbox"/>	<input type="checkbox"/>
Element 3: Follow up coaching		
Monitor progress with new skills in the workplace and provide supportive assistance as required	<input type="checkbox"/>	<input type="checkbox"/>
Report progress to the appropriate person as required	<input type="checkbox"/>	<input type="checkbox"/>
Identify performance problems or difficulties with the coaching and rectify them or refer them to the appropriate person for follow-up	<input type="checkbox"/>	<input type="checkbox"/>
Did the student's overall performance meet the standard?	<input type="checkbox"/>	<input type="checkbox"/>

Feedback to student and trainer/assessor			
Strengths:			
Improvements needed:			
General comments:			
Candidate signature		Date	
Assessor signature		Date	

Third Party Statement

Student name:			
Name of third party:		Contact no	
Relationship to student:	<input type="checkbox"/> Employer <input type="checkbox"/> Supervisor <input type="checkbox"/> Colleague <input type="checkbox"/> Other <i>Please specify: _____</i> <i>Please do not complete the form if you are a relative, close friend or have a conflict of interest]</i>		
Unit of competency:	Coach others in job skills D1.HRD.CL9.01 D1.HHR.CL8.06 D2.TRD.CL8.02		
<p>The student is being assessed against industry competency standards and we are seeking your support in the judgement of their competence.</p> <p>Please answer these questions as a record of their performance while working with you. Thank you for your time.</p>			
Do you believe the trainee has demonstrated the following skills? <i>(tick the correct response]</i>	Yes	No	Not sure
Prepares for coaching by identifying need and skill deficiencies based on identified factors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organises time and venue to conduct coaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conducts on-the-job coaching explaining purpose of coaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explains, demonstrates and checks understanding of specific skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicates clearly underpinning knowledge required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provides opportunity for practice of skills and questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provides feedback and support in a constructive and supportive manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follows up after coaching to monitor progress with new skills and provides extra help as required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reports trainee/colleague progress to the appropriate person as required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies and addresses workplace performance problems or difficulties with coaching, referring to others as necessary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments/feedback from Third Party to Trainer/Assessor:

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Third party signature:

Date:

Send to:

Competency Recording Sheet

Name of Student		
Name of Assessor/s		
Unit of Competency	Coach others in job skills	D1.HRD.CL9.01; D1.HHR.CL8.06; D2.TRD.CL8.02
Date assessment commenced		
Date assessment finalised		
Assessment decision	Competent / Not Yet Competent (Circle one)	
Follow up action required (Insert additional work and assessment required to achieve competency)		
Comments/observations by assessor/s		

Place a tick (✓) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Element 1: Prepare for on-the-job coaching						
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						
Organise with colleague a suitable time and place to conduct coaching in accordance with enterprise policy						
Element 2: Coach colleagues on-the-job						
Explain to the colleague the overall purpose of coaching						
Explain and demonstrate the specific skills to be coached						
Communicate clearly any underpinning knowledge required						
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						

Place a tick (✓) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Element 3: Follow up coaching						
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 for follow-up						

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