### UNIT TITLE: COACH OTHERS IN JOB SKILLS

<table>
<thead>
<tr>
<th>UNIT NUMBER:</th>
<th>D1.HRD.CL9.01</th>
<th>D1.HHR.CL8.06</th>
<th>D2.TRD.CL8.02</th>
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### NOMINAL HOURS: 25 hours

### 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

<table>
<thead>
<tr>
<th>Element 1: Prepare for on job coaching</th>
<th>UNIT VARIABLE AND ASSESSMENT GUIDE</th>
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<tbody>
<tr>
<td>1.1 Identify the need for coaching based on a range of factors</td>
<td><strong>Unit Variables</strong></td>
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<tr>
<td>1.2 Identify skill deficiencies that could be addressed by coaching needs through discussion with the colleague to be coached</td>
<td>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.</td>
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<tr>
<td>1.3 Organize with colleague a suitable time and place to conduct coaching in accordance with enterprise policy, where appropriate</td>
<td>This unit applies to all industry sectors that seek to coach others in job skills within the labor divisions of the hotel and travel industries and may include:</td>
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<tr>
<th><strong>Element 2: Coach colleagues on the job</strong></th>
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<tbody>
<tr>
<td>2.1 Explain to the colleague the overall purpose of coaching</td>
<td></td>
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<tr>
<td>2.2 Explain and demonstrate the specific skills to be coached</td>
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<tr>
<td>2.3 Communicate clearly any underpinning knowledge required</td>
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<tr>
<td>2.4 Check the colleague’s understanding</td>
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<tr>
<td>2.5 Provide the colleague the opportunity to practice the skill and ask questions</td>
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<tr>
<td>2.6 Provide feedback in a constructive and supportive manner</td>
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*Coaching may relate to:*
- explanation
- demonstration
- review
- trainee explanation
- trainee demonstration
- feedback.
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<tr>
<th>Element 3: Follow up coaching</th>
<th>Factors may include:</th>
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<tbody>
<tr>
<td>3.1 Monitor progress with new skills in the workplace and provide supportive assistance as required</td>
<td>- requesting coaching from colleague</td>
</tr>
<tr>
<td>3.2 Report progress to the appropriate person as required</td>
<td>- own observation and workplace experience</td>
</tr>
<tr>
<td>3.3 Identify performance problems or difficulties with the coaching and rectify them or refer them to the appropriate person for follow-up</td>
<td>- direction from other colleagues.</td>
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**Skill deficiencies that could be addressed by coaching** should relate to:

- 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 servicing.

**Suitable time and place** may include:

- on-the-job during work hours
- before or after work
- in a simulated location away from the actual workplace.

**Purpose of coaching** may include:

- skills development
- address performance problems
- request of supervisor or other person.

**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**
- Analyze 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:
• 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

*Level 1 = competence to undertake tasks effectively*

*Level 2 = competence to manage tasks*

*Level 3 = competence to use concepts for evaluating*

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<thead>
<tr>
<th>Key Competencies</th>
<th>Level</th>
<th>Examples</th>
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<tbody>
<tr>
<td>Collecting, organizing and analyzing information</td>
<td>1</td>
<td>Identify skill requirements and organize information and materials required to conduct an effective coaching session</td>
</tr>
<tr>
<td>Communicating ideas and information</td>
<td>3</td>
<td>Give instructions to others being coached; seek and provide feedback on training session; question colleague about aspects of skills covered in coaching session/s</td>
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<tr>
<td>Planning and organizing activities</td>
<td>2</td>
<td>Plan content of coaching session/s and organize coaching session, including venue, equipment, time, etc</td>
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<tr>
<td>Working with others and in teams</td>
<td>3</td>
<td>Coach colleagues in a manner that builds effective working relationships</td>
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<tr>
<td>Using mathematical ideas and techniques</td>
<td>0</td>
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<tr>
<td>Solving problems</td>
<td>3</td>
<td>Deal with communication breakdowns; identify and address barriers to effective participation in coaching session, including those that relate to diversity</td>
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<tr>
<td>Using technology</td>
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