

<b>UNIT TITLE:</b> COACH OTHERS IN JOB SKILLS		<b>NOMINAL HOURS:</b> 25 hours
<b>UNIT NUMBER:</b> D1.HRD.CL9.01 D1.HHR.CL8.06 D2.TRD.CL8.02		
<b>UNIT DESCRIPTOR:</b> 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.		
<b>ELEMENTS AND PERFORMANCE CRITERIA</b>	<b>UNIT VARIABLE AND ASSESSMENT GUIDE</b>	
<p><b>Element 1: Prepare for on job coaching</b></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><b>Element 2: Coach colleagues on the job</b></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>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><b>Unit Variables</b></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 labor divisions of the hotel and travel industries and may include:</p> <ol style="list-style-type: none"> <li>1. Front Office</li> <li>2. Housekeeping</li> <li>3. Food and Beverage Service</li> <li>4. Food Production</li> <li>5. Travel Agencies</li> <li>6. Tour Operation</li> </ol> <p><i>Coaching</i> may relate to:</p> <ul style="list-style-type: none"> <li>• explanation</li> <li>• demonstration</li> <li>• review</li> <li>• trainee explanation</li> <li>• trainee demonstration</li> <li>• feedback.</li> </ul>	

<p><b>Element 3: Follow up coaching</b></p> <p><b>3.1</b> <i>Monitor progress</i> with new skills in the workplace and provide supportive assistance as required</p> <p><b>3.2</b> Report progress to the appropriate person as required</p> <p><b>3.3</b> Identify <i>performance problems or difficulties</i> with the coaching and rectify them or refer them to the appropriate person for follow-up</p>	<p><i>Factors</i> may include:</p> <ul style="list-style-type: none"> <li>• requesting coaching from colleague</li> <li>• own observation and workplace experience</li> <li>• direction from other colleagues.</li> </ul> <p><i>Skill deficiencies that could be addressed by coaching</i> should relate to:</p> <ul style="list-style-type: none"> <li>• 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"> <li>▪ customer service skills</li> <li>▪ technical or practical skills such as operating equipment, making something or completing documentation</li> <li>▪ selling or promoting products and servicing.</li> </ul> </li> </ul> <p><i>Suitable time and place</i> may include:</p> <ul style="list-style-type: none"> <li>• on-the-job during work hours</li> <li>• before or after work</li> <li>• in a simulated location away from the actual workplace.</li> </ul> <p><i>Purpose of coaching</i> may include:</p> <ul style="list-style-type: none"> <li>• skills development</li> <li>• address performance problems</li> <li>• request of supervisor or other person.</li> </ul> <p><i>Specific skills</i> may relate to:</p> <ul style="list-style-type: none"> <li>• skills required to support introduction of new equipment</li> <li>• skills required to support introduction of new processes</li> <li>• skills required to support introduction of new procedures</li> <li>• skills required to complete a job or task effectively and efficiently.</li> </ul>
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*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*

<b>Key Competencies</b>	<b>Level</b>	<b>Examples</b>
Collecting, organizing and analyzing 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 organizing 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	