

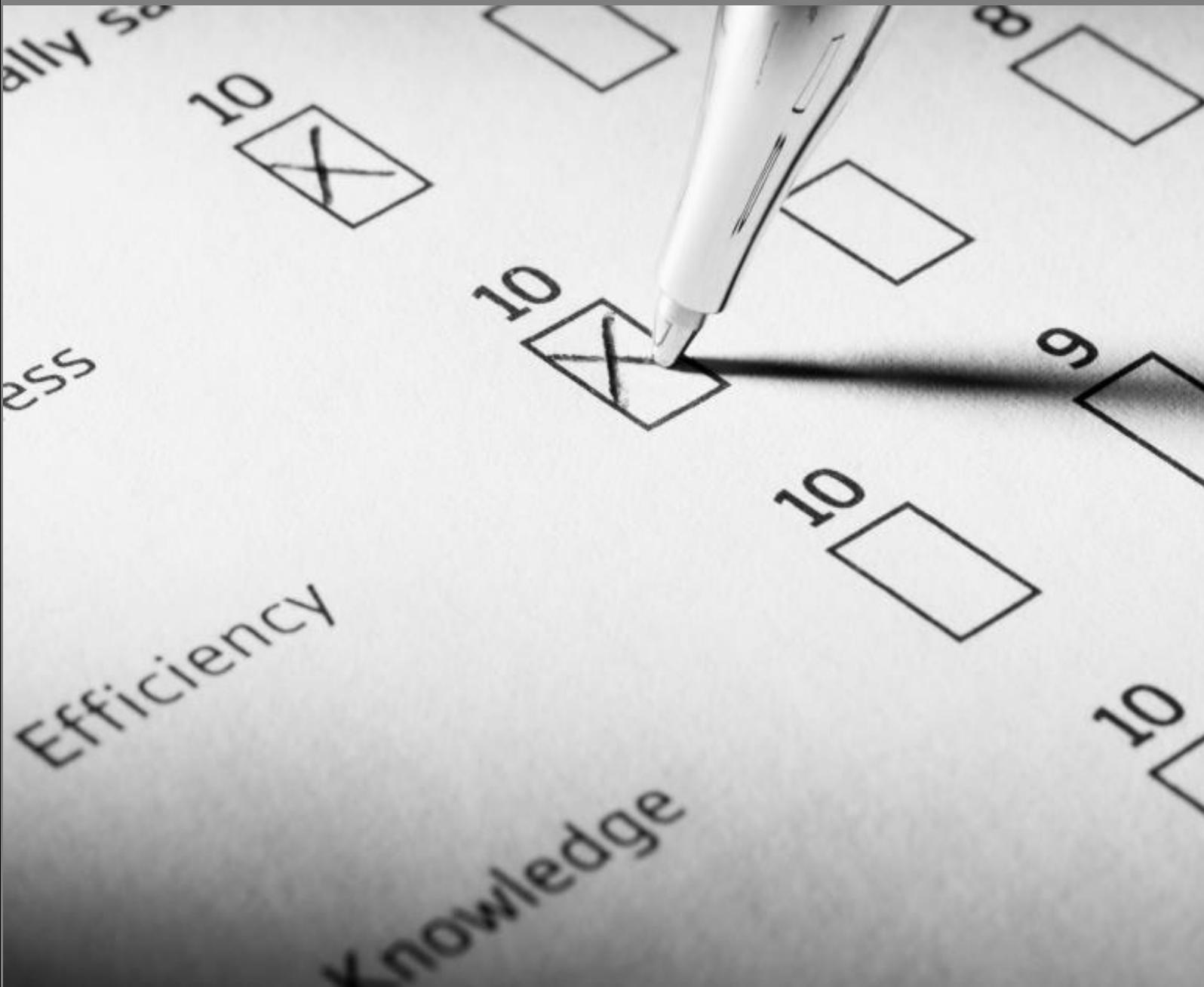


Provide professional support to colleagues

D1.HML.CL10.14

D1.HRM.CL9.05

Assessor Manual



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Assessor Manual



William Angliss Institute

Specialist centre
for foods, tourism
& hospitality

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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/audiotapes
- 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 'Pass Competent'/'Not Yet Competent' decision must be captured.

In practice this means a minimum of 2 – 3 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 (RPL)

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 PC/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

	Tick (✓)	Remarks
Prior to the assessment I have:		
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
- The 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:
 - a) Ticking PC or NYC, as appropriate
 - b) Entering ‘Remarks’ as required
 - c) 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 'Pass 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:
 - Pass 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 'Pass 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: PROVIDE PROFESSIONAL SUPPORT TO COLLEAGUES		NOMINAL HOURS: 60
UNIT NUMBER: D1.HML.CL10.14 D1.HRM.CL9.05		
UNIT DESCRIPTOR: This unit deals with skills and knowledge required to enable experienced supervisors to provide workplace mentoring support to subordinates and their peers		
ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE	
<p>Element 1: Describe the nature of internal professional support to colleagues</p> <p>1.1 Identify the <i>benefits of initiating workplace support</i> to colleagues</p> <p>1.2 Identify the <i>staff who may provide internal professional support</i></p> <p>1.3 Identify the <i>staff who may receive internal professional support</i></p> <p>1.4 Describe the <i>resources</i> that may be required to provide professional support</p> <p>Element 2: Create and maintain a positive and supportive relationship with colleagues</p> <p>2.1 Apply appropriate <i>interpersonal skills</i></p> <p>2.2 Develop mutual trust, confidence and rapport</p> <p>2.3 Maintain colleague's privacy</p> <p>2.4 Share workplace experiences, frustrations and challenges</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 enabling experienced supervisors to provide workplace mentoring support to subordinates and peers within the labor 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>Benefits of initiating workplace support</i> may be related to:</p> <ul style="list-style-type: none"> • Greater sense of confidence and competence amongst colleagues • Greater consistency in customer service delivery 	

<p>2.5 Encourage and motivate colleagues</p> <p>2.6 Address <i>out-of-work situations</i> that are having an impact on-the-job performance</p> <p>Element 3: Provide structured support to colleagues</p> <p>3.1 Identify opportunities and agree on requirements for <i>structured off-the-job support mechanisms</i></p> <p>3.2 Develop structured and scheduled off-the-job support mechanisms</p> <p>3.3 Develop <i>outlines and objectives</i> for structured and scheduled off-the-job support mechanisms</p> <p>3.4 <i>Modify structured off-the-job support</i> as required</p> <p>Element 4: Provide unstructured support to colleagues</p> <p>4.1 Identify opportunities for chance <i>on-the-job support</i></p> <p>4.2 Deliver appropriate on-the-job support</p> <p>4.3 <i>Integrate on-the-job support</i> with off-the-job support</p>	<ul style="list-style-type: none"> • Lowered levels of staff turnover • Feelings of shared frustrations, concerns and issues • Ability to address workplace issues in a supportive environment • Enhanced teamwork • Higher levels of understanding of workplace situations and other workers. <p><i>Staff who may provide internal professional support</i> might include:</p> <ul style="list-style-type: none"> • Owners • Managers • Supervisors and department heads • Training officers • Senior personnel • Staff with substantial experience within the enterprise. <p><i>Staff who may receive internal professional support</i> might include:</p> <ul style="list-style-type: none"> • Operational staff at all levels, all grades, all work classifications, including new and experienced staff • Managers and senior level staff • Other supervisors • Staff new to a position. <p><i>Resources</i> required may include:</p> <ul style="list-style-type: none"> • Time • A suitable venue that enables privacy • Training support equipment and materials
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- Networking facilities
 - Enterprise support.
- Interpersonal skills* could include:
- Verbal and non-verbal communication skills
 - Negotiation and conflict resolution skills
 - Training, mentoring and coaching skills
 - Listening and questioning skills
 - Motivational skills
 - Analytical skills
 - Ability to empathize with people
 - Ability to develop rapport with people and engender trust and confidence
 - Ability to maintain confidences
 - Tact and diplomacy
 - Helping skills.
- Out-of-work situations* may include:
- Family/marital issues and problems
 - Financial worries
 - Personal health issues
 - Problems with addiction.
- Structured off-the-job support mechanisms* may include:
- The need to refer colleagues to external support agencies or individuals
 - Focus group sessions

- Formal meetings
- Discussion groups
- Counselling sessions
- Development of self-help groups
- Additional and targeted training
- Arranging targeted work experience within the venue
- One-on-one sessions.

Outlines and objectives may relate to:

- Personal goal setting
- Career guidance
- Modification of existing training
- Setting timeframes for goal achievement
- Allocating resources to enable goal attainment
- Coordinating out-of-hours ancillary assistance
- Integrating other duties and responsibilities with identified off-the-job support activities
- Revising current outlines and objectives in accordance with individual need.

Modify structured off-the-job support may refer to:

- Changes in workplace and individual or group interpersonal dynamics
- Emerging issues and changing demands experienced by the facilitator
- Resolution of issue/problem that initiated original contact
- Responding to workplace demands, such as new staff, extra trade, increased trading hours, workplace issues that arise.

On-the-job support may relate to:

- Provision of workplace mentoring and coaching
- Revision of existing workplace targets and responsibilities
- Arranging supplementary training
- Utilizing other staff to assist in support provision
- Modifications to existing physical workplace, utensils, equipment
- Providing encouragement and motivation
- Recognizing, rewarding and celebrating achievement.

Integrate on-the-job support with off-the-job support may include:

- Liaising with trainers, supervisors and other staff
- Assisting in the re-scheduling of work
- Modifying current workloads
- Providing additional assistance
- Valuing the employee as an asset to the business
- Catering for individual differences in need, learning preferences, training times and training delivering methodologies.

Assessment Guide

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

- Knowledge of the enterprise's policies and procedures in regard to staff support, including staff development
- Principles of training, mentoring and workplace coaching
- Ability to use and demonstrate the items, equipment and processes in the nominated enterprise area
- Ability to apply appropriate interpersonal skills especially communication skills.

Linkages To Other Units

- Coach others in job skills
- Manage and resolve conflict situations
- Work effectively with colleagues and customers
- Work in a socially diverse environment
- Develop and supervise operational approaches
- Manage the effective use of human resources
- Monitor workplace operations
- Monitor staff performance.

Critical Aspects of Assessment

Evidence of the following is essential:

- Demonstrated ability to organize appropriate off-the-job support for colleagues
- Demonstrated ability to organize appropriate on-the-job support for colleagues
- Demonstrated ability to address identified colleague issues and, where possible and practical, resolve them
- Demonstrated ability to provide sensitive, personal and confidential assistance to colleagues across a range of nominated workplace issues
- Demonstrated ability to remain non-judgmental while providing support to colleagues
- Demonstrated ability to keep discussions and support, confidential
- Demonstrated ability to integrate on-the-job and off-the-job support, where appropriate
- Demonstrated ability to refer colleagues to an external professional, as appropriate.

	<p>Context of Assessment</p> <p>Assessment must ensure:</p> <ul style="list-style-type: none"> • Actual or simulated workplace situations and conditions, including problems and issues, relevant to the appropriate industry sector. <p>Resource Implications</p> <p>Training and assessment must include the application of support provision to colleagues in both on-the-job and off-the-job situations; and access to workplace standards, procedures, policies, guidelines, tools and equipment.</p> <p>Assessment Methods</p> <p>The following methods may be used to assess competency for this unit:</p> <ul style="list-style-type: none"> • Observation of practical candidate performance • Role plays • Case studies • Oral and written questions • 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, organizing and analyzing information	2	Gather information to assist in defining problems and identifying possible solutions

	Communicating ideas and information	2	Talk with colleagues to identify problems and develop acceptable courses of action to achieve resolution
	Planning and organizing activities	2	Schedule off-the-job support activities; integrate off-the-job and on-the-job support activities
	Working with others and in teams	2	Cooperate and liaise with others, internally and externally, to achieve a satisfactory outcome to identified problems
	Using mathematical ideas and techniques	-	
	Solving problems	3	Support the resolution of problems, situations, challenges, worries and issues presented by colleagues
	Using technology	1	Record arrangements and support details on a secure and internal system

Oral Questions

Student name	
Assessor name	
Location/venue	
Unit of competency	Provide professional support to colleagues D1.HML.CL10.14 D1.HRM.CL9.05
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 (Pass Competent 'PC' or Not Yet Competent 'NYC') 3. Write short-form student answer in the space provided for each question.

Questions	Response	
	PC	NYC
1. What are the benefits of initiating workplace support for colleagues?	<input type="checkbox"/>	<input type="checkbox"/>
2. How would you identify colleagues in the workplace who may be able and capable of providing internal professional support to colleagues?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
3. How would you identify colleagues in the workplace who need or would benefit from being provided with internal professional support?	<input type="checkbox"/>	<input type="checkbox"/>
4. What resources may be available or used to provide internal professional support to colleagues in the workplace?	<input type="checkbox"/>	<input type="checkbox"/>
5. What interpersonal skills need to be applied when creating and maintaining a positive and supportive relationship with colleagues in the workplace?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
6. What techniques can be used to develop mutual trust, confidence and rapport with colleagues as part of the supportive and positive relationship that needs to exist when providing professional support to colleagues in the workplace?	<input type="checkbox"/>	<input type="checkbox"/>
7. What action may need to be taken in the workplace to maintain privacy in relation to the professional support being provided to a colleague?	<input type="checkbox"/>	<input type="checkbox"/>
8. What are the benefits and objectives of sharing a colleague's workplace experiences, frustrations and challenges as part of the process of providing them with professional support?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
9. What could you do to motivate and/or encourage a colleague in the workplace to whom you are providing professional support?	<input type="checkbox"/>	<input type="checkbox"/>
10. What out-of-work factors might negatively impact on a colleague's workplace performance?	<input type="checkbox"/>	<input type="checkbox"/>
11. Why is it important to obtain agreement from a colleague when identifying the support to be provided to them as part of the delivery of workplace professional support?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
12. Give me three examples of structured and scheduled support that may be given to a colleague as part of the professional support they receive in the workplace.	<input type="checkbox"/>	<input type="checkbox"/>
13. What are three examples of outlines and/or objectives that may be developed for structured and scheduled off-the-job support provided for a colleague in the workplace?	<input type="checkbox"/>	<input type="checkbox"/>
14. What action could you take in the workplace to modify structured support to a colleague as part of the professional workplace support they are being provided with?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
15. What possibilities exist in the workplace to provide chance on-the-job support to a colleague?	<input type="checkbox"/>	<input type="checkbox"/>
16. Why is it essential to deliver 'appropriate' on-the-job support to colleagues in the workplace?	<input type="checkbox"/>	<input type="checkbox"/>
17. Why is it vital to integrate on-the-job support provided to a colleague as part of the professional support they receive with off-the-job support being provided?	<input type="checkbox"/>	<input type="checkbox"/>

Written Questions

Provide professional support to colleagues – D1.HML.CL10.14
D1.HRM.CL9.05

Student Name: _____

Answer all the following questions and submit to your Trainer.

1. What is support?

2. Support has many benefits. What are two benefits of support to:

A) Managers?

B) Staff?

C) Customers?

3. What are three signs indicating the need for support?

4. What are examples of specialist support Human Resources would provide to departmental managers and staff?

5. What are two reasons why people may need support from others?

6. What are two people who may require support from others?

7. What are two types of support that can be provided? Provide an example of each.

8. Answer 'True' or 'False' to the following statement: Different types of support are required for different situations.

True False

9. Interpersonal skills are important when providing support. Please identify three types of interpersonal skills.

10. What are two types of communication you can use when providing support?

11. How can you demonstrate trust, support and respect for others in your team?

12. Answer 'True' or 'False' to the following statement: Trust is very important in providing support.

True False

13. Answer 'True' or 'False' to the following statement: Privacy should not exist in a workplace. If someone has a problem, it should be discussed in the open.

True False

14. What are two ways you can ensure a colleague's privacy?

15. Answer 'True' or 'False' to the following statement: Being able to share experiences and frustrations with someone is a good way of providing and receiving support.

True False

16. When sharing experiences, it may be good to involve other people. Provide an example of when you would involve another person and what information they could contribute.

17. What are two ways to encourage colleagues?

18. What are two ways to motivate colleagues?

19. Answer 'True' or 'False' to the following statement: If a person has a personal problem that is affecting their work performance, it should not be discussed, as it is personal.

True False

20. What are two types of out-of-work problems that may affect work performance?

21. What is mentoring?

22. What are two benefits of mentoring for learners?

23. What are three things to consider and agree on when scheduling mentoring meetings?

24. Answer 'True' or 'False' to the following statement: It is a good idea to clarify roles and expectations at the start of the mentoring process.

True False

25. Imagine you were a staff member in an organisation, what would be three goals you would have if you had a mentor?

26. What does KPI stand for and what is it?

27. What are two reasons why a mentoring relationship may change?

28. What changes can be made within a mentoring relationship?

29. Answer 'True' or 'False' to the following statement: On-the-job support is normally given by a manager in a designated meeting area.

True False

30. If you were a waiter, what are two types of on-the-job support you could give to another waiter?

31. Answer 'True' or 'False' to the following statement: Encouragement by a manager is an example of on-the-job support.

True False

32. Answer 'True' or 'False' to the following statement: A staff member is not able to provide on-the-job support to managers.

True False

33. Answer 'True' or 'False' to the following statement: Putting what you have learnt in off-the-job mentoring into practice on-the-job is a great way of providing support.

True False

34. Answer 'True' or 'False' to the following statement: Mentoring is normally done on-the-job.

True False

Answers to Written Questions

Provide professional support to colleagues – D1.HML.CL10.14 D1.HRM.CL9.05

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 support?

It can be defined as:

- To hold up
- To provide a foundation
- To maintain
- To provide assistance, advice and help.

The aim of any support or mentoring approach is to enable a recipient to achieve either work related or personal goals and objectives.

2. Support has many benefits. What are two benefits of support to:

A) Managers?

B) Staff?

C) Customers?

Benefits to managers

- Opportunity to help staff
- Improved teamwork and morale
- Greater understanding of current skill levels of staff
- Greater understanding of what resources staff need in order to perform their responsibilities and job tasks
- Higher levels of customer service
- Higher levels of productivity and profitability
- More skilled workforce
- Higher levels of customer satisfaction
- Greater chance of increased repeat business
- Less customer complaints.

Benefits to staff

- Ability to increase their knowledge, skills and attitudes
- Ability to learn and get ideas from experienced people
- Increased confidence in undertaking tasks
- Better equipped to undertake their jobs
- Better relationship with managers as they get to know them and feel like their work is valued
- Less accidents, mistakes and complaints
- Higher tips through increased customer satisfaction
- More opportunity for promotions.

Benefits to customers

- Higher levels of service
- Better value for money.

3. What are three signs indicating the need for support?

Signs of identifying the need for support

- Observation – viewing an inability of a person to undertake job tasks or constantly making mistakes
- Staff behavior – they may be reluctant, frustrated, stressed or not motivated in starting or completing a task
- Direct request from a person – this can be a direct request or repeatedly asking for help
- Customer complaints – customers may have complained about a person's behavior or performance
- Productivity reports – reports may show that a person is unable to perform tasks to a set quality or quantity standard
- New tasks or job role – new tasks and responsibilities may require staff to receive additional resources or training.

4. What are examples of specialist support Human Resources would provide to departmental managers and staff?

They will provide support to managers in relation to employment law, preparing job descriptions, advertisements, initial and exit interviews, performance reviews, induction, training programs and termination

They provide support to staff through training programs and counselling services.

5. What are two reasons people may need support from others?

On many occasions people need the assistance of others because:

- They don't know how to do it
- They don't have the time
- Others are better equipped to do it
- They need more than one person to do it.

6. What are two people who may require support from others?

The people who need assistance will commonly include:

- Colleagues
- People from other, but related, departments
- Managers and supervisors.

7. What are two types of support that can be provided? Provide an example of each.

- Physical support – skill sets and actual physical help whether it be lifting, carrying, pushing or pulling
- Intellectual support – frameworks, documents, files, knowledge and advice
- Financial support – money needed to be able to undertake an activity
- Infrastructural support – physical items including buildings, equipment, furnishing, fittings and fixtures
- Resources support – food, beverages, uniforms, stationary and other supplies
- Mentoring – advice and guidance

8. Answer 'True' or 'False' to the following statement: Different types of support are required for different situations.

The answer is true.

9. Interpersonal skills are important when providing support. Please identify three types of interpersonal skills.

- A genuine service ethic
- Patience
- Excellent communication skills
- A sense of humour
- The ongoing need to be polite and courteous
- Warmth and empathetic
- Knowing when to back off and allow people to help themselves
- Being yourself

- Knowing your own personal limitations
- Consistency.

10. What are two types of communication you can use when providing support?

The basic communication options include:

- Verbal – including face-to-face communication and talking on the phone. This also embraces the use of languages other than English and the use of indigenous languages
- Written format – which includes electronic mail and hard copy communications such as letters, signs, labels, posters and advertising and warning material
- Non-verbal – facial expressions, gestures, sign language
- Use of an interpreter to interpret verbal and printed language.

11. How can you demonstrate trust, support and respect for others in your team?

- Never participating in gossip or talking negatively about any staff member
- Not spending time with customers who want to criticize workmates
- Not blaming any workmates for anything
- Not taking the credit for what another staff member has done
- Supporting decisions that colleagues have made
- Treating co-workers in keeping with any cultural individuality that apply to them.

12. Answer 'True' or 'False' to the following statement: Trust is very important in providing support.

The answer is true.

13. Answer 'True' or 'False' to the following statement: Privacy should not exist in a workplace. If someone has a problem, it should be discussed in the open.

The answer is false.

14. What are two ways you can ensure a colleague's privacy?

There are a number of ways in which you can ensure a colleague's privacy including:

- Never discussing the matter with others
- Seek the approval and permission of the person before sharing information with others. This may be necessary if you are unable to solve the problem yourself and you need the assistance of a specialist or professional
- Ensure all documentation or notes relating to the matter are kept in a secure location
- Arrange meeting times which ensure privacy whilst remaining in the bounds of professionalism.

- 15. Answer 'True' or 'False' to the following statement: Being able to share experiences and frustrations with someone is a good way of providing and receiving support.**

The answer is true.

- 16. When sharing experiences, it may be good to involve other people. Provide an example of when you would involve another person and what information they could contribute?**

People include managers, suppliers, customers, government bodies, and professional consultants.

The type of information should be relevant.

- 17. What are two ways to encourage colleagues?**

- Show genuine interest
- Appreciate their efforts
- Know the power of encouragement
- Understand what encourages you and others
- Appreciate the value in others
- Share encouraging and positive thoughts
- Think of the end in mind
- 'No pain, no gain'
- You are in this together
- Tell them how they have encouraged you.

- 18. What are two ways to motivate colleagues?**

- Start by self motivation
- Share information
- Listen and incorporate ideas
- Ownership
- Set mutually agreeable goals
- Keep things informal
- Identify achievements
- Encourage people to try
- Be positive
- Listen, respect and support people
- Have meaningful rewards.

19. Answer 'True' or 'False' to the following statement: If a person has a personal problem that is affecting their work performance, it should not be discussed, as it is personal.

True False

The answer is false.

20. What are two types of out-of-work problems that may affect work performance?

- Relationships
- Personal health
- Family problems
- Life changing situations
- Emotional difficulties
- Substance abuse
- Depression
- Anger
- Financial problems.

21. What is mentoring?

It is a relationship between two people where a more experienced person works in collaboration with a less experienced person to give the less experienced person the benefit of their knowledge, experience, perspective, contacts, insight and wisdom.

22. What are two benefits of mentoring for learners?

- Increased self-confidence
- Provides a source of relevant advice based on actual experience
- An ear to listen to problems, challenges and difficulties
- Makes for better decision making
- Stimulates motivation and energy to achieve goals
- Provides a support base
- Facilitates networking
- Allows gaining an insight and perspective which may not otherwise be available
- Facilitates access to resources.

23. What are three things to consider and agree on when scheduling mentoring meetings?

- Face to face meetings
- Alternate contact
- Out of bounds' topics
- Locations of meetings
- Scheduling of meetings.

24. Answer 'True' or 'False' to the following statement: It is a good idea to clarify roles and expectations at the start of the mentoring process.

The answer is true.

25. Imagine you were a staff member in an organisation, what would be three goals you would have if you had a mentor?

The answers are personal and therefore could be different.

26. What does KPI stand for and what is it?

Key Performance Indicators (KPIs) are specific goals or levels of achievement.

27. What are two reasons why a mentoring relationship may change?

Changes in the mentoring relationship may include:

- Inability of one party to continue participation
- Identification of a need for assistance from others with different skills, experience, or knowledge
- Achievement of goals as identified in the goal setting phase and a decision to conclude the mentoring relationship
- Changes in the dynamic of the relationship.

28. What changes can be made within a mentoring relationship?

Possible changes which may need to be made can include:

- Changes to frequency of meetings
- Changes to duration of meetings
- Changes to meeting locations
- Changes to the type of meeting
- Changes to the support provided
- Changes to the information and experience available
- Altering personal style
- Changing existing plans.

29. **Answer 'True' or 'False' to the following statement: On-the-job support is normally given by a manager in a designated meeting area.**

The answer is false.

30. **If you were a waiter, what are two types of on-the-job support you could give to another waiter?**

There are many possible responses.

31. **Answer 'True' or 'False' to the following statement: Encouragement by a manager is an example of on-the-job support.**

The answer is true.

32. **Answer 'True' or 'False' to the following statement: A staff member is not able to provide on-the-job support to managers.**

The answer is false.

33. **Answer 'True' or 'False' to the following statement: Putting what you have learnt in off-the-job mentoring into practice on-the-job is a great way of providing support.**

The answer is true.

34. **Answer 'True' or 'False' to the following statement: Mentoring is normally done on-the-job.**

The answer is false.

Observation Checklist

Student name	
Assessor name	
Location/venue	
Unit of competency	Provide professional support to colleagues D1.HML.CL10.14 D1.HRM.CL9.05
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) Describe the nature of internal professional support to colleagues b) Create and maintain a positive and supportive relationship with colleagues c) Provide structured support to colleagues d) Provide unstructured support to colleagues 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: Describe the nature of internal professional support to colleagues		
Identify the benefits of initiating workplace support to colleagues	<input type="checkbox"/>	<input type="checkbox"/>
Identify the staff who may provide internal professional support	<input type="checkbox"/>	<input type="checkbox"/>
Identify the staff who may receive internal professional support	<input type="checkbox"/>	<input type="checkbox"/>
Describe the resources that may be required to provide professional support	<input type="checkbox"/>	<input type="checkbox"/>
Element 2: Create and maintain a positive and supportive relationship with colleagues		
Apply appropriate interpersonal skills	<input type="checkbox"/>	<input type="checkbox"/>

Develop mutual trust, confidence and rapport	<input type="checkbox"/>	<input type="checkbox"/>
Maintain colleague's privacy	<input type="checkbox"/>	<input type="checkbox"/>
Share workplace experiences, frustrations and challenges	<input type="checkbox"/>	<input type="checkbox"/>
Encourage and motivate colleagues	<input type="checkbox"/>	<input type="checkbox"/>
Address out-of-work situations that are having an impact on-the-job performance	<input type="checkbox"/>	<input type="checkbox"/>
Element 3: Provide structured support to colleagues		
Identify opportunities and agree on requirements for structured off-the-job support mechanisms	<input type="checkbox"/>	<input type="checkbox"/>
Develop structured and scheduled off-the-job support mechanisms	<input type="checkbox"/>	<input type="checkbox"/>
Develop outlines and objectives for structured and scheduled off-the-job support mechanisms	<input type="checkbox"/>	<input type="checkbox"/>
Modify structured off-the-job support as required	<input type="checkbox"/>	<input type="checkbox"/>
Element 4: Provide unstructured support to colleagues		
Identify opportunities for chance on-the-job support	<input type="checkbox"/>	<input type="checkbox"/>
Deliver appropriate on-the-job support	<input type="checkbox"/>	<input type="checkbox"/>
Integrate on-the-job support with off-the-job support	<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:	Provide professional support to colleagues D1.HML.CL10.14 D1.HRM.CL9.05		
<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
Recognizes the benefits of initiating workplace support to colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies staff who may provide and may require internal professional support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies resources required to provide professional support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applies appropriate interpersonal skills when creating and maintaining support for colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shares workplace experiences, frustrations and challenges of colleagues while maintaining their privacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encourages and motivates colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addresses out-of-work situations impacting on-the-job performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies and develops opportunities and agrees on requirements for structured off-the-job support mechanisms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modifies structured off-the-job support as required for colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies opportunities for and delivers chance on-the-job support integrating same into off-the-job support	<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	Provide professional support to colleagues	D1.HML.CL10.14 D1.HRM.CL9.05
Date assessment commenced		
Date assessment finalised		
Assessment decision	Pass 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: Describe the nature of internal professional support to colleagues						
Identify the benefits of initiating workplace support to colleagues						
Identify the staff who may provide internal professional support						
Identify the staff who may receive internal professional support						
Describe the resources that may be required to provide professional support						
Element 2: Create and maintain a positive and supportive relationship with colleagues						
Apply appropriate interpersonal skills						
Develop mutual trust, confidence and rapport						
Maintain colleague's privacy						
Share workplace experiences, frustrations and challenges						
Encourage and motivate colleagues						
Address out-of-work situations that are having an impact on-the-job performance						

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: Provide structured support to colleagues						
Identify opportunities and agree on requirements for <i>structured off-the-job support mechanisms</i>						
Develop structured and scheduled off-the-job support mechanisms						
Develop <i>outlines and objectives</i> for structured and scheduled off-the-job support mechanisms						
<i>Modify structured off-the-job support</i> as required						
Element 4: Provide unstructured support to colleagues						
Identify opportunities for chance <i>on-the-job support</i>						
Deliver appropriate on-the-job support						
<i>Integrate on-the-job support</i> with off-the-job support						
Candidate signature:			Date:			
Assessor signature:			Date:			

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