

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.
	<p><i>Specific skills</i> may relate to:</p>

- 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:

- 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

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	