



Australian Government

Department of Education, Employment and Workplace Relations

CHCORG529B Provide coaching and motivation

Release: 1

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Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to provide on-the-job coaching to clients or colleagues

Application of the Unit

Application

This unit reflects the situation in many community services workplaces where 'buddy' systems and on job coaching are extremely common

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Prepare for on job coaching

- 1.1 Identify the need for coaching based on a range of *factors*
- 1.2 Identify individual coaching needs through discussion with client or colleague to be coached
- 1.3 Where appropriate, organise with client or colleague a specific time and place for coaching in accordance with organisation policy
- 1.4 Identify specific coaching needs through observation and evaluation of specific on-the-job procedures

ELEMENT**PERFORMANCE CRITERIA****2. Coach on the job**

- 2.1 Explain to the colleague the overall purpose of coaching
- 2.2 Explain and demonstrate specific *skills to be coached*
- 2.3 Communicate clearly any *essential knowledge required*
- 2.4 Check the client/colleague's understanding
- 2.5 Provide opportunity for client/colleague to practise the skill and ask questions
- 2.6 Provide feedback in a constructive and supportive manner

3. Follow up coaching

- 3.1 Monitor progress with new skills in the workplace and provide supportive assistance as required
- 3.2 Report progress to appropriate person as required
- 3.3 Identify *performance problems or difficulties* with the coaching and rectify them or refer them to the appropriate person for follow up

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Knowledge of basic training principles
- Basic principles of coaching and adult learning principles (e.g. explanation, demonstration, review, trainee explanation, trainee demonstration, feedback)
- Coaching session procedures including planning, conducting and reviewing session
- Planning procedures for staff practice opportunities

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Provide supportive on job coaching with constructive and supportive feedback
- Demonstrate clarity in communication
- Demonstrate knowledge of basic training principles
- Provide non-judgemental education or client contact
- Demonstrate understanding of and ability to monitor own attitudes and values

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate competency in the skill being coached
- Create a positive learning environment
- Develop, implement and evaluate coaching programs to achieve identified competency outcomes
- Work with cultural and linguistic diversity

REQUIRED SKILLS AND KNOWLEDGE

- Analyse relevant technical or service processes
- Appreciate the impact of disability on work skills or abilities
- Demonstrate effective communication and consultation with clients, colleagues and workplace personnel, specifically in:
 - effective use of questioning techniques
 - clarity in oral communication

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Assessment must ensure:
 - project or work activities that allow the candidate to demonstrate coaching skills under normal workplace conditions including real work tasks to coach others in, use of suitable equipment and materials
 - for generic pre-employment training and assessment, a range of industry contexts must be addressed
 - where the focus is sector or workplace specific, training and assessment must be tailored to meet particular needs

EVIDENCE GUIDE

- Access and equity considerations:*
- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
 - All workers should develop their ability to work in a culturally diverse environment
 - In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
 - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
- Context of and specific resources for assessment:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Method of assessment:*
- Assessment methods must be chosen to ensure that communication skills can be practically demonstrated on more than one occasion, over time to demonstrate the full range of skills and contexts
 - Methods must include assessment of knowledge as well as assessment of practical skills
 - The following examples are appropriate for this unit:
 - direct observation of the candidate coaching a colleague in a required work skill
 - role plays in which the candidate demonstrates training and coaching techniques, or communication skills such as questioning and providing feedback
 - questions about training principles
 - review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

- Factors which could influence the decision whether or not to conduct coaching may include:*
- Request for coaching from client, colleague or workplace personnel
 - Own observation and workplace experience
 - Direction from other colleagues
 - Consent for coaching gained from client/colleague

- Coaching sessions could be conducted in a range of contexts including:*
- On-the-job during work hours
 - Before or after work
 - In a simulated location away from the actual workplace

- Skills to be coached are generally those which do not require formal or extended training sessions but which are short, commonly-used tasks such as:*
- Client/customer service skills
 - Technical or practical skills such as operating equipment or completing documentation
 - Selling or promoting products and services
 - Job seeking and interview skills
 - Project management skills

- Essential knowledge required to carry out tasks or undertake skills effectively such as:*
- Knowledge of products or services
 - Principles underpinning skills such as communication
 - Reasons for undertaking various tasks
 - Legislative or occupational health and safety requirements

RANGE STATEMENT

Performance problems or difficulties may be due to

- Shyness or lack of confidence
- Breakdown in communication
- Language or cultural barriers
- Insufficient opportunity to practise
- Inappropriate circumstances for coaching
- Inadequate modification to match client's learning style or needs

Unit Sector(s)

Not Applicable