



Australian Government

SITXHRM301 Coach others in job skills

Release 1

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Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	N Replaces but is not equivalent to SITXHRM001A Coach others in job skills. Significant changes to Elements, Performance Criteria, and Required Knowledge to refocus the unit. Additional Performance Criteria and Required Knowledge covering coaching in organisational procedures.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to provide on-the-job coaching to colleagues. It requires the ability to explain and demonstrate specific skills, knowledge and procedures and to monitor the progress of colleagues until they are able to operate independently of the coach. This unit has no parity with units in TAE10 Training and Education Training Package, but covers the situation in workplaces where buddy systems and informal on-the-job training are extremely common.

Application of the Unit

This unit applies to all tourism, hospitality and event sectors.
It applies to experienced operational personnel and to supervisors and managers who informally train other people in new workplace skills and procedures.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Prepare for on the job coaching. | 1.1 Identify the need for coaching based on a range of <i>factors</i> . |
| | 1.2 Identify specific coaching needs through discussion with colleague and organise <i>coaching sessions</i> . |
| 2. Coach colleagues on the job. | 2.1 Explain the overall purpose of coaching to colleague. |
| | 2.2 Explain and demonstrate the specific <i>skills</i> . |
| | 2.3 Communicate <i>required knowledge</i> and check colleague understanding. |
| | 2.4 Advise organisational procedures for completing workplace tasks. |
| | 2.5 Provide colleague with opportunity 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 of new workplace skills and provide supportive assistance. |
| | 3.2 Report progress to the appropriate person. |
| | 3.3 Identify <i>performance problems or difficulties</i> with the coaching and rectify or refer to the appropriate person for follow up. |

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - develop rapport
 - show sensitivity to the colleague
 - use active listening and open questioning techniques to confirm understanding of job tasks
- initiative and enterprise skills to observe the colleague and provide assistance without their request
- literacy skills to:
 - read and interpret workplace documentation completed by colleague
 - numeracy skills to calculate adequate time required for coaching and the colleague to complete required tasks
- planning and organising skills to complete own work tasks within designated timelines and simultaneously coach others in their job skills
- problem-solving skills to identify and resolve deficiencies in the skills and knowledge of colleagues
- self-management skills to take responsibility for colleague coaching
- teamwork skills to pass on organisational knowledge to colleague.

Required knowledge

- objectives and scope of the coaching
- the key principles of training:
 - explanation
 - demonstration
 - review
 - listening to trainee explanation
 - observing and evaluating trainee demonstration
 - providing feedback.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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

Evidence of the ability to:

- provide supportive on-the-job coaching and provide constructive feedback
- clearly communicate and demonstrate the workplace tasks required of the colleague
- integrate knowledge of the key principles of training
- complete coaching activities within commercial time constraints to ensure the colleague is effective.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated tourism, hospitality or event industry environment with colleague requiring coaching
- work tasks to coach others in
- a colleague with whom the individual can interact.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the individual coaching a colleague in a required work skill
- role plays to assess the individual's ability to use:
 - active listening and open questioning techniques to confirm understanding of job tasks
 - key training techniques
- use of problem-solving exercises so the individual can suggest ways of resolving performance problems or difficulties
- written or oral questioning to assess knowledge of key training principles
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITXCOM201 Show social and cultural sensitivity
- SITXMGT401 Monitor work operations.

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. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Factors may include:

- direction from colleagues
- own observation and workplace experience
- request for coaching from colleague to be coached.

Coaching sessions could be conducted in a range of contexts, including:

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

Skills to be coached are generally those not requiring formal or extended training sessions, but short, commonly-used tasks, such as:

- customer service skills
- selling or promoting products and services
- technical or practical skills, such as operating equipment, making something or completing documentation.

Required knowledge refers to the essential knowledge required to carry out tasks or undertake skills effectively, such as:

- ingredients or components of items
- knowledge of products or services
- legislative, work health and safety and hygiene requirements
- principles underpinning skills, such as communication and selling
- reasons for undertaking various tasks.

Performance problems or difficulties may be due to:

- breakdown in communication
- inappropriate circumstances for coaching
- insufficient opportunity to practise
- language or cultural barriers
- shyness or lack of confidence.

Unit Sector(s)

Cross-Sector

Competency Field

Human Resource Management