



Australian Government

Department of Education, Employment and Workplace Relations

SITXHRM001A Coach others in job skills

Revision Number: 1

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Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to provide on-the-job coaching to colleagues. This unit has no parity with units in Training and Assessment Training Package, but reflects the situation in many workplaces where buddy systems and on-the-job coaching are extremely common.
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Application of the Unit

Application of the unit	This unit applies to individuals who provide informal on-the-job coaching to work colleagues. Generally this role is undertaken by experienced operational staff working autonomously under the broad guidance of others.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	Nil
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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

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

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
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 to be coached. 1.3 Where appropriate, organise <i>coaching sessions</i> according to organisation policy.
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> to be coached. 2.3 Communicate clearly any <i>underpinning knowledge</i> required and check colleague's understanding. 2.4 Provide colleague with opportunity to practise the skill and ask questions. 2.5 Provide feedback in a constructive and supportive manner.

ELEMENT	PERFORMANCE CRITERIA
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 the appropriate person as required. 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.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

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

- communication skills, specifically the use of questioning techniques and clarity in oral communication
- interpersonal skills to facilitate participation and encourage effective coaching outcomes
- literacy skills to interpret workplace documentation as required by the job role.

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

- context for workplace coaching, including objectives, scope and relationship to other workplace activities
- basic principles of training, such as explanation, demonstration, review, trainee explanation, trainee demonstration and feedback
- equal employment opportunity (EEO) and other relevant legislation impacting on workplace coaching.

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 competency in this unit

Evidence of the following is essential:

- ability to provide supportive on-the-job coaching with constructive and supportive feedback
- clarity in oral communication
- knowledge of basic training principles
- demonstration of coaching skills under normal workplace conditions, including real work tasks to coach others in and use of suitable equipment and materials.

EVIDENCE GUIDE

Context of and specific resources for assessment

Assessment must ensure:

- interaction with other people to whom coaching is provided
- use of industry-current technology and documentation to support coaching activities.

Methods 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 candidate coaching a colleague in a required work skill
- role-plays in which the candidate demonstrates training 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.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

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. Bold italicised wording in the performance criteria is detailed below.

- Factors*** that could influence the decision whether or not to conduct coaching may include:
- request for coaching from colleague to be coached
 - own observation and workplace experience
 - direction from colleagues.
- 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 not requiring formal or extended training sessions, but short, commonly-used tasks such as:
- customer service skills
 - technical or practical skills, such as operating equipment, making something or completing documentation
 - selling or promoting products and services.
- Underpinning 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
 - principles underpinning skills such as communication and selling
 - reasons for undertaking various tasks
 - legislative, OHS and hygiene requirements.
- 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.

Unit Sector(s)

Sector

Cross-Sector

Competency field

Competency field

Human Resource Management