

Before you begin

This learner guide is based on the unit of competency *TAEDEL301 Provide work skill instruction*, Release 1. Your trainer or training organisation must give you information about this unit of competency as part of your training program. You can access the unit of competency and assessment requirements at: www.training.gov.au.

How to work through this learner guide

This learner guide contains a number of features that will assist you in your learning. Your trainer will advise which parts of the learner guide you need to read, and which activities you need to complete. The features of this learner guide are detailed in the following table.

Feature of the learner guide	How you can use each feature
Overview	This section provides general information about the vocational education and training sector and its essential components (such as training packages), which will underpin your learning.
Introduction	The introduction covers the key concepts relevant to this particular unit of competency, including the terminology that will be used throughout this learner guide.
Learning content	Read each topic in this learner guide. If you come across content that is confusing, make a note and discuss it with your trainer. Your trainer is in the best position to offer assistance. It is very important that you take on some of the responsibility for the learning you will undertake.
Templates	Templates are referred to throughout the guide. These are samples of working documents similar to those found in a training organisation. Completed templates may be useful as evidence for portfolio assessments. Ask your trainer for sample templates provided with the <i>Trainer's and assessor's</i> guide for this unit.
Examples	Examples of completed documents that may be used in a workplace are included in this learner guide. Examples highlight learning points and provide realistic examples of workplace situations.
Activities	Activities give you the opportunity to put your skills and knowledge into action. Your trainer will tell you which activities to complete.
Summary	Key learning points are provided at the end of each topic.

What do you already know?

Use the following table to identify what you may already know. This may assist you to work out what to focus on in your learning.

Topic	Key outcomes	Rate your confidence in each section
Topic 1: Organise instruction and demonstration	1.1 Gather information about learner characteristics and learning needs	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	1.2 Confirm a safe learning environment	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	1.3 Gather and check instruction, demonstration objectives, and seek assistance if required	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	1.4 Access and review relevant learning resources and learning materials for suitability and relevance, and seek assistance to interpret the contextual application	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	1.5 Organise access to necessary equipment or physical resources required for instruction and demonstration	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	1.6 Notify learners of details regarding the implementation of the learning program and/or delivery plan	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
Topic 2: Conduct instruction and demonstration	2.1 Use interpersonal skills with learners to establish a safe and comfortable learning environment	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	2.2 Follow the learning program and/or delivery plan to cover all learning objectives	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	2.3 Brief learners on any workplace health and safety (WHS) procedures and requirements prior to, and during, training	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	2.4 Use delivery techniques to structure, pace and enhance learning	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	2.5 Apply coaching techniques to assist learning	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident

Throughout this learner guide, reference is made to both sets of Standards, presented as VQF/AQTF.

The Australian Qualifications Framework

The Australian Qualifications Framework (AQF), a component of the VQF, is a policy framework that defines the standards for regulated qualifications in Australian education and training. It specifies the learning outcomes for 16 nationally recognised qualifications. The following diagram represents the 10 levels of the AQF.



Reproduced with permission of the AQF council, from
AQF Second Edition, January 2013, p. 19.

An RTO must issue qualifications and statements of attainment that align to the AQF and meet the requirements of the AQF Qualifications Issuance Policy and the endorsed training packages within that RTO's scope of registration.

Training and assessment

The primary role of RTOs in the VET system is to deliver accredited training and assessment-based units of competency and qualifications. You may be employed by an RTO to facilitate classroom, online or blended learning; to deliver workplace-based training and assessment on-site to enterprise staff; or to coordinate and support enterprise trainers, coaches and mentors in their roles.

Alternatively, you may be an enterprise trainer whose role is to facilitate learning and carry out assessment in the workplace, perhaps based on national units of competency or internal enterprise standards. The work you do may or may not lead to a recognised qualification.

When working with training packages and before providing training or assessment services, there are two aspects of competency and units of competency that you need to understand:

- ▶ How to identify and 'unpack' the key features of a unit of competency
- ▶ The dimensions of competency and their role in ensuring that competency incorporates all aspects of work performance

Introduction

Provide work skill instruction

Organisations need a skilled workforce to undertake the vast array of tasks and activities that are required to produce products and services. Organisations need to continually review the competence of workers and identify areas where further training is required in response to changing work practices, new products, emerging technologies and revised legislation and regulations.

The task of providing work skill instruction often falls to supervisors and specialist staff from within an organisation. This could involve supporting an apprentice or trainee, or a staff member who is studying with an external training provider. Many medium to large organisations have specialist staff who coordinate training activities. They rely on technically skilled staff to help promote a learning culture by assisting workers to participate in training and transfer new learning to their job role.

Providing work skill instruction could involve coaching a new employee; demonstrating skills, methods and techniques; asking questions; supervising practice and giving feedback; checking performance and skill acquisition; and evaluating and reporting on the effectiveness of the training structure.



The learning environment

Trainers have a duty of care to learners and other employees or visitors in the learning environment. Before providing work skill instruction, trainers must identify and address hazards in the learning environment. Trainers must understand the workplace WHS system and apply relevant policies and procedures; they must also be skilled in operating and maintaining any equipment or technology involved in the learning process.

In addition to creating a safe learning environment, a trainer must also apply communication and interpersonal skills to create a comfortable and inclusive learning environment.

Experienced trainers understand that creating a comfortable environment and engaging with learners is fundamental to effective learning. Part of the skill of being an effective trainer is being able to create a positive, non-judgmental atmosphere, embracing difference and diversity, and acknowledging the contribution and efforts of all learners.

Trainers need to continually practise and refine their communication, observation and interpersonal skills to build appropriate relationships with learners and encourage a collaborative approach to learning.



Topic 1

In this topic you will learn how to:

- 1A Gather information about the learner**
- 1B Ensure a safe learning environment**
- 1C Gather and check instruction and demonstration objectives**
- 1D Access and review learning resources and materials**
- 1E Organise equipment and physical resources**
- 1F Notify learners about implementation of the learning program**

Organise instruction and demonstration

Organisations that regularly review the competence of employees and implement learning and development programs to improve workforce skills and knowledge have a competitive edge.

Workplace learning and development can include formal training and assessment programs conducted by an RTO and work skill instruction by workplace personnel. In many organisations a significant amount of training is also provided to individuals and small groups by supervisors, team leaders, frontline managers and specialist personnel such as WHS representatives.

Effective planning is the basis of effective skill development programs and work skill instruction. A detailed learning program and delivery plan are used to organise resources, inform the learner, monitor and evaluate the training, and measure the outcomes.

Activity 1

1. Read the case study, then complete the tasks that follow.

Case study

The management team at D-Mac Manufacturing are concerned about lost-time injuries in the plastic products area of the plant. Comprehensive WHS induction training is provided to all new employees. Signs and posters are displayed around the plant to promote safe work practices. Team leaders are responsible for monitoring the performance of workers on the job, including their compliance with standard operating procedures.

At a team leaders' meeting, Johnnie from the moulded products team raises the point that the majority of workers in the plant are Vietnamese. In fact, very few of the workers were born in Australia or have English as their first language. Johnnie asks, 'How am I supposed to effectively coach workers who don't always understand what I'm talking about because they don't understand the procedures well enough?'

Yvonne, a team leader in the plastic film production area, agrees. 'All of the training materials, signs and instructions are in English. Some of the stuff is complicated. I find it hard to understand, so what hope do ESL speakers have?'

It is agreed that refresher training must be provided for all production personnel, but that there needs to be a whole new approach to how training and skill development occurs.

Marc, the company's workplace health and safety officer, will conduct WHS training.

- a. Write a plan that Marc can follow to gather information about the learners from the production area. Your plan should address the following questions:
 - ▶ What information will he need to gather?
 - ▶ Where can he source this information?
 - ▶ What workplace policies and procedures would he need to refer to?
 - b. Develop a set of three or four questions that Marc could ask staff in the production area to confirm the individual needs and characteristics of the learners.
2. To satisfy the evidence requirements of *TAEDEL301 Provide work skill instruction* you must conduct a minimum of three training sessions involving demonstration and instruction of particular work skills for at least two individuals or small groups.

Through the learning activities of this learner guide you have the option of gathering the components of the first training session you will deliver.

Begin planning the delivery of your first training session by gathering information about your target learner/s, their learning and development needs, and the training location. Record this information, discuss it with your trainer and record their feedback.

1B Ensure a safe learning environment

When planning a program of instruction and demonstration, you must consider safety and risk identification and management. Similarly, when conducting group instruction and demonstration of work skills, you must be aware of your own responsibilities in relation to safety and risk management, as well as those of other key personnel.

To ensure that you have a safe learning environment you will need to understand relevant policies and procedures, including hazard identification, risk assessment, reporting requirements, safe use of equipment and emergency procedures.

WHS procedures such as hazard identification and risk assessment and control must be included in the implementation of the learning program. These activities should occur before training and instruction commence.



Work health and safety (WHS)

WHS is a key concern for workplace trainers and others providing work skill instruction. WHS is prescribed by legislation, regulations, codes of practice and other standards. There are also duty-of-care requirements placed on those involved in instruction and demonstration of work skills.

On 1 January 2012, the *Work Health and Safety Act 2011* (Cth) came into effect, replacing the *Occupational Health and Safety Act 1991* (Cth). This model legislation was developed by the Commonwealth government to harmonise work health and safety laws across Australia.

WHS legislation requires that employers provide safe and healthy working conditions for their employees. WHS legislation promotes health and safety in the workplace by reducing and controlling risks and hazards. Workplaces must comply with their relevant national, state or territory WHS legislation and have policies and procedures in place that comply with the legislation. While you may not need to be familiar with all the legislation, you do need to understand and follow organisational policies and procedures when developing and delivering a learning program.

In the following example, a workplace supervisor and site WHS officer collaborate to confirm a safe learning environment for a workplace trainee.

Example

Ensure a safe learning environment

Owen is employed by the Metro Area Health Service as a workplace trainee. His traineeship involves various competency standards, including one that requires Owen to use correct manual-handling procedures, dispose of medical waste and carry out routine housekeeping using various cleaning products. Owen's trainer organises with Owen's manager and supervisor for learning and assessment in this unit to be conducted in the workplace.

Owen's supervisor, Galena, meets with his trainer to confirm her understanding of the learning program and the performance standards that Owen needs to achieve.

Gareth, the trainer, seeks the advice of the hospital's workplace health and safety officer to identify potential hazards and carry out a risk assessment for Owen's work area. The health and safety officer points out that Owen will receive instruction on the correct use of PPE, emergency procedures and training in manual-handling and hazard identification procedures during his induction program.

Activity 2

Inspect the learning environment for the first of your proposed training sessions and use a table similar to the following to record information about each of the key safety features that could affect the training session.

Safety feature	Training session considerations
Exit requirements	
Personal protective equipment (PPE)	
Safe access	
Safe use of equipment	

Learning resource	Description	Format and potential source	Example
Learner and user guides	A text-based manual (supplemented with diagrams and photographs) covering the skills and knowledge required by the learner.	Developed in-house or available from external sources; distributed in print and electronic form.	A local council develops a series of learner guides that team leaders use to facilitate work skill instruction. Team members each have an individual learning plan that identifies the specific learning modules to be completed. Each module has a learner guide to develop the work skills relevant to council operations.
Trainer and facilitator guides	Trainer and facilitator guides can provide scaffolding for novice trainers, support experienced trainers by suggesting innovative and challenging training strategies and promote best practice. Sample documents, exemplars of completed forms, delivery plans and assessment advice may be included. They may also suggest additional resources and materials, recommend reading and sequences for learning.	Various publishers distribute trainer and facilitator guides. Available in print, CD or online. Trainer and facilitator guides may also be developed in-house.	Aspire Learning Resources publishes trainer's and assessor's guides to accompany learner guides
Example training programs	Your workplace may have a resource bank of training programs that have been implemented. Each training program may include a course outline, learning objectives, delivery plan and assessment tools. Check whether training programs are relevant to the training you have been asked to deliver and the characteristics of the learners. You may need to modify a program to suit your context.	May be printed or electronic documents, templates or forms. Although likely to be in-house resources, some may be available commercially from an RTO or specialist consultancy.	Pebbles Aqua Centre has developed a training program that their swim instructors and coaches must use when providing instructions in swimming and pool safety. This is available as a PDF on the centre's intranet. Instructors and trainers must use an electronic template to record the dates, students' names and instruction provided.

Technology and equipment

Technology and equipment resources should be listed on a delivery plan. These will vary depending on the nature of the training session and its location. From a safety and risk-management perspective, it is essential that you are trained in safely and correctly operating any machinery or equipment.

You also need to think about stationery and miscellaneous items, such as:

- ▶ flip charts and flip-chart paper
- ▶ whiteboard markers and erasers
- ▶ name tags.

Key things to remember about technology and equipment

- ▶ Before commencing training, confirm availability and access to technology and equipment.
- ▶ Establish how soon before the training session you can check any equipment.
- ▶ Ensure that computers, whether for your use or for learners, have all relevant software installed and that access is authorised.
- ▶ Make sure you know who to contact if equipment fails.

Example

Organise equipment and physical resources

Here is a pre-training checklist to be completed by a workplace supervisor instructing an apprentice in chainsaw operation.

Pre-training checklist

Apprentice: Joe Leonardi

Session title: Operate a chainsaw

Session date: 10 April

Session time: 10.00 am

Location: Site

Task	Check completed	Notes
Learning materials		
Instruction manual	<input type="checkbox"/>	
Site documents (including workplace procedures and work plan)	<input type="checkbox"/>	
Equipment start-up checklist	<input type="checkbox"/>	
Training log	<input type="checkbox"/>	
Chainsaw and component options	<input type="checkbox"/>	
Support tools	<input type="checkbox"/>	
Sharpening tools/equipment	<input type="checkbox"/>	
Fuel and resources to meet maintenance requirements	<input type="checkbox"/>	
Firefighting equipment (if in a wooded area)	<input type="checkbox"/>	
Appropriate signage	<input type="checkbox"/>	
PPE:	<input type="checkbox"/>	
Eye protection	<input type="checkbox"/>	
Safety helmet/head protection	<input type="checkbox"/>	
Hearing protection	<input type="checkbox"/>	
High-visibility vest	<input type="checkbox"/>	
Close fitting gloves (optional)	<input type="checkbox"/>	
Cut-resistant chaps/pants	<input type="checkbox"/>	
Safety boots	<input type="checkbox"/>	
Sunscreen	<input type="checkbox"/>	
First-aid equipment	<input type="checkbox"/>	

Summary

1. Correctly identifying learning needs is crucial: if the identification is inadequate or wrong, you could provide ineffectual or inappropriate instruction and training. Ensure the information you collect is reliable, valid, unbiased and accurate.
2. Learner characteristics and needs can shape how training is structured and delivered, the length of training session/s, the resources required and the type of support that will be needed in the workplace following training.
3. The learning program that you implement must take into account the LLN demands of the workplace and its practices.
4. You should develop and implement strategies to address the diverse needs of individuals and ensure that all learners benefit from training and instruction.
5. As a workplace trainer, you have a duty of care to learners and all those who come into contact with the training environment.
6. Learning objectives are written from the learner's perspective and define what the learner should know, understand or be able to do as a result of the learning program.
7. Recording the goals and outcomes of a learning and development program ensures that you and the learners are clear about what you expect to achieve from the training.
8. Learning resources and materials include content, instructions and theory that are designed to build the learner's knowledge. They may also include learning activities or tasks that the learner may use to practise their skills.
9. You should refer to the learning program or delivery plan to identify the resources needed by a trainer to deliver training, as well the resources needed by learners to complete the learning activities.
10. The method used to inform learners about the details of their learning program should be reliable, cost-effective and accessible to all.

Language, literacy and numeracy (LLN)

Learners who experience language, literacy or numeracy difficulties may feel vulnerable, inadequate and embarrassed about speaking up or participating in group learning. They may also try to conceal the fact that they have problems reading standard operating procedures or using learning materials.

Pitch your language, learning resources and materials and any numeric references appropriately for the learner's capacity. Aiming too high or too low may affect the learning outcome.



If necessary, speak to a qualified trainer or seek assistance from an LLN specialist to find out how to ensure any LLN issues are identified and appropriate support is arranged. Be sure to comply with legal requirements and workplace policies and procedures when doing so.

Cultural differences

You can promote and encourage a supportive learning environment by using inclusive delivery techniques and practice activities so that all learners have an opportunity to participate effectively.

Ensure the learning environment is culturally inclusive:

- ▶ be sensitive to cultural needs when interacting with learners
- ▶ model behaviours and attitudes that promote inclusive work practices
- ▶ avoid stereotypes in your language and training materials.

Learners come to training with different backgrounds and experiences. They also bring with them varying skills and knowledge, and learn at different rates.

Trainers must comply with workplace access and equity policies so that all learners have an opportunity to participate fully in training and assessment activities.

Acknowledge learners' personal differences

- ▶ Different work and life experiences
- ▶ Different ages and generational cohorts
- ▶ Different social, cultural, ethnic and religious backgrounds
- ▶ Different levels of existing knowledge or skills relating to the learning outcomes

Skills for training

The success of workplace training depends on the effectiveness of the learner-trainer relationship. Delivering training uses many of the same skills as supervising a work team. You can use your interpersonal, communication and observation skills to foster relationships with learners.

In the following example, Phong reflects on his own experiences as a new worker as he plans an induction session that will motivate and encourage new learners to commit to learning new skills.

Example

Establish a comfortable and supportive learning environment

Phong delivers training to the large group of casual retail assistants who have been employed by Total Sports in November in readiness for the Christmas season.

The profile of this group is that they:

- ▶ are usually young
- ▶ are generally at school or university
- ▶ usually have little or no work experience
- ▶ are keen to work hard and make a good impression.

The group receives induction training on the first morning. The afternoon is spent learning the basic skills required for customer service and maintaining store security; these skills are practised and observed over a period of time. As each new worker demonstrates that they are confidently applying their customer service skills in the store, they are taught the procedures for processing payments.

Phong arranges a peer coach for each learner from the experienced staff members. The peer coach gives instructions, demonstrates basic skills and observes and guides the learner as they assist customers. The peer coach refers any training issues that can't be addressed by on-the-job instruction to Phong.

Induction training is the first time that Phong meets the learners. He knows that he needs to develop a friendly relationship with each learner but also set professional boundaries. He wants them to respect him so they pay attention to what he tells them. He also wants them to feel welcome to approach him with questions and concerns.

Phong remembers his first Christmas in the store. He was nervous, and a bit frustrated that he was inside working while his friends were at the beach; however, he also wanted to succeed in his job and was ready to work hard.

Phong uses his personal experience and his knowledge of the learners to prepare an induction session that includes all of the necessary information. The delivery plan includes short group learning activities that are fun and designed to build relationships. Learners complete an activity with the person who will be their peer coach: it's a fun activity that helps build a sense of teamwork.

Phong uses the activities as an opportunity to talk to each learner about their personal circumstances and to try and gauge what will motivate them to perform.

How content is chunked depends in part on its complexity as well as on the learners' characteristics and their existing skills and knowledge. The more unfamiliar the learners are with the learning content, the more important it is to introduce the content in small segments. Time must be allowed for learners to understand and apply the content before building on the skills and knowledge with the next chunk.

Sequence a delivery plan

If you are given a learning program without a delivery plan, you will have to undertake the task of sequencing. There are a number of ways to sequence learning content; you should determine which is the most suitable for the learning program and delivery plan. Many job functions and skill areas have a standard operating procedure that provides a logical framework for sequencing content.

Some work skills may not have written standards or procedures, or the relevant document may not provide you with sufficient detail. You will need to use your expert knowledge of the learning content and learner characteristics to plan the sequencing. One of the most common approaches is to proceed from the known to the unknown; computer software packages are often learnt this way. Some options for sequencing content are listed here.



Step-by-step

- ▶ Step-by-step according to how a task is to be done. For example, you need to prepare the wood before you glue it together.

Chronological order

- ▶ In the chronological order in which tasks are usually completed; for example, an induction process for a production worker may be structured based on the duties the worker needs to complete in order to work efficiently.

Simple to complex

- ▶ Based on simple to complex sequencing; language or unfamiliar concepts are often learnt this way.

Parts being taught first

- ▶ Some trade skills are delivered in this way according to importance or criticality; for example, a learning program on safe work practices would put the procedure for activating emergency procedures ahead of the procedures for reporting an incident.

Select the delivery technique

Workplace trainers usually have the advantage of knowing their learners before training commences. They could be members of the trainer's work group or colleagues from another part of the organisation. This prior knowledge of the learners helps the trainer to select a delivery technique that is appropriate for the individual characteristics of each learner and the skills they need to develop. The delivery technique the trainer selects should provide a learning experience that motivates and engages learners, offering them the information needed and the opportunity to practise their developing skills.

The delivery plan will often include information about the delivery technique that is recommended for use.

Contingency planning

Contingency planning involves thinking about what could go wrong and then planning how you will address any eventualities that occur.

During session breaks and at the end of each session, evaluate learning progress against delivery time lines. If your learners are ahead of schedule, you may need to devise additional practice activities or challenges for them. To catch up on lost time, you may need to cut less important material or devise a way of pulling together learning threads. If this is not possible, you may decide that it will be necessary to arrange an additional training session.

Observe learner behaviour and body language for signs of disengagement and modify your delivery accordingly.

Predicting problems, delays and other contingencies is difficult. Your contingency plan will record ideas for addressing likely risks. These actions could include rescheduling training, using resources available in another location or delivering the content in a different sequence.

Things that could go wrong in a training session

- ▶ The learning materials did not arrive from the printer as agreed.
- ▶ A fire drill takes up valuable learning time.
- ▶ You have planned for the learner to shadow a more experienced worker and either person is absent from work on the arranged day.
- ▶ The equipment or technology that you planned to use breaks down.
- ▶ The learner is asked to return to their work station to attend to an urgent problem.
- ▶ Your observation of skills practice indicates that the learners did not understand your demonstration.

Demonstration the technique

Demonstration shows the learner how a procedure or function is carried out on the job. This might be done informally in a one-on-one situation at the point of training; for example, at a particular machine, in a training room or during the actual production process. The training can also be done in a more formal presentation to small groups. Demonstration provides opportunities for learners to ask questions and use the required skills, and for the trainer to provide constructive feedback to improve the performance or behaviour.

Demonstration is useful when learners are developing a new skill; for example, how to use computer software or tools. It is important to demonstrate the correct way of performing a task and to explain why the task is done that way. A process you can use to demonstrate a task is shown below.

Providing a demonstration

1

Explain

Explain to learners what the demonstration will show.

2

Demonstrate

Demonstrate the end-to-end task.

3

Break into smaller parts

Break the task up into smaller tasks.

4

Demonstrate

Demonstrate the first section of task.

5

Allow questions

Allow learners to ask clarifying questions.

6

Answer questions

Respond to questions.

7

Practise the task

Ask learners to practise the first section.

8

Give assistance

Assist individual learners as required.

9

Repeat task demonstration again

Demonstrate the first section again.

10

Demonstrate the next section

Demonstrate the next section, explaining the link between the first and second sections.

2E Apply coaching techniques

Coaching is the process of one person helping another to develop their skills and improve their performance. The coach may be a workplace supervisor or experienced colleague with expertise in a specific field. Successful coaching requires good communication and interpersonal skills. The coach also needs to be motivated and committed to helping other workers to develop their competence.

Successful coaching relies on the coach having the skills to share their experience with learners as part of their development of work skills.



Skills for coaching

Coaching is most effective when it is part of a structured or formal learning program. Often coaching is used in combination with other forms of training and it can be used at any stage of instruction. Consideration should be given to deciding which work skills are best developed by working with a coach. Once the learner begins the process of transferring their learning to the workplace, a coach can monitor their work and continue to shape their skills development. The learning program may require the coach to integrate learning tasks into the work activities that are part of the learner's daily routine.

Coaching is more likely to be successful when there is a good fit between the coach and the learner. Both will need to commit to achieving the learning objectives and be prepared to participate constructively in the coaching relationship.

Attributes of the successful coach

- ▶ Experience and expertise in the work skills
- ▶ Good communication and interpersonal skills
- ▶ Patience
- ▶ A commitment to helping others achieve their goals
- ▶ The ability to explain complicated work instructions using plain English
- ▶ The ability to give constructive feedback
- ▶ The ability to act as a motivator and role-model to the learner
- ▶ A positive attitude to culturally inclusive work practices
- ▶ A commitment to continuous improvement and innovation

Awareness of adult learning

Coaches will also benefit from having an awareness of the principles of adult learning, and an understanding of how to identify individual learning needs. They can then select the appropriate technique for fostering learning. The key to achieving learning objectives through coaching is developing a good relationship between the coach and the learner.

Factors that strengthen the coach–learner relationship

- ▶ Trust
- ▶ Acknowledging and praising effort
- ▶ Being committed to the learner's development
- ▶ Open communication
- ▶ Respect
- ▶ Setting realistic goals

The coaching process

The process used to coach learners will reflect the organisation's policies and procedures.

Constructive feedback is as important in coaching as in any other training method. Coaching offers the benefit of the learner receiving immediate feedback as they perform work activities.

You may be required to maintain a log of coaching activities. For example, workplace supervisors of trainees and apprentices must record the training activities undertaken in the workplace. Confirm organisational requirements for coaches with your relevant training or human resources personnel.

Steps involved in effective coaching

- ▶ Give the learner the big picture. Describe the purpose of the work activity.
- ▶ Where appropriate, display a finished work sample.
- ▶ Use clear and simple language to explain each step in the activity.
- ▶ Explain why the activity is performed this way. Highlight safety information.
- ▶ Demonstrate the activity.
- ▶ Provide opportunities for practice.
- ▶ Ask questions to confirm the learner's understanding.
- ▶ Encourage and correct or shape the learner's performance.
- ▶ Monitor the learner's performance.
- ▶ Give constructive feedback.

Coach to assist learning

Work skill instruction can be reinforced with effective coaching. Learners who have completed off-the-job training may find it difficult to apply the skills and knowledge they have been taught to their work activities. A coach can smooth this transition.

Privacy and confidentiality legislation

Each state and territory has laws that govern privacy and confidentiality, although the guiding principles are similar. Trainers must be familiar with the main points of the legislation that governs the state or territory in which they work. Most states and territories have laws designed to regulate how information is managed in systems such as education and community service. The *Privacy Act 1988* (Cth) also protects all personal information handled by businesses. Most organisations have a privacy policy that is consistent with legislation.

There are 13 Australian Privacy Principles that are requirements when recording or reporting sensitive information under the *Privacy Act 1988* (Cth). Further details about privacy can be found on the Office of the Australian Information Commissioner (OAIC) website at: www.privacy.gov.au.

Key points to remember about privacy

- ▶ Whenever you collect or document information about or from a learner, they have the legal right to view all that has been recorded about them.
- ▶ You must not pass on any information about a learner unless you have their express permission to do so or are required to do so by law.
- ▶ Do not leave notes or records about a learner anywhere where they can be seen or accessed by others.

Document storage

In order to comply with applicable statutory regulations and your organisation's confidentiality and security policies and procedures, you must ensure that paper and electronic learner records are stored securely. This can mean that documents are filed and locked in a particular cabinet with access given only to designated personnel. If documents are stored on a network, find out whether a password is required for access.

Example

Maintain, store and secure records

Charles is responsible for ensuring that the people in his team complete annual refresher training on their compliance obligations. He delivers the training in conjunction with other team leaders, each of whom instruct in the area of their expertise. An increasing amount of the training is delivered online.

When a team member completes their course assessment, Charles schedules a meeting with them to discuss the outcomes and gather feedback. After each meeting, he checks the assessment report and evaluates the results against benchmarks set by the licensing board and his observations of the training. He analyses the feedback questionnaire to identify any anomalies.

Charles secures the results and feedback by placing each team member's file in the locked filing cabinet for staff records in his office. He also sends a copy of the assessment result to the human resources department where it is recorded on the training database.

These records contribute to the organisation's evidence of maintaining currency of employee skills and knowledge.

