

## **COACH OTHERS IN JOB SKILL CST TOS4 01 0912**

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### **Element 1: Prepare for on-the-job coaching**

#### **Performance Criteria**

- 1.1 Identify the need for coaching based on a range of factors
- 1.2 Identify skill deficiencies that could be addressed by coaching needs through discussion with the colleague to be coached
- 1.3 Organise with colleague a suitable time and place to conduct coaching in accordance with enterprise policy

### **Element 2: Coach colleagues on-the-job**

#### **Performance Criteria**

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

#### **Element-1**

#### **Prepare for on-the-job coaching**

##### **1.1 Identify the need for coaching based on a range of factors**

#### **Introduction**

Coaching plays an important role in any enterprise and being asked to coach a workmate is recognition of your current skill and your potential to pass on that expertise to others.

Up to date skills and information must be regularly passed on to both new and old employees. Coaching will ensure that all staff are confident in working the systems and equipment present in the workplace and in complying with workplace procedures.

#### **What does coaching relate to?**

Coaching a colleague will generally relate to:

- Presenting and explaining verbal and/or written information
- Demonstrating practical skills

- Observing a colleague complete a task
- Providing follow up advice, support and feedback
- Reviewing a colleague's work and work practice.

### **Identifying the need for coaching**

Colleagues may require coaching on existing systems and equipment, coaching on new systems and equipment, or they may require remedial coaching (such as refreshing a person's skills with the aim of improving their current observable performance).

There are several factors that can indicate a need for coaching:

#### **Staff induction**

Staff who are inducted may need initial skills coaching in certain areas (because they have no experience at all with a specific task), or they may require remedial coaching (because their existing experience is not at the standard required by the new venue, or the equipment and procedures are different).

Where this is not provided, new staff can easily feel ignored and frustrated, leading to high levels of staff turnover. Since recruiting staff is time consuming and expensive, it makes sense to ensure the appropriate levels of coaching are delivered at this early stage of a person's time with a new employer.

#### **A request from a colleague for coaching**

Many staff identify their own need for coaching.

If this occurs recognise staff may feel anxious about disclosing this need, feeling they are 'admitting' their performance is below the required level and fearing they might lose their job.

This means you must be sensitive to the feelings of learners when delivering coaching in these circumstances, and develop a good rapport so they do not feel threatened, compromised or incompetent by virtue of having asked for help.

It is vital they realise their jobs are not at risk simply because they have asked for help.

#### **A direction from management to help a staff member**

Management may observe certain staff and determine they require coaching.

Once again, you must be sympathetic to the staff concerned and ensure you support them, rather than further increase their anxiety at being identified as being 'deficient' by management.

It is to be expected that any staff who are told by management they need training are going to be somewhat anxious about their future and job security.

Where appropriate, it is vital you begin such coaching by informing staff their jobs are not under threat. A coaching session set within a framework of mutual co-operation and benefit is much more likely to result in success than one set within a context of coercion and worry.

### **As a result of personal observation of staff performance**

Frequently, coaches are supervisors or middle level managers and their job can present opportunities to observe staff in the workplace.

Your observations in this regard may indicate a need for coaching and, arguably, this is something management expects you to do.

When such circumstances arise, it is critical that *specific instances* are communicated to staff to provide (or prove) the basis for the coaching needed.

Where coaches can identify *specific* needs (that is, actual examples of under-performance/sub-standard performance) staff are more ready to understand, and accept, why they require coaching.

### **Following a customer complaint**

Given you work in an industry where there is a high degree of interaction with customers, it is almost inevitable complaints will occur.

As a workplace coach you need to differentiate between genuine and frivolous complaints so coaching is only offered when a real and genuine need exists.

In reality this usually means you do not automatically respond with a coaching response to each and every complaint received.

### **As a result of changes in workplace equipment**

There will always be examples of new equipment being introduced into the workplace whether items are replacing worn out or superseded equipment or they are new items introduced to enable a new product or service to be provided.

As coaches you must realise, for example, that just because staff could competently operate the *previous* cash register, it does not mean they will be able to use the new one.

It is common for suppliers to provide some form of initial training, but it may well be up to the coach to complete or complement this training, as well to coach new staff.

### **As a result of changes in procedures**

Changes in procedures may be caused by:

- A change in management – new management can have new or different ways of doing things
- A change in establishment focus such as a change in the customer profile the establishment is trying to attract
- Changes in equipment used requiring coaches to teach staff how to use the new items.

### **Changes in legal requirements**

Existing legislation often varies over time, and new legislation can be introduced.

Common legislation requiring your ongoing attention as a workplace relates to safety and health, liquor licensing, gaming and food handling and any other compliance-related issues.

Coaching as a result of these changes often involves making staff aware of the new or revised legislation, but there are occasions where demonstrations to illustrate the new laws and requirements are required.

Case studies and role plays may be used to further illustrate mandatory legislated requirements.

## **1.2 Identify skill deficiencies that could be addressed by coaching needs through discussion with the colleague to be coached**

### **Introduction**

Any coaching session must be undertaken with a definite end in mind. Coaching without an aim is a waste of time, money and effort and likely to be ineffective.

The person being coached must be able to see they have a definite need for the coaching.

No coaching should ever be done just for the sake of it.

To help achieve effective coaching, a coaching plan should be developed and used.

### **Training and coaching**

Formal training tends to be a situation where all staff are required to undertake a set course of instruction. It is somewhat 'lock-step' and everyone is usually expected to complete all of the requirements for the unit, session or topic.

By comparison, coaching is less formal and focuses more on individual staff need as it is identified at the time.

In some ways, coaching can be seen as informal training delivered on the job that supplements other training the business engages in. It is usually of a short duration and addresses common workplace tasks.

For example, a worker may be doing a course at a local training college yet still receive coaching at work to help with their study.

Alternatively, the staff member may not be undertaking any kind of course but still receive coaching to bring their existing skills and knowledge up to the required level.

### **Skill deficiencies that could be addressed by coaching**

There is no limit to the skills coaching can effectively address. In practice skill deficiencies often addressed by coaching tend to be those which do not require formal or extended training sessions but which are 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.

## **Identifying specific coaching needs**

Specific coaching needs for each individual colleague will be determined as a result of considering a combination of three main elements:

- General need for coaching
- The factors relating to the individual colleague
- Discussion with each individual staff member.

## **What factors will individualise the coaching needed for each staff member?**

The following is a representative list of factors you will need to take into account when developing a coaching plan for a staff member.

Remember, factoring in these considerations is important because you do not want to deliver coaching seen as unnecessary.

You need to make sure you address genuine, identified need.

### ***Urgency of the coaching***

This can be influenced by:

- The number of staff needing to be coached. If all staff have to be coached, the need can be urgent
- The nature of the coaching topic, such as whether or not it is a legal requirement, a safety issue, or strongly related to revenue and/or service standards.

### ***The colleague's previous work, life experience and training***

It is useful to know whether or not staff have had positive or negative experiences with earlier coaching/training.

Colleagues with negative experiences relating to coaching/training can warrant:

- Extra attention
- More support
- Added time to ensure they understand the first time they receive coaching. This allows you to build success upon success with your coaching.

### ***The colleague's current skill level***

When delivering coaching it is vital to know where the individual staff members are starting from, and where it is you want them to go.

This helps avoid coaching them in skills they already have competency in, and allows you to describe to them the path individuals will take in their future coaching/training.

This level of starting information and skills is referred to as their 'entry' level to training/coaching.

In the workplace this means having a very clear idea about the standards involved in the task being coached, and the establishment practices and protocols that apply. It is to be expected you will already know these or you would not have been chosen as a coach.

If you do not know the required workplace standards, criteria, practices and protocols you must take action to learn them.

### ***The colleague's prior knowledge***

When coaching staff, it is standard practice for the coach to move from the known to the unknown in terms of any knowledge or skill being delivered.

This means when you coach someone you should begin with something the person being coached already knows, and build on it.

For example, if you were coaching a staff member on new legislated requirements in relation to dealing with intoxicated customers, you might use as the starting point for your coaching session the experience the staff member had last weekend when they refused service to an intoxicated person.

Alternatively, you might base a session of grinding coffee beans on their previous training in using the espresso machine to make lattes.

### ***The colleague's weaknesses***

This may require you to:

- Provide evidence you have of their below standard performance. This may be your own observations, letters from unhappy customers, samples of sub-standard product, copies of internal documents they have completed incorrectly
- Ask them to perform a nominated task. This is often useful and can quickly gain their agreement that there is a need for the assistance coaching will provide when they show they cannot perform to the standard required.

### ***The colleague's strengths***

Knowing a staff member's strengths provides you as the coach with an opportunity to use the staff member themselves as a coach.

There is absolutely nothing wrong with using other staff to coach other staff, providing appropriate levels of competencies (perhaps combined with appropriate experience too) exist.

Knowing these strengths also ensures you do not coach those staff in things they already know and have competency in.

### ***The required standard/level at which the learner is required to work***

You are only required to coach staff to the level the establishment requires them to work to, so before you start coaching you must know this level (sometimes referred to as the 'standard') they are required to work to.

Within the one venue there can be different standards/levels of service or product. For instance, the level of bar service in a cocktail bar will be different from what is required in another bar.

When coaching, there is only a need to coach to the level/standard required in the particular area where the staff member works.

This means someone who works in a cut-price establishment does not need to be trained to the level required of the same position in a 5-star venue.

Coaching people to a standard they do not need to have is a waste of time, effort and money and may confuse the staff member who is being trained, especially when they never get to use the extra skills or knowledge they are coached in.

There are, however, certain times when staff are intentionally coached in additional skills and knowledge. This is known as 'multi-skilling' where workers gain skills and knowledge to allow them to work in another area or department if the need to do so arises.

### ***The colleague's time restrictions and personal affairs***

Coaches must strive to match the delivery of their coaching with the ability of staff to attend.

This means factoring in the work demands of staff together with their out of work obligations such as their family, sporting commitments, community service obligations and socialising requirements.

It is often frustrating to have to arrange coaching around such restrictions, but it is part of coaching and training life. Arranging a suitable time for coaching seems to be a continual juggling act trying to get times when both you and the person being coached are available and willing to participate.

Sometimes coaching may occur during working hours and sometimes it may need to occur before or after work.

### **Discussing things with the learner**

It is important for the person being coached to be involved in the development of their coaching plan. This helps them to understand coaching is being created to suit their needs and to help bring their workplace performance in line with expectations.

Their involvement in the planning phase will:

- Demonstrate your intention to assist them as an individual. This discussion shows the investment the business is prepared to make in them
- Prove they are a valuable asset to the organisation even though they may not be 100% competent. This should help allay any fears they may have about losing their job just because they cannot do things, or they do not know things

- Allow them to share any additional coaching needs they have. Many staff have 'hidden' coaching needs they are reluctant to share, fearing job loss, reduced hours or less chance of promotion
- Enable you to get to know them better as an individual. This includes finding out about their previous training experiences, identifying restrictions they have on their participation in coaching, talking about their previous work history/experience and their out of work interests.

Your discussion with the learner should also:

- Explain why the coaching is needed
- Highlight the benefits of receiving coaching to the learner, the business and to the customers
- Obtain agreement coaching is a legitimate activity in the particular context and can be seen as a way of achieving mutually acceptable results
- Agree to outcomes/goals for the coaching.

### **The coaching plan**

There are many different 'plans' that can be used to help coaches deliver their coaching sessions.

All of these plans are essentially variations on a theme and you should feel free to experiment with different coaching plans (or 'session plans', or 'lesson plans') available.

There is no legally required type or style of coaching plan. It is a matter of personal preference as to what style you elect to use.

The role of the coaching plan:

- Is to help you sequence the material you want to deliver to the learner
- Is to help you remember all the content you need to deliver
- Is for your use only – no-one else needs to see it, read it or use it
- Provides you with an opportunity to work out in advance:
  - How you will start the session
  - The key points you want to make
  - How you will conclude the session
  - What materials you will need in order to conduct an effective session
  - How you will determine, if applicable, whether the learner has successfully learned what was necessary or intended
  - Timing requirements – how long the session and individual parts of it will take.

Your first plans will commonly be pretty lengthy but they will be vital to the success of your session (you might do a first draft, a second and even a third draft before you get to the finished product) but stick to it.



If you decide to do a session without a plan you will soon understand why you need one.

## **Preparing a Task Breakdown**

When delivering coaching for a practical skill it is usual for the coach to prepare a Task Breakdown sheet to guide the session.

In some organisations these sheets will exist as part of the standard operating procedure. In other places, you as the coach will have to develop them from scratch.

The intention of this stage is to produce a written analysis for each job that can eventually be converted into a checklist. This is a printed form setting out the major steps to be performed, and the features in each of the steps.

Task breakdown sheets can only properly be prepared when you are fully aware of all the aspects of the task under consideration:

- You must know all the knowledge, skills and attitudes required to complete the task
- You must break down major steps of the task into sub-steps and features
- You must ensure correct sequencing of all activities
- You must be aware of any special factors applying to any aspect of any step or sub-step (the so-called 'tricks of the trade', or certain safety issues).

Not only must the physical task itself be analysed, but associated standards related to quality and quantity – for your workplace – must be determined.

The quantitative aspects can frequently be measured in terms of speed, wastage, weight, specific size and percentages and these are relatively easy to measure, however qualitative factors (such as use of communication and interpersonal skills) are more difficult to measure but are nonetheless critical, especially in the service industries.

Where a Task Breakdown sheet is not used, there is always a risk the coach only passes on the bits he or she knows (which may include dangerous practice, wasteful methods, incorrect professional techniques), as well as the chance the job/task can be delivered in a disjointed and ad hoc fashion or important key information is missed.

## **One approach to a coaching plan**

Any plan must begin by setting out what it is that is to be achieved. There should be a clearly stated 'Objective' or 'Aim' or 'Learning outcome(s)' for the session.

Essentially this is where the aims of the session are clearly and concisely stated at the outset.

You can add individual details if you want, such as date the coaching is to be delivered and specific title of the session, if applicable.

Next may come a section headed 'Preparation' listing all the equipment, items, tools, facilities, manuals, notes, and audio-visual equipment you will need throughout the session. This list grows as your plan takes shape.

It becomes a checklist you can refer to prior to delivering the coaching session to check everything needed is available and ready.

Next an 'Introduction' heading may be written up.

This explains how you intend to introduce the topic/session to focus learner interest in what is about to be delivered, to help verify prior knowledge, or to revise any previous coaching.

The Introduction might be a challenging question, a startling set of facts, a humorous anecdote, or an attention-grabbing demonstration.

Next comes analysis of 'Content' (that is, what is going to be taught) and 'Method' (that is, how it is going to be taught) along with a 'Time' frame (allocating each section of the coaching session a pre-determined number of minutes to guide the pacing of the session to ensure it finishes on time and everything will fit in to the time available).

The Content section should set out the key points to be covered in the session, laying them out in the order identified as being the most appropriate sequential arrangement.

Key questions may be written down to prompt you about what to ask. Key points may also be written down to prompt about what to say. Even the answers to the questions you plan asking can be written in so you do not forget, or get caught out.

The Content should be laid out as clearly as possible, making things as easy to do as possible so trainees can succeed and build on their success.

In addition trainers must know where to draw the line about what to include in the training and what to leave out.

The content must build on existing knowledge and proceed from the known to the unknown.

Other points to consider in any type of session plan are:-

- Stick to the main topic – do not waste time on peripheral or unimportant issues
- Teach the basics first
- Move from the important points to the less important ones
- Put the task in context by illustrating how the content in question fits into the overall scheme of things
- Get learners to observe and then to reason about what they have seen.

When writing the plan, ensure the writing is sufficiently large, clear and legible so you can refer to it easily during the training session.

Under 'Method' is listed the training technique ('Demonstration', 'Video', 'Chalk and talk') you will use to deliver each part of the Content.

Next comes a heading 'Conclusion' where you set down what is going to be said and/or done at the end of the session to finalise the session.

The Conclusion may include some verbal summary of what has been done, and/or a few questions to check the extent of the learning and understanding.

The conclusion should always include some constructive feedback to the learner on how they went in the session.

### **1.3 Organise with colleague a suitable time and place to conduct coaching in accordance with enterprise policy**

#### **Introduction**

There is often the belief coaching sessions 'just happen'.

The reality is effective coaching must be planned, organised and arranged.

Coaching sessions not properly planned tend to confuse the learner and embarrass the coach.

#### **Organisation policy**

Different establishments will have different policies relating to the delivery of training sessions.

A central issue relates to paying staff to attend training.

Some employers are happy to pay staff to attend training, and others prefer not to do so.

A variation to this is where the employer may be prepared to pay, say, for 2 hours of coaching but the staff member is expected to contribute the rest of the time needed 'free of charge' (at their own expense and in their own time without being paid).

Check to see what applies where you work. It can obviously be much more difficult to arrange training sessions for staff who are not being paid to attend.

Another factor is the approach taken by the organisation toward certain competency topics. For example, an establishment may say it is a condition of continuing employment that all staff successfully complete the in-house course in 'cash register operation'.

The fact that this unit is 'compulsory' generally makes it a lot easier to arrange the coaching as staff are more willing and eager to attend.

Organisation policy may also relate to:

- The sequence in which coaching is delivered on various topics
- Who is eligible to receive coaching. Generally, *all* staff are eligible
- Where the coaching can occur. Most times it is on the job but there may be times when:
  - A training room is to be used

- Off-site training may be required
- Payment for coaching – identifying whether or not staff who provide coaching are entitled to payment for delivering out of hours coaching
- Who can deliver the coaching. There may be a requirement that only nominated people with specified experience and/or qualifications are allowed to provide on the job coaching
- The relationship between coaching and other formal training. Coaching is usually regarded as a fundamental addition to formal training, enabling workplace practice and allowing the training to take on an actual workplace context.

### **Coaching contexts**

Coaching sessions are usually conducted in a range of workplace contexts including:

- On the job coaching during work hours where the coaching is regarded as part of the time worked by the employee.

This coaching initially takes place during quieter periods in order to minimise disruption to trade and reduce interruption to service.

Often this type of coaching will build up to coaching in busier situations where actual workplace pressure can be added to in order to create a more realistic situation

- Before or after work. These times are useful because the equipment needed for coaching is usually available and free for coaching purposes rather than being needed for servicing customers.

When using these options you will need to take into account:

- Out of hours commitments the learner has – are they able to arrive at work early or do they have to drop children off at school? Can they stay back after their shift has finished or do they have a team sport they have to go and participate in?
- The fact the learner may be tired after their working day so coaching them ‘after work’ may not be a good idea. If they are tired they are likely to be resentful at having to stay back and be coached, and the chances are they will not learn as efficiently either
- In a simulated location away from the actual workplace. This can occur where the organisation has a dedicated training room, or it may involve moving off-site and using, for example, the facilities provided at head office, a supplier’s premises, a recognised training provider (College or Institute) or some other business with whom partnering arrangements have been established.

### **Organising coaching**

#### **Time and date**

A specific time and place for coaching must be organised with the colleague. As we have said, good coaching does not just happen, and it has to be planned.

The time and place should be agreed to by you and the learner.

Note some establishments have a separate training room where coaching can take place, but actual workplace coaching is preferred by many.

It is a fact coaching will tend to be ineffective if it takes place in an inappropriate location and at an inappropriate time. For example, it would be very unproductive to coach your colleague in a bar during trading hours where there is a shortage of staff and has customers standing four-deep waiting for service.

Coaching should be conducted wherever possible in a comfortable environment and at a time when the learner will be able to focus solely on the information being transferred. This means the coaching location should be as free as possible from distractions and interruptions.

There should also be a lack of external pressure from customers and other staff. Therefore there should preferably not be other people standing around watching, or listening to what is going on.

Time, date and location of coaching will further depend on factors such as:

### **Reason for the coaching**

Where the coaching is urgently needed, staff seem more prepared to participate almost 'anywhere, anytime'.

Because they realise the urgency involved, they will accommodate nearly any time, date and location for coaching.

Also, the reason for the training will often determine what equipment and other resources are needed to conduct the coaching. For example, you cannot coach someone in cellar operations in the housekeeping department!

### **Staff availability and your availability**

In many instances, staff may not be able to be coached when they are rostered 'on' to work. The reality is arranging a time for coaching is nearly always a problem.

There may often be times when you, as the coach, are available and the staff member is not, or vice versa.

In many situations coaching may need to be done before or after work. In other circumstances, you may need to negotiate with the relevant supervisor to have staff released from duties to attend coaching.

### **Room availability – location of the coaching**

The 'training room' may be unavailable, or the room/workplace location in which you intended to do the coaching may be in use. This can often be a problem in role specific rooms such as the cellar, the bottle shop, the dining room, accommodation rooms and front office.

While there may be a room available, it may not be suitable for the particular coaching need, especially where specific items of equipment are required.

Likewise, certain coaching will require access to relevant stock – food, beverages, linen.

Agreement about a time and date for the training therefore needs to factor in the availability of a suitable location for the training and the availability of supporting resources to enable the coaching to occur.

### **Operational staffing levels**

Service to guests and customers must take precedence over coaching.

This means it is vital to maintain suitable staffing levels at all times and not to compromise service levels because of coaching demands.

If you have to choose between coaching and serving customers, serving customers must always take priority unless there is a very real safety issue involved.

### **To conclude**

You should not only simply tell the learner when and where their coaching session will be.

You have to involve them in the decisions and negotiate a time and date with them.

You should also:

- Advise of the finishing time so they can arrange other aspects of their private, social or work life
- Tell them if they have to bring anything with them
- Let them know if you expect them to have done something before they arrive such as read a workplace policy, watched another staff member undertake a certain task
- Confirm the location for the coaching session.

When a mutually agreed time, date and location for the coaching has been established, this should be noted on the coaching plan.

## **Element Coach colleagues on-the-job**

**2:**

### **2.1 Explain to the colleague the overall purpose of coaching**

#### **Introduction**

Skills to be coached are generally those which do not require formal or extended training sessions.

This means coaching is commonly applied to common, practical tasks which are of a short duration such as:

- Customer service skills

- Technical or operational skills such as operating equipment, making something or completing documentation
- Selling or promoting products and services.

Before a coaching session commences, the overall purpose of the coaching should be explained to the learner even though it was agreed to at the planning stage.

This explanation helps to set the scene for the coaching and serves to focus attention on what is about to take place.

Coaching must never simply be imposed.

Even though your coaching is underpinned by a legitimate rationale, adults do not respond well to anything imposed on them.

### **What might be the purpose of the coaching?**

The overall purpose of coaching may be one or more of the following:

- To increase product knowledge
- To address a legally-imposed compliance requirement
- To increase workplace safety
- To reduce wastage
- To increase productivity
- To raise service delivery standards
- To change an existing skill to one required or preferred by the employer
- To prepare the learner for extra duties, promotion or additional responsibilities.

### **Before each coaching session**

Remember, before each coaching session, the following three things should occur:

- The purpose of the session should be explained to the learner
- Agreement should be gained that there is a need for the coaching
- Agreement should be obtained that a coaching session (or series of sessions) is a legitimate and effective way to achieve the intended goal.

### **Tips to use when explaining the purpose of the coaching**

Suggestions to remember when preparing staff for coaching are:

- They should be informed of the *need* for the coaching and how it will benefit them in their daily tasks. This will help provide fundamental motivation for the coaching and demonstrate there is a genuine need for the coaching
- Where applicable, the learner should also be informed about how the coaching will benefit co-workers, customers and the business
- The learner should be encouraged. As the coach you must ensure staff feel you are there to *support* and *help* them.

Extremely high levels of interpersonal skills are critical for successful coaches.

Learners must feel confident and comfortable enough to ask the coach questions. Any learner who feels uncomfortable with their coach, or feels intimidated by them, will never learn to their optimum capacity.

To be clear about this, ***it is 100% the responsibility of the coach*** to create and maintain this supportive and encouraging environment

- Staff should be encouraged to be *involved* in the coaching session. This means all coaching sessions must be *participatory* in nature.

Adults learn better and quicker if they *learn by doing* rather than simply by watching or listening

- The coaching session is being conducted for the benefit of the learner. Ensure you do not shift the focus of the coaching to yourself.

It is a common trap for coaches to begin to feel the coaching sessions are being undertaken so they can show the learner how smart or competent they are!

Remember: the coaching session is there to assist the learner, not to indulge the coach.

- Create a positive environment conducive to learning. The coach must use excellent interpersonal skills welcoming the learner into a supportive and caring place where the focus is on fostering and cultivating.

This means the coach will need to adjust the pace and flow of their coaching to meet the needs of the learner. Not all learners will learn at the same speed so the effective coach must modify their delivery to take this into account.

## **2.2 Explain and demonstrate the specific skills to be coached**

### **Introduction**

To explain and demonstrate a skill, the coach must be well versed in the theory and practical components of the task – it is inadvisable for a coach who is not fully competent in a skill to try to coach in it.

As obvious as this sounds, there may well be occasions where you are required to coach in a task you are less than totally proficient in.

While this is a less than satisfactory situation, it is a fact of training life.



In addition, you **must** have the necessary knowledge and skills to perform the task while adhering to all safety and health requirements as well as establishment practices.

Specific skills needing to be explained and demonstrated may relate to:

- New equipment introduced to the workplace
- New processes and procedures introduced by management
- Skills required to competent a job or task effectively and efficiently.

### **Coaching practice**

Every task coached should be explained and demonstrated in a clear, short and simple manner.

Remember, skills to be coached are generally those which do not require formal or extended training sessions.

This means coaching is commonly applied to common, practical tasks which are of a short duration.

The two basic techniques commonly used in coaching sessions are:

- Explanation
- Demonstration.

### **Explanation**

When explanation is required the following are useful guidelines:

- Use industry and establishment jargon as appropriate, but ensure full explanations are provided where necessary. Communication should *inform* the learner, not exclude or confuse them
- Speak slowly, clearly and accurately. Do not rush your words and never assume knowledge on behalf of the learner.
- Ask questions to confirm comprehension. Questions are a vital part of coaching.

A good coach will ask many more questions than the learner (see below).

- Refer to safety and health requirements where and when necessary. All coaching must be set against a framework of required OHS practices.

It is **never** acceptable to coach people in unsafe practice, or in short-cuts that introduce the potential for accidents

- Make references to the manufacturer's instruction manual where appropriate. Coaching must conform to protocols as listed by the manufacturer's instructions for equipment being used.

A copy of the manufacturer's instructions should be available for the learner to read, and where possible take away with them for future reading or study.

## **Questions**

There should be lots and lots of questions in any coaching session. The learner will hopefully ask some but the coach should ask loads of them.

Questions should be both 'open' and 'closed' questions, and they should be designed to provide you as the coach with feedback on how the learner is progressing so you can use this information to modify what it is you are doing, if the need to do so exists.

Questions may be along the lines of:

- "Have you got any questions?"
- "What do you think the next step might be?"
- "Do you think this product is now ready to serve to a customer?"
- "Why do you think this product is not fit to serve to a customer?"
- "What are the legal considerations at this stage?"
- "What safety issues are likely to be involved in this task?"
- "What would happen if I now pressed the red button?"

Asking questions does not come naturally to most people so you have to practice asking them.

You should get to the stage where asking questions is a standard part of your coaching delivery.

If the learner knows you ask lots of questions, this can also serve as a motivator for them to pay attention.

## **Conducting a demonstration**

Demonstration is a very common and popular coaching technique. Where a skill is being taught, it is impossible to coach someone without using demonstration.

Remember earlier advice – you must be proficient in the skill being demonstrated or the session will degenerate into an embarrassing farce.

If you cannot do the demonstration yourself, try to get another staff member to do the session with you there to add whatever comments (underpinning knowledge – see next Section – company policies, legal requirements) are necessary.

When demonstration is required, the following are effective guidelines:

### **Go through the tasks slowly and accurately**

It is important you get the task right *the first time*.

Any mistakes on your part as the coach will have an enormous negative impact on the coaching and harm your personal credibility in the eyes of the persons being coached.

This highlights the need for the coach to be competent, and also underlines the need for the coach to practice before delivering coaching.

You have a duty to your learner to be able to competently perform any task you are coaching them in. This is a non-negotiable requirement.

Bear in mind as a coach your role may also be one of ‘facilitator’.

That is, your job may be to facilitate the learning process.

This means you yourself do not have to do all the coaching but you may elect to get someone else (more qualified, more experienced) to do certain coaching tasks. This is not an admission of your own incompetence, but more an indication you recognise your own shortcomings yet remain committed to ensuring the learner gets the best coaching help available.

People you might use to deliver some of the coaching sessions might be:

- Other staff from your department (or from elsewhere in the establishment) who have special skills
- Management personnel or owners
- Manufacturers and/or suppliers.

The real key here, regardless of who does the coaching, is they must be competent in the task, too.

### **Provide verbal explanation when and where necessary**

Coaches must be able to explain simply and accurately what they are doing, and why.

This includes being able to correctly name pieces of equipment and procedures being used.

Industry terminology should be used as appropriate, but there is a need to try not to dazzle the learner with your own brilliance on the subject – coaching is not intended to show the learner how smart you are!

### **Ensure all procedures used in coaching sessions adhere to the establishment’s policies and procedures**

Internal policies, practices and procedures must be incorporated into the coaching so they become part of the operation, and are not seen as an optional extra.

It is acceptable to coach the learner by showing them legitimate, safe and effective short-cuts that are part and parcel of being a trade professional but it is never acceptable to coach someone in the use of illegal practices or unsafe techniques.

Also be aware that research has shown there is often a gender issue when coaching staff in this regard. Especially, research has shown males will coach females in the correct techniques for a job but not pass on any of the ‘inside tips/trade secrets’ – they reserve these only for other males.

Try to make sure you share *all* your knowledge with all your learners regardless of who they are.

### **Ensure all demonstration of equipment complies with the manufacturer’s instructions**

The way learners are coached must conform to prescribed instructions, especially where things such as safety, operation and cleaning are concerned.

Explaining these requirements before you start is a good idea, and also indicating to the learner where the 'operating instructions' are kept is useful.

If you can photocopy relevant parts of the operating instructions to give to the learner for them to take away with them after the coaching session this is even better.

You must also check what you are going to use for the demonstration beforehand to make sure:

- It is safe
- It is fully functional
- All parts are in place – including ancillary items such as printer ribbons in cash registers/terminals
- It has been adjusted where necessary to suit the needs of the learner.

### **I do it normal ...**

There is a little rhyme used by coaches and trainers to describe how they might go about doing a demonstration with a learner.

It goes:

“I do it normal,

I do it slow,

You do it with me,

Then off you go.”

### ***I do it normal***

This describes the first part of the demonstration.

The task is explained to the learner and then the coach demonstrates the task at normal speed with no pauses, and no explanations.

This gives the learner the opportunity to see how 'it' is done and helps to put the whole coaching session into context/perspective.

### ***I do it slow***

The coach then repeats the demonstration but this time breaks the demonstration down into sub-steps/stages (see 'Coaching sub-steps in sequence' in this section) and explains each phase as the demonstration progresses.

The learner is encouraged to ask questions and the coach uses questions too.

The coach might ask:

- “Can you remember what I did next?”
- “Why do you think it is important to do this before we do that?”

- “Why was it important I did what I just did?”

It is during this stage you would also:

- Incorporate underpinning knowledge – see next Section
- Name the parts, ingredients and other items being used
- Highlight any safety issues relating to the task
- Explain how this task fits in with other tasks the learner (or other staff) might have to undertake.

### ***You do it with me***

This is where the learner and the coach do the demonstration together.

This may occur with the coach and the learner each using their own piece of equipment (that is, the coach and the learner each have a piece of equipment, and they work ‘in tandem’) or it can be a joint effort with the coach and the learner combining to work on the one item, piece of equipment or set of items.

The learner is free to ask questions as they go and the coach provides whatever assistance is necessary.

The role of questioning plays a vital role during this phase too.

For example, if the learner had a question about ‘what to do next’, the coach could simply provide the answer to the question or they could elect to ask a question to get the learner to think through the situation and work out the answer for themselves. The coach might say:

- “What do *you* think might be the next step?”

Or

- “If I said, think about the safety aspects of this job and try to recall what we said about the possibility of you losing a couple of fingers ... would that help?”

Throughout this phase the coach must:

- Be alert to make sure the safety of the learner is never at risk
- Ensure the learner follows all the required steps. At this stage of their education, the learner is **not allowed** to take short cuts or make up their own mind about standards or the sequence of steps in the task
- Offer support and encouragement. Where the learner has done a correct step it is appropriate to offer some form of sincere praise (but not to overdo it). A simple “Good”, “Yes”, “Well done” or just an approving nod of the head should be enough
- Offer extra advice/coaching when the learner gets lost or stuck. This can be verbal advice, providing another demonstration or a mix of the two.

### ***Then off you go***

This is the last stage of the coaching where the coach provides the opportunity for the learner to practice their newly learned skill.

The opportunity for practice may be in the training room or on the floor in an actual workplace situation.

Usually, practice is also arranged with the learner's supervisor so they too can monitor what is being done and provide on the spot assistance when and if it is required.

The coach should check back with the learner (and/or the supervisor) periodically to see how things are going and determine whether:

- The learner needs more coaching
- The learner is ready to move on to their next coaching task.

### **Using handouts**

Many coaching sessions can benefit from the use of 'handouts'.

### **Observing the learner practicing**

When observing a colleague attempting or practicing their newly acquired skills, the following apply as guidelines:

- Effectively correct the learner whenever they take an incorrect step – corrective action needs to be immediate so incorrect practices are not allowed to become habits
- Ask questions to confirm the learner's knowledge. Effective coaching will ensure staff not only know what to do, but *why* they are doing it.

For example, if the learner correctly performed a sequence of tasks it is still appropriate for the coach to say something like "Well done. Can you tell me *why* we turn the X valve off before we release the pressure?"

- Ensure the learner is always in comfortable surroundings. This may mean adjusting lighting and/or air conditioning and taking action to eliminate extraneous distractions. Sometimes comfortable surroundings may mean having music playing in the background and sometimes it may not
- Praise the learner when and where appropriate. Be lavish in your praise, but ensure it is genuine praise and is deserved.

Too much unwarranted quickly becomes false and annoying

- Encourage the learner as much as possible. Learners may be anxious about the coaching so create an environment of success.

If they get something right, it is appropriate to say a quick "Good", or "You're doing well".

A smile or a nod of the head can do the same job in some circumstances

- Listen to the learner’s feedback and act on it. If the learner is unhappy or uncomfortable with some aspect of the coaching, do whatever you can to remedy the situation in line with still achieving the coaching objective
- Pay attention. You must focus your attention on what the learner is doing and not get distracted (by phone calls, people walking past, calling in for a chat), or by doing other things such as completing paperwork, taking a delivery.

### **Coaching sub-steps in sequence**

Any task to be coached must be broken down into its sub-steps, and then coached in sequential order.

This is one of the tasks the coach must prepare as part of their planning and preparation for the coaching session.

It requires you to write each sub-step down and into your coaching plan to ensure:

- No step is omitted
- Tasks are presented in the correct sequence.

It is not acceptable for a coach to believe they can remember all the sub-steps for a job or activity. They must be written down for reference if needed during the coaching session and/or to give to the learner for *their* future reference.

## **2.3 Communicate clearly any underpinning knowledge required**

### **Introduction**

Underpinning knowledge refers to the essential knowledge required to carry out tasks or perform skills effectively, legally and as required by the establishment.

All tasks where there is a need for coaching will have some level of underpinning knowledge associated with it.

As a coach, not only must you be competent in the task you are demonstrating, but you must also be knowledgeable about the underpinning knowledge required for that task.

### **Communicate clearly any underpinning knowledge required**

Depending on the task being coached, underpinning knowledge can include:

- Knowledge of processes and procedures, principles and practices – including theory underpinning technical skills
- Communication skills that contribute to production and harmonious relations between employees and customers
- Teamwork skills, contributing to productive working relationships and outcomes
- Planning and organising skills that contribute to long-term and short-term strategic planning

- Self-management skills, contributing to employee satisfaction and growth
- Learning skills helping to contribute to ongoing improvement and expansion in employee and company operations and outcomes
- Technology skills that contribute to effective execution of tasks
- Ingredients in a dish or drink, including information on how those ingredients need to be stored, where they are stored and indicators of quality for each ingredient
- Components of a piece of equipment, including indicators something is wearing out and needs replacing, and how to undertake basic maintenance
- Product knowledge and/or knowledge relating to the services the venue offers such as trading hours, discount rates available, which credit cards are accepted, whether or not there are home deliveries. This list is virtually endless
- The range of principles underscoring skills such as selling, so practice may be based on sound theory, and so certain acknowledged and accepted strategies can be applied at appropriate times.
- Reasons for undertaking tasks so staff understand not only *what* they are doing, but also *why* they are doing it.

This makes it more likely staff can modify behaviour and practice as circumstances alter and as situations dictate, rather than blindly continue to deliver the same service to all customers when the situation obviously requires a variation to standard practice

- Legislative requirements, so staff function responsibly and within the letter and spirit of the various laws applying to the industry. Major concerns in this regard (depending on the venue) include OHS, liquor licensing, food safety and gaming as well as the common law 'duty of care' provisions.

## **2.4 Check the colleague's understanding**

### **Introduction**

It is a standard requirement throughout all coaching sessions that you focus effort on checking and determining the level of understanding the learner has in relation to the task being coached.

This applies whether the topic is a knowledge-based one, attitudinal or skill-based.

### **Another look at the role of questions in coaching**

During a coaching session, it may be necessary for the coach to ask the learner questions to confirm their knowledge of a specific task. Indeed, as earlier stated, the effective coach will ask many, many questions.

The type of questions that can be asked will vary according to the type of coaching session being conducted.



It is advisable to prepare these questions as part of the planning phase of the coaching, rather than rely on your ability to think of and remember to ask appropriate questions during the coaching session.

Examples of such questions may include safety and health issues like:

- Why is it important not to touch the steam wand of the cappuccino machine?
- Why is it important to check glassware before it is used?
- When and why should you refer to the manufacturer's instruction manual about how to operate a piece of equipment?
- Why must we always refer to the current schedule before making a quote?

Questions could also relate to seeking underpinning knowledge about products, such as:

- Who makes XYZ liqueur?
- What brand of coffee do we serve?
- What is the price of a trip to ABC?
- What procedure do you follow when changing a cash drawer?
- In which book or file do you record deposits paid?
- Sometimes, when attempting to determine the existing level of underpinning skills and/or knowledge a staff member has, the coach may approach a supervisor and ask their opinion.

Alternatively, or in addition, the coach may ask the staff member to bring along evidence they have previously completed a course or received some other experience via training or life experience.

### **Checking colleague's understanding**

At various stages throughout a coaching session you should ask the learner questions confirming or determining their understanding of a particular task.

The reason for this is to seek verbal and/or visual confirmation of understanding. Checking for understanding is important because the learner may not have fully understood what you showed them.

The learner may have been anxious and unable to concentrate properly, they may have just had a momentary lapse of concentration, they may have been distracted by something, they may have been trying to assimilate an earlier item and missed the next one, or there could have been a noise that prevented them hearing what you said.

It is therefore essential to seek confirmation at regular intervals throughout the coaching session to make sure all information provided by you has been accurately received by the staff member, and received in the right context and to ensure it is appropriate to move on to the next step/stage of the coaching.

## **The two-way nature of communication**

Always remember communication is two-way thing: there is a sender and a receiver. For communication to be effective, the receiver must accurately interpret the sender's message and provide feedback to it.

To check if information has been received accurately, coaches commonly use more 'open' questions than 'closed' questions to obtain feedback.

Open questions require more lengthy answers than 'closed' questions, which require a simple 'Yes' or 'No' response, or a very short reply.

Open questions start with:

- Who? - Who do you report equipment failures to?
- What? - What is the purpose of our guarantee?
- When? - When should you switch off in-room air conditioning?
- Where? - Where do you store the travel vouchers?
- How? - How do you greet a customer?

## **2.5 Provide the colleague the opportunity to practice the skill and ask questions**

### **Introduction**

All coaching sessions should provide an opportunity for the learner to practice their newly found skills.

This opportunity should include:

- Opportunity within the coaching session as part of the coaching provided
- Opportunity *after* the coaching session has finished in the workplace under your supervision, the supervision of another staff member or under the supervision of a supervisor.

### **Providing the opportunity to practice**

Any new skills shown to the learner may be quickly lost if there is no opportunity for the learner to put those skills into practice.

Do not believe once you have shown the learner what to do, the job of coaching is finished – far from it!

While the colleague practices, you must:

- Watch to ensure they are doing the task correctly. This means they are working safely, doing sub-tasks in the correct sequence, not wasting effort, time or product
- Provide further information. This information is sometimes known as the 'nice to know' information, or the 'could know' information. The vital information is called the 'must know' information and should be presented as part of the demonstration you did initially)

- Be ready to demonstrate again a step where and when necessary
- Encourage, praise and congratulate.

While watching the learner practice it is also appropriate to ask them questions to assess their level of understanding or underpinning knowledge.

Remember some employees become embarrassed easily, so all feedback (especially feedback with a negative element) should be done in an appropriate location away from other staff members and members of the public.

### **Encouraging the learner to ask questions**

Some learners are reluctant to ask questions.

There can be several reasons for this:

- They may feel it indicates their ignorance
- They may not want to ask what they feel is a stupid question
- They may not want to waste your time.

Ways to overcome this possibility are to:

- Regularly ask the learner if they have any questions and then pause long enough for them to ask a question.

There's no point asking if they have a question and then rushing on to the next topic or point without giving them an opportunity to actually ask a question

- Ask lots of questions yourself. This legitimises the use of questions in the coaching context and, if the learner is not asking any or many, it gives you the opportunity of trying to determine their actual level of understanding and/or knowledge
- Congratulate the learner on their question. This must be done appropriately to avoid it seeming false.

You might simply say "Good question. It shows you're thinking about XYZ. That's good"

- Generate an answer to the question – note we have not said 'answer' the question.

If the learner asks a question it is vital it gets answered but this does not mean you have to supply the answer.

Part of the learning process can be for the learner to think the question through themselves and come up with an answer you will either confirm or modify.

For example, when asked a question you could:

- Re-word the question and ask the question back to the learner
- Give them a hint and then ask them what they think the answer might be

- Tell them the answer – this option should not be your only response when learners ask questions.

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## 2.6 Provide feedback in a constructive and supportive manner

### Introduction

Not only must all coaching be conducted positively and in an encouraging fashion but supportive and constructive feedback must also be given.

Such an approach encourages the learner to try harder and assists in creating an environment conducive to learning.

This will inspire more determination to achieve the final goal.

### The anxiety of learners

Commonly learners are anxious about their progress and they are usually seeking answers to questions such as:

- "How am I going?"
- "Am I on the right track?"
- "Is what I am doing OK?"

Many learners will not actually talk about these concerns but it is usual they are *thinking* them.

The effective coach will set their mind at ease by supplying appropriate answers to the unstated questions on a regular basis.

### Basics of feedback

It is useful to bear the following in mind when considering the use of feedback in coaching. Feedback refers to:

- Guiding the person being coached
- Being a core part of coaching sessions
- Being constructive so the person being coached feels encouraged and motivated to improve their practice
- Being timely so the person being coached can use the feedback to guide practice
- Being linked to a clear statement of orderly progression of learning so the person being coached has a clear indication of how to improve their performance. This provides a developmental approach for achievement of a certain skills set
- Being specific to the learning outcomes of the coaching session so assessment is clearly linked to learning
- Guiding people to become independent learners and their own critics.

## **Providing feedback**

The support and feedback can be communicated either by verbal or non-verbal communication.

### **Verbal communication**

This is communication spoken to the learner, for example: “You’re doing a great job, Tony. Now would you like to try including some workplace statistics?”

Keys in giving verbal feedback are:

- Keep it brief
- Keep it relevant
- Keep it genuine
- Make sure it is warranted.

### **Beware!**

While speaking with a learner during a coaching session remember to avoid phrases which, on the surface, sound encouraging but which can be counter-productive.

For example, you may wish to indicate a certain task is relatively easy so you say “You’ll learn this quickly – it’s child’s play, really!”

Your genuine intention is to set the learner’s mind at ease, and to facilitate their learning by attempting to remove the thought that the task is difficult: this is very commendable.

However, if the learner was then unable to learn the task quickly, what have you just said?

In effect, you have told them they are more incompetent than a child.

The above example highlights the need for coaches to be extremely alert to giving *unintentional* negative feedback, and the very real need for them to think before talking.

### **Delivering negative feedback**

It is a fact of life when coaching that there will be times when you need to provide negative feedback to a learner.

In reality you have an obligation to do this where it is called for. You would not be doing your job if you failed to give legitimate negative feedback.

However, there is a need for you to pass on such comments in a sensitive and supportive fashion.

This can be done by using a ‘positive-negative-positive’ sandwich.

This means you begin your feedback by mentioning something the learner is doing well, follow it with the negative feedback, and then finish the communication on a positive note by making reference to something else you are pleased with.

This approach still gets the negative message across but is sensitive because it allows the learner to know you are happy with other aspects of what they are doing.

An example of the use of a ‘positive-negative-positive’ sandwich is:

*“Jim, I think you are going really well with the new cocktails. I was especially impressed with that new cocktail you created the other day. I think it’ll be a winner.*

*I just need you to focus a bit more though on the wastage angle. I think we’re wasting just a bit too much product when we mix the drinks and that will really bite into the bottom line.*

*But overall you’re doing great – your presentation and garnishing are outstanding.”*

The above illustrates how the coach can let Jim know he needs to stop wasting product but does it in such a way Jim is left positive about the negative feedback because the coach has acknowledged some of the other good work he has done.

Note the use of the ‘we’ in the feedback also helps to de-personalise the feedback.

### **Non-verbal communication**

This is communication via body language.

Coaches have to pay special attention to their body language to avoid sending unintentional negative messages to their learners.

For example, when observing a learner you might find yourself frowning, shaking your head, drumming your fingers or giving off ‘negative’ signals in some other way.

These negative signals will interfere with the learning process and are to be avoided.

In addition, because most people believe body language above verbal language, you must be careful about what messages your body language is sending.

There is no point verbally telling a learner you are happy with their progress when your non-verbal signals indicate frustration, anger, disapproval or dissatisfaction.

### **Work Projects**

To meet the requirements of the Work Project you are required to provide written, video, photographic or other evidence you have coached a colleague on the job and:

- Explained the need and purpose of the coaching to them
- Prepared for the coaching by arranging the location and necessary resources/materials
- Explained and demonstrated the required skills
- Communicated necessary underpinning knowledge as part of the coaching process
- Checked understanding of the person being coached throughout the coaching process
- Provided opportunity for colleague to practice
- Provided feedback to the learner throughout the session.

## Self-check Questions

- How does the definition of coaching this training module provides differ from your own?
- What do you and others perceive to be the key benefits of coaching in your tour operation business?
- Which people in your department could benefit from coaching and in which areas?
- How can you integrate coaching into your company's performance management cycle?
- How could you personally benefit from coaching?
- What beliefs do you personally hold about coaching?
- How do these limit or enhance your potential coaching relationships? What assumptions do you or others in your organisation make about how people learn best? How do these relate to coaching?
- What are your thoughts on which style of coaching will be most useful in a tourism environment?