

TRAIN THE TRAINER – COACHING SKILLS

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CHAPTER 1 - Develop Coaching Materials



What's inside this Chapter

Performance Objectives :
❖ Identify the specific characteristics and needs of learners. ❖ Develop coaching materials appropriate for the task. ❖ Design coaching materials that are appropriate to the learner's needs, learning styles and job requirements.

INTRODUCTION - Coaching can be defined as the process in which the coach helps a person to develop himself to improve his work performance to achieve the work standards. The coach guides the person to discover his strengths and weaknesses, building work performance and assisting career progression.

So, coaching is about developing a person beyond what he currently is. Development is vital to the survival of both the individual and the organization.

Development is about gaining and adapting new knowledge, skills and behaviours at the workplace. It is therefore about change. Change can be difficult and stressful and at times even painful, but coaching can be used to help a person develop and support the change process. Used effectively, it can help lessen the impact of change and optimise growth opportunities.

Notes



Unit 1.1	Factors to Consider when Developing the Coaching Materials.
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When developing the coaching materials, it is important to identify relevant information so that the coaching can meet the needs of the learners effectively.

Factors to consider when developing the coaching materials include:

- a. Learners' profiles – Information about the learners' work duties and responsibilities, educational background including literacy and numeracy levels, work experience, special needs (e.g. hearing-impaired, wheelchair-bound), and motivation for learning.
- b. Learning styles – We absorb new impressions through all our senses. Different people have different sensory learning skills. Some people are more visual than auditory. That is, they learn mostly what they see, not what they hear. Others need to write down something to internalise it. And still, some others may never write a note but listen very carefully and retain what they hear. In general, we should appeal to as many of the learners' senses as possible.
- c. Physical resources required – Physical resources cover any materials, equipments, tools or props needed for the coaching.

- d. Workplace Safety & Health (WSH) requirements – It is also important to ensure that workplace safety and health guidelines are adhered to. A safe environment is paramount to a learner's readiness to learn. If workplace safety and health guideline are not followed, accidents may occur.
- e. Training hours allocated – Sufficient training hours are needed for proper coaching. Amount of time allocated to practice sessions will depend on the average time taken for an average learner to complete a task.



Unit 1.2	The importance of Matching the Learning Materials to the Learning Styles.
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Selecting the right learning materials to match the learning styles will ensure coaching success. Knowledge of one's own learning style is essential in "learning to learn".

To match the learning materials to the learning styles, coaching may be presented both visually and verbally and reinforced through various motivating language activities such as reflective doing and writing.

Some examples where, learners can learn in ways that best suit their learning styles include:

- The appropriate use of physical resources, together with selective hands-on activities, will make coaching lessons interesting and motivating to learners who are more active.
- Monitor how learners respond during the coaching session to ensure that materials match learning style.
- Evaluate effectiveness of materials used in previous sessions and improve to match learners' learning styles.

The consequences of having a mismatch in coaching materials and learning styles will lead to the learners getting bored and inattentive. They may do poorly on tests, get discouraged about the coaching process, conclude that they are not good at the subjects and give up.

Unit 1.3	The Purpose of Developing Job Sheets & Worksheets.
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A job sheet or worksheet is often designed in a way to help organise material for learning or to create a clearer understanding. Learners may have "fill-in-the-blank" sheets of questions, diagrams or maps to help them with their coaching exercises.

The purpose of developing a job sheet or worksheet provides supplementary information in certain aspects of the coaching task that is being taught. It serves as an additional resource or it can serve as an exercise sheet whereby learners are supposed to perform the coaching task stated in the job sheet or worksheet.

Pictures and diagrams should be added to the job sheet or worksheet to provide the learner with a more visual explanation of how to perform a certain task or process.

Adults learn more easily and retain more when the material is suited to their learning needs and linked to knowledge they already know. Job sheets and worksheets are ideal for presenting information concisely.





Learning Activity 1.1

1. Identify the specific characteristics and needs of learners that you are planning to coach. Provide for 3 learners. (*Consider - Personal and social characteristics such as age, gender, language, educational level, motivation level, vocational aspirations, expectations etc.*)

	Characteristics and needs of learners
1.	
2.	
3.	



Learning Activity 1.2

- 1 Before coaching can take place, we need to develop coaching materials (Task Analysis Form) appropriate for the task, suited to the learner's needs, matching their learning styles and job requirements.
- 2 The Task Analysis Form specifies in detail and quantifiable terms the skills, knowledge, tools, conditions, and other relevant information for the performance of the task.
- 3 The standard Task Analysis Form comprises nine columns with the following headings respectively:
 - 3.1 Steps (required to perform the task);
 - 3.2 Performance Standards (observable & measurable criteria);
 - 3.3 Tools, Equipment, Materials & Supplies (needed);
 - 3.4 Required Knowledge (math, science, language & technology);
 - 3.5 Safety Considerations
 - 3.6 Attitudes (important to worker success);
 - 3.7 Decisions (identify decisions that must be made by worker);
 - 3.8 Cues (identify the data needed for making correct decisions); and
 - 3.9 Errors (indicate what may result if incorrect decisions are made).

Your Assignment

Use the Task Analysis Form as a template to develop coaching materials for a coaching session that you will be conducting in your organization. The coaching session should at least consist of 7 steps.

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	STEPS	PERFORMANCE STANDARDS	TOOLS, EQUIPMENT, MATERIALS & SUPPLIES	REQUIRED KNOWLEDGE
1				
2				
3				
4				
5				
6				
7				

TASK ANALYSIS FORM (LH PORTION)

TRAIN THE TRAINER – COACHING SKILLS

SAFETY	ATTITUDES	DECISIONS	CUES	ERRORS

TASK ANALYSIS FORM (RH PORTION)

CHAPTER 2 - Prepare for Coaching



What's inside this Chapter

Performance Objectives :

- ❖ Resources for coaching are appropriate to the learner styles.
- ❖ Make available the appropriate training tools, equipment and materials prior to the coaching session.
- ❖ Set up a safe and conducive environment for coaching.
- ❖ Identify appropriate contingency measures

Unit 2.1	Different Learner's Styles
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Notes



An individual's learning style indicates how he or she best retrieves and retains information. Different people prefer different methods of learning.

The VAK learning style encompasses three methods of sensory learning: visual (sight), auditory (sound) and kinaesthetic (touch or motion). The most effective coaching method involves a combination of all three sensory components.

Though individuals may prefer to use a particular learning method, it is important to understand that learning styles are situational, and no single style is dominant in every circumstance.

a. Kinaesthetic / Tactile - Kinaesthetic learners can be classified as dependent on touch or motion. A kinaesthetic learner may appear to be easily distracted by exhibiting excess movement, doodling on notes in class or falling asleep during a long presentation.

These learners perform best when encouraged to be active. Coaching techniques that benefit kinaesthetic learners involve taking stretch breaks during long presentations, performing activities that involve movement, providing the opportunity for notes to be written or highlighted.

- b. Visual - People who prefer to learn visually can be categorized into two groups: linguistic or spatial. Visual-linguistic learners benefit most by reading and writing tasks. Therefore, materials such as meeting handouts, notes and textbook assignments work well for these learners.

Visual-spatial learners do not enjoy reading or writing tasks but instead learn most effectively when graphs, illustrations, colour coding and other visual aids are used to present information. People who prefer to learn in this manner tend to associate new information with mental imagery.

- c. Auditory - Auditory learners like to receive new information and instructions through listening and speaking. An auditory learner can best absorb information by having a conversation with someone, listening to an audiotape, sitting in a classroom lecture or participating in a presentation.

People with this learning preference may enjoy activities that involve brainstorming, debate and other vocal exchanges that take place between people.

The VAK learning style is important because it allows people to better understand how they can improve performance in a wide range of situations.

Unit 2.2	Principles of Adult Learning
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Part of being an effective coach involves understanding how adults learn best. Compared to children and teens, adults have different learning needs and requirements.

The field of adult learning was pioneered by Malcolm Knowles. He identified the following characteristics of adult learners:

- Autonomous and self-directed
- Accumulate life experiences and knowledge
- Goal-oriented
- Relevance-oriented
- Practical
- Need to be shown respect

Adults are autonomous and self-directed. They need to be free to direct themselves. A coach must actively involve adult participants in the learning process and serve as facilitators for them.

They have to facilitate to guide the learners to attain knowledge rather than supply them with facts. Finally, they must show learners how the coaching session can help them reach their goals.

Adults have accumulated a foundation of life experiences and knowledge that may include work-related activities, family responsibilities, and previous education. They need to connect learning to this knowledge/experience base. To help them do so, the coach should draw out learners' experience and knowledge relevant to the topic, concepts and theories.

Adults are goal-oriented. They therefore, appreciate a coaching program that is organised and has clearly defined learning goals. Coaches must show learners how this coaching will help them attain their goals. The specifying of goals and course objectives must be done early in the coaching.

Adults are relevance-oriented. They must see a reason for learning something. Learning has to be applicable to their work or other responsibilities to be of value to them. This need can be fulfilled by letting learners choose projects that reflect their own interests.

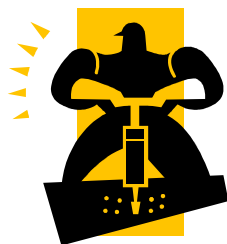
Adults are practical and will focus on the aspects of a lesson most useful to them in their work. Coaches must tell learners explicitly how the lesson will be useful to them on the job.

As do all learners, adults need to be shown respect. Coaches must acknowledge the wealth of experiences that adult learners bring with them. These adults should be treated as equals in experience and knowledge and allowed to voice their opinions in class.

Summarizing the Principle of Adult Learning (M.O.R.E.S.)

a.	Motivated	Motivation to learn: As a person matures the motivation to learn is internal
b.	Orientation to learning	Orientation to learning. As a person matures his time perspective changes from one of postponed application of knowledge to

		immediacy of application, and accordingly his orientation towards learning shifts from one of subject-centeredness to one of problem-centredness.
c.	Readiness to learn	Readiness to learn. As a person matures his readiness to learn becomes oriented increasingly to the developmental tasks of his social roles.
d.	Experience	Experience: As a person matures he accumulates a growing reservoir of experience that becomes an increasing resource for learning.
e.	Self-directed - Self-concept	As a person matures his self-concept moves from a dependent personality to one of being a self-directed.



Unit 2.3	Different Types of Materials that May be Used for Coaching
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There are different types of materials that may be used for coaching.

- a. Manufacturer's equipment manual - a handbook of technical information about the machine, an instruction manual, or a concise manual or reference book providing specific information about a subject or place, etc...
- b. Organisational Standard Operating Procedures (SOPs) - A standard operating procedure is a company wide formalised structure to handle specific operational activities. They are essential in supporting the creation of good planning and control within the growing company.
- c. Worksheets - A worksheet provides supplementary information in certain aspects of the task that is being taught. It serves as an additional resource or can serve as an exercise sheet for learners to use in performing the task stated in the worksheet.
- d. OJT Blueprint - The OJT blueprint is a coaching document which defines the process of the main task to be performed. This document serves as the main coaching material for the coach and it comprises nine columns of information to be followed during the coaching.
- e. Logbook - The training logbook serves as a record of the coaching the learner has completed and also serves as record of the learner's performance through an assessment of his competence.

- f. Learner's guide - A learner's guide provides guidance and contains exercises for the learner. This document will assist learners in understanding the coaching content and also how they can apply what they have learnt. Usually a learner's guide will contain the coaching content and some written or reflective activities to stimulate reflection and application of knowledge.
- g. AVA (Audio Visual Aids) materials - It would be advantageous to learners if there are appropriate and relevant videos concerning the performance of a task. The video can provide a macro perspective to the learner as to what he needs to do and to the required standards.



Unit 2.4	Barriers to Adult Learning
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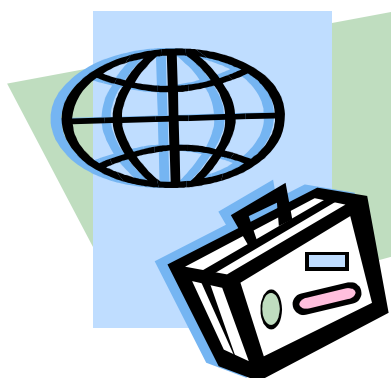
Adult learners have many responsibilities that they need to balance against the demands of learning. Because of these responsibilities, there may be barriers against participating in learning. Some of these barriers include (a) lack of time or money (b) lack of confidence (c) lack of information about opportunities to learn (d) scheduling problems and (e) lack of motivation.

Barriers to Adult Learning

Institutional	These are practices, policies and procedures that discourage or exclude adult learners, eg. the difficulties in getting information about the course, or the information provided is not accurate, or strict entry requirements, etc.
Situational	These are life situations, eg. lack of time (work and family priority); financial difficulties; transport problems; parking problems; lack of childcare facilities; and poor health, etc.
Psychosocial	These are beliefs, values, attitudes and perceptions, eg. poor self-esteem (“I cannot do this”, “I am not as bright as others in the group”); intimidation by other’s expectations; stress or pressure to do things right; and lack self motivation.

Some strategies to overcome the barriers are as follows –

- Providing easy access to information on training programmes and recognizing prior learning or alternative equivalent entry requirements.
- Providing flexible class schedules to cater to working adults. Classes can be conducted in the evening or weekends and located centrally.
- Providing alternative learning pathways such as e-learning.
- Providing financial aid or training grants.
- Providing relevant guides, additional materials to learners to aid understanding and easier transfer of learning.
- Providing a positive learning environment that supports adult learning. Find ways to motivate and encourage adults to participate, ask questions, engage adults through role-play, experiential learning or discussion.



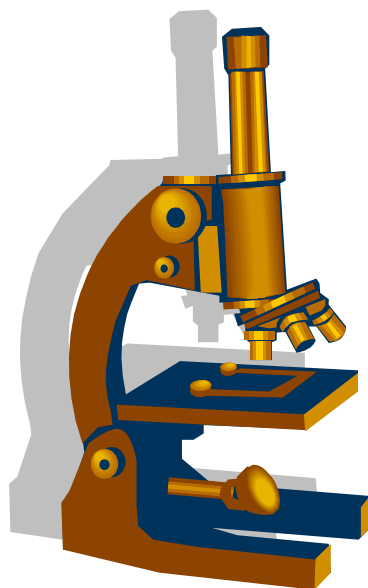
Unit 2.5	Different Types of Learning Needs and the Adjustments Required to Address their Needs
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When finding out the needs of the learners, coaches may come across different types of learning needs. It is the coach's prerogative to adjust these needs so as to facilitate as much learning as possible.

Identifying these special needs is important as coaches can then make adjustments to address the learner's needs.

- a. Language proficiency – Literacy levels of competency.
Adjustments may have to be made during coaching depending on the learner's language competency. The coach should provide clear instructions and use language that is easily understood. The coach may have to adopt a pace that is comfortable to the learner.
- b. Intellectual impairment / disability - Learners with disabilities will require assistance to enhance their coaching experience. Wheelchair bound learners may require additional space to perform the task. Movement of learners may be impeded if there are space constraints.
- c. Medical condition(s) - Learners with an existing medical condition like asthma may tire more easily than others. As such, learners with medical conditions may require more breaks during coaching.

- d. Differences in the pace of learning - Differences in learning progress can be defined as the speed of comprehension. There will always be a group of learners who pick up new concepts and skills faster than others.
- e. Religious/Cultural backgrounds - A coach should be aware of religious and spiritual practices of their learners. Coaching schedules may need to be refined to take into account certain religious practices and ceremonies.
- f. Age and gender - Learners who are more matured in age may require more repetitions in order for them to internalise concepts and skills. Such learners may also bring their life experiences to the coaching session. Coaches should accept these and harness their expertise in the coaching session.



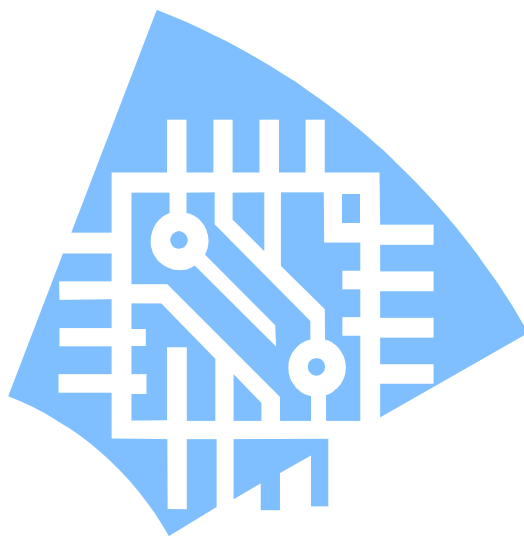
Unit 2.6	Facilities Required for the Coaching.
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Facilities required for successful coaching may include the coaching venue or workstation, coaching tools and equipment, lighting and ventilation.

- a. Coaching venue or Workstation - The best coaching environment is where there is adequate space in which to learn and there are no distractions. If you are coaching at the workstation and not a classroom, you will have to adapt your coaching style to that specific work environment.
- b. Coaching tools and equipment – the tools and equipment used must be safe and in proper working condition.
- c. Lighting – The room lighting should be sufficient but not glaring and distracting to the learner.
- d. Ventilation – includes both the exchange of air to the outside as well as circulation of air within the building. Therefore, there should be sufficient ventilation for the conduct of coaching session.

When preparing for the coaching session, there might be some issues in getting the right facilities. There are several ways to ensure that problems can be resolved:

- ❖ Get support from the relevant personnel to follow through with the problem. For example, if the venue or workstation is not available, the support administrator may need to secure another venue or workstation.
- ❖ If problems are a threat to safety and cannot be resolved, it may be necessary to re-schedule the coaching session.



Unit 2.7	Contingency Measures Affecting the Following Areas
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Contingency planning is a systematic approach to identifying what can go wrong in a situation. Contingencies are relevant events anticipated, including low-probability events that could have major impact on the coaching session.

The purpose of contingency planning is not to identify and develop a plan for every possible contingency. That would be impossible and a complete waste of time. Rather, the purpose is to encourage one to think about major contingencies and possible responses.

Few situations actually unfold according to the assumptions of a plan. However, people who have given thought to contingencies and possible responses are more likely to meet coaching outcomes successfully.

The following steps can be used to identify the contingency measures affecting the facilities, environment and resources for coaching.

Step 1 – Establish all the risks.

Step 2 – Identify the possible preventive measures and contingency plans.

Step 3 – Evaluate the possible preventive measures against the practical application.

Step 4 – Select the preventive measures and put them in action.

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a.	Facilities	training venue, work station, training tools and equipment, lighting and ventilation
b.	Environment	provide minimal distraction (physically & psychologically) , Non threatening (physically and psychologically) and Safe (physically and psychologically)
c.	Resources	learning materials (E.g. learner's notes, writing paper) , coaching materials (E.g. lesson plan) , Audio-visual aids (E.g. speakers, video player, etc) , Computer software (E.g. power point, internet, etc) and Evaluation/Assessment materials (E.g. pre- and post-test questionnaires)





Learning Activity 2.1

Describe the process of preparing the workplace for coaching.

State the considerations for ensuring that the coaching resources, such as coaching material, training equipment, training tools and learning material, are appropriate and safe. Discuss the practical considerations in:

1	Use of Coaching Resources	
2	Use of Facilities	
3	Preparation of the Learning Environment	
4	Area of Comfort and Safety Aspects	



Learning Activity 2.2

List 3 possible risks that may occur and your contingency plans with regards to them.

No	Risks	Actions	By Whom
1.			
2.			
3.			

CHAPTER 3 - Conduct Coaching



What's inside this Chapter

Performance Objectives :

- ❖ Inform learners of the learning objectives.
- ❖ Establish rapport with learners
- ❖ Demonstrate the tasks systematically to the learner.
- ❖ Provide clear guided instructions for each step.
- ❖ Provide sufficient time for learners to practise their skills.
- ❖ Provide a variety of coaching techniques to enhance effective learning.
- ❖ Track and record the learner's progress using the prescribed methods at appropriate intervals.
- ❖ Highlight key learning points in a timely and appropriate manner during coaching to enhance the learning process.
- ❖ Align the coaching to the OJT programme and suits the learner's profile
- ❖ Use appropriate language and tone.
- ❖ Pace the coaching according to learner's abilities.
- ❖ Review the coaching session(s) at appropriate junctures.

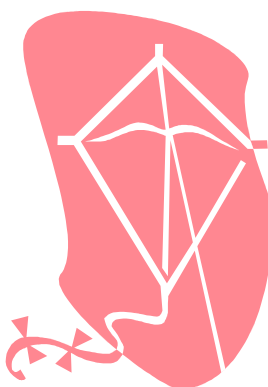


Unit 3.1	Essential Information to be Provided to the Learner
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Essential information to be provided to the learner include:

- a. Learning objectives - statements that describe significant and essential learning that learners will achieve, and can reliably demonstrate at the end of a course or program. In other words, learning objectives identify what the learner will learn to be able to do by the end of a course or program.
- b. Session contents – Information that is accurate, complete, and current. Facts come from reliable sources which are clearly identified. Content and context are consistent with the learning objectives. All information relates to the stated purpose and learning goals. Content moves learners beyond the basics and encourages higher levels of thinking; learners are engaged in applying what they learn.
- c. Coaching methods - The primary instructional method used in the on-the-job coaching setting is the demonstration-explanation method. In this method, the coach shows and tells the learner how to perform the task. Other methods may include :
 - structured OJT coaching
 - trial and error method
 - demonstration – practice

- d. Resources - learning materials (E.g. learner's notes, writing paper) , coaching materials (E.g. lesson plan) , Audio-visual aids (E.g. speakers, video player, etc) , Computer software (E.g. power point, internet, etc) and Evaluation/Assessment materials (E.g. pre- and post-test questionnaires).
- e. Duration of session – how long and how often would each coaching session be.
- f. Assessments - There are generally two types of assessments. Assessments can be classified as “Formative” and “Summative”. Formative assessments are carried out periodically throughout the coaching to provide feedback so that learners can improve. It is developmental in nature. A summative assessment is carried out at the end of coaching to make a decision about the learner's competence.



Unit 3.2	Importance of Preparing Learners for Coaching
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Preparing learners for coaching begins the moment the coach meets the learners. The purpose is to put them at ease so that they will be comfortable during the coaching.

Introduce yourself providing your name and your designation. Greet the learners as soon as you meet them as this will help to settle them in an unfamiliar location/environment.

In preparing learners for coaching, the coach needs to:

Step 1 : Conduct a short briefing to provide the learners with information relating to the coaching.

Step 2 : Confirm the learning objectives with the learners and the application back at workplace (if possible).

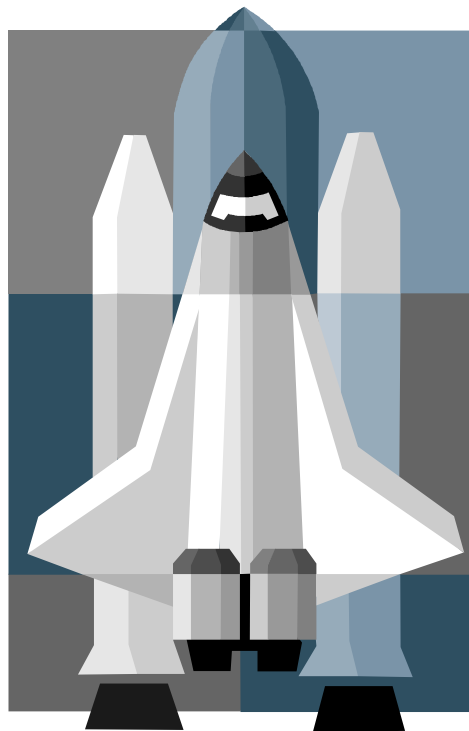
Step 3 : Provide coaching materials and advise on preparation needed for coaching.

Step 4 : Provide learners with an opportunity to raise concerns and/ask questions and addressing the concerns and/or questions appropriately.

The ability to establish rapport with learners is one of the most invaluable skills that a coach can have. It is a pre-requisite for effective coaching. Rapport enables you to form a powerful human bond with your learners in such a way that it creates a climate of trust and understanding.

Rapport is one of the most important factors that need to exist before change can occur. It is essential to good communication, influence and change.

A coach skilled at building rapport will quickly put his learners at ease by paying conscious attention to matching body posture and gestures, facial expression, voice, language patterns and feelings.



Unit 3.3	Importance of Addressing Learner's Concerns and/or Questions
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The coach should take a sincere interest in the learners' concerns and provide the opportunity to raise these concerns and/or ask questions.

Learners should be able to raise points and clarify what was covered during coaching. If learners seem shy and not comfortable, you could allow them to write their questions on paper or approach you in private after the briefing. The coach should answer the questions in a clear and concise manner.

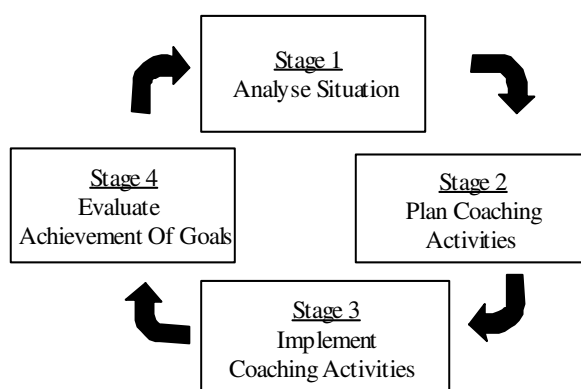
If the coach does not have the answer, he should tell learners that he will check and provide them with the answer when he has found it. This helps to maintain the credibility of the coach. If the coach does not have credibility or is not trusted, he or she would not be suitable to conduct coaching.



Unit 3.4	The 4 Steps to Coaching
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Like any other process, it is important for each stage of the coaching process to be properly completed if it is to be successful. Leaving out stages or concentrating on just one stage at the expense of others can confuse trainees and lead to poor results.

The coaching process is illustrated in the diagram below:



Note – If the goals were not achieved, there still needs to be an analysis before going back to re-plan / re-coach.

The Coaching Process Model

Stage 1: Analyse Situation

- Coaching can only start when the learner develops an awareness of the need to improve his performance or change the way he has been doing things. Without a genuine recognition of the need, it is almost impossible to change behaviour.
- The coach can help the learner to develop awareness for the need to improve performance

by having a good understanding of the learner's background; analysing their current performance and comparing it to the level that they would like to move towards. Setting clear performance standards are very important.

- At this stage it is also important for the coach to be aware of the learners learning style and barriers to learning, so that he can use strategies to deliver coaching effectively.

Stage 2: Plan Coaching Activities

- Learning and development can only occur if both the coach and learner work as a team and take responsibility for the outcome. If this stage of the coaching model is ignored, the coaching process runs the danger of being unstructured and will fail to focus on the real issues.
- Coaches cannot, and should not, attempt to impose learning programmes. The coaching activities should focus on relevance to the training needs of the learner.
- The coaching plan should, include:
 - a. The objectives of the coaching process;
 - b. The plan for achieving these objectives;
 - c. The venue for the coaching and the activities;
 - d. The schedule of the activities; and
 - e. The plan for the setting up of facilities and resources.

Stage 3: Implement The Coaching Activities

- Coaches should implement the coaching

activities appropriate to the situation in which the learner is operating. Some of these coaching skills can be use in implementing the coaching activities:

- a. Rapport building skills;
- b. Listening skills;
- c. Demonstration skills;
- d. Observing skills;
- e. Providing feedback;
- f. Motivating skills;
- g. Questioning skills; and
- h. Assessing skills.

Stage 4: Evaluate Achievement Of Goal

- An evaluation of the completed coaching activities should be carried out at the end to assess if goals have been achieved. The coach and learner should revisit the coaching plan and reflect on the implementation of the coaching activities. The key questions to ask are:
 - a. Were the coaching goals achieved?
 - b. Did the coaching activities go as planned?
 - c. Were there any unexpected problems encountered?
 - d. What was the feedback from the learner?
 - e. What would you do differently next time?
 - f. Is there a need to improve the performance still further?

Unit	Learners' Characteristics and the
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3.5	Communication Process
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a. Profile of the learners

1. Preferred language / Language ability - if the learner is not able to comprehend the language in which the coaching is conducted in, the coach should conduct the coaching in a language that the learner is more comfortable with. It is important to assign a coach who is fluent in the language that the learner speaks.
2. Age - The coach should conduct coaching in a manner suitable to the learner's age. For older learners, the coach may have to be more patient with these learners to encourage them to perform.
3. Gender - A coach should be mindful when interacting with members of the opposite sex. The words used, comments made, the tone and the manner in which instructions are given must be appropriate.
4. Academic background - The coach needs to be mindful of his learner's academic background so as to conduct coaching at a suitable level to the learner.
5. Relevant Work Experience - If the learner has relevant work experience, the coach should relate the activities to the job so that the learner can better identify the concepts imparted.
6. Prior learning - The coach should take any prior

learning into consideration and not dwell too much on a particular activity if the learner exhibits competence in that area. Rather, he or she might consider conducting a quick recap before moving on to knowledge and skills that are new to the learner, else the learner would feel bored going through a lesson to learn a skill which he or she already possesses.

b. Adult learner characteristics

- Problem-centred; seeking educational solutions to improve situation or solved a work related problem
- Results-oriented
- Self-directed
- Sceptical about new information preferring vto try it out before accepting
- Application
- Responsible for own learning

c. Communication process - There is no denying that communication is important to the entire coaching process. It is an act of exchanging information. It can be used to inform, command, instruct, assess, influence and persuade. Thus, it is through communication that you impart essential knowledge, skills and attitudes to your learner.

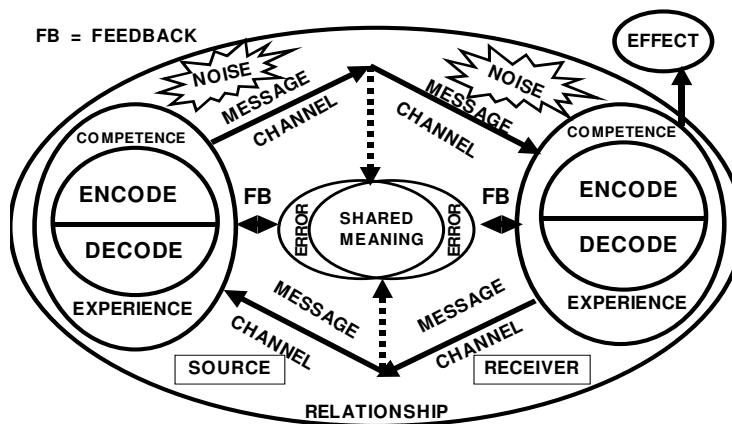
Ultimately, the effectiveness of a coach is judged by the way in which he communicates with his learner. Good coaches spend as much as three-quarters of their time communicating. Good communication can significantly affect the success of a coach.

Communicating effectively is an important skill for coaches for the following reasons:

1. The coach can facilitate learning more effectively;
2. The coach can motivate his learner through communication;
3. The coach can exert influence on the learner's performance through feedback;
4. The coach can establish and maintain interpersonal relationships more effectively;
5. The coach is able to absorb the ideas of his trainee through understanding and accepting another's viewpoint;
6. The coach is able to better persuade the learner to accept his ideas more readily; and
7. The coach can empathise with the learner's problems.

The Communication Process - Interpersonal communication is an interactive process between individuals that involves sending and receiving verbal and nonverbal messages. The basic purpose of interpersonal communication is to transmit information so that the sender of the message is understood and he understands the receiver.

The diagram below illustrates this dynamic and interactive process.



The Communication Process

Causes of failure in interpersonal communication - Many factors often interfere and cause this process to fail. Some causes of failure are:

1. Conflicting or inappropriate assumptions;
2. Different interpretations of the meanings of words, perception, emotions either preceding or during communication;
3. Poor listening habits;
4. Inadequate communication skills;
5. Insufficient feedback; and
6. Differences in the interpretations of non-verbal communications.

Modes of Interpersonal Communication - There are two modes of interpersonal communication as follows:

- Verbal:
 - Speaking
 - Listening

- Non verbal:
 - Body language
 - Written language
 - Sign language
 - Graphic language

As a coach, you should be concerned with how you can improve your speaking, listening and body language skills.

In fact, research has shown that in the business world, on average, a supervisor spends 55% of his time listening, 22% speaking and the remaining 23% on other activities.

Unit 3.6	Ways to Attain Learner's Participation
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How do you manage your learner's participation so that you have time to cover everything? First of all, appreciate the fact that your learners want to participate!

You can get your learners to participate by asking questions, actively listening and using response techniques. Here are some examples you could follow :

1. When you ask a question, be specific about how many responses you want. Example: "Let's get three ideas about guiding learning participation."

2. If you're in the middle of a discussion, but need to move on, state how many responses you want.
Example: "Let's get one (two) more respons(es) about guiding learner participation."
3. If you've got a lot of people who want to contribute, name the individuals in the order that they will respond.
Example: "Let's hear from Tom, then Jim, then Jenny."
4. Set a time limit for the discussion.
Example: "We'll discuss ways to guide participation for the next 5 minutes, and then we'll move on to some other helpful tips."
5. If you have someone who is contributing more than others to the discussion, acknowledge that person and ask for others' contributions. These ideas will keep your learners involved and get their input, and at the same time keeping the class on track and on time!

Unit 3.7	Motivational Theories that will Contribute to Learner's Effective Learning
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a. Maslow's Hierarchy of Needs

Maslow's Hierarchy of Needs (often represented as a pyramid with five levels of needs) is a motivational theory that argues that while people aim to meet basic needs, they seek to meet successively higher needs. The theory is represented in the form of a hierarchy.

The first four levels are considered as deficiency or deprivation needs ("D-needs") in that their lack of satisfaction causes a deficiency that motivates people to meet these needs. Physiological needs, the lowest level on the hierarchy, include necessities such as air, food, and water. These tend to be satisfied for most people, but they become predominant when unmet.

During emergencies, safety needs such as health and security rise to the forefront. Once these two levels are met, social needs such as the need to belong, the need to feel loved and the forming of close friendships, become important. The next level, esteem needs, include the need for recognition from others, confidence, achievement, and self-esteem.

The highest need level according to Maslow, is self-actualisation. Behaviour, in this case is not driven or motivated by deficiencies but one's desire for personal growth and the need to become capable (Maslow, 1970).

Maslow's theory of the hierarchy of needs is an example of the humanistic approach to motivation. This hierarchy of needs is illustrated in the diagram below.



Maslow's Hierarchy of Needs

- b. McGregor's X-Y - Douglas McGregor's theory of motivation or XY theory proposes that coaches follow one of two approaches in their management of people. Below is a summary of each theory.

Theory X - This theory is also referred to as “the authoritarian management style”, as it states that the average person needs to be coerced (even threatened with punishment), into working towards objectives.

- ❖ The average learner does not like learn and will attempt to avoid it.
- ❖ As learners are lazy they do not want responsibility and have no ambition.
- ❖ Individuals prefer to be directed and want security above everything else.
- ❖ Individuals need to be closely supervised and controlled.

Theory Y - Also known as “the participative management style”, a theory Y coach’s view of people is the opposite of a coach applying theory X.

- ❖ The average learner likes learning, and is self-motivated.
- ❖ Learners can learn to not only accept but seek greater responsibility.
- ❖ Individuals are ambitious not lazy, and work is as natural as rest and play.
- ❖ Individuals exercise self-control and self-direction to achieve objectives that they are committed to. Threats of punishment are unnecessary.
- ❖ The rewards of achievement generate commitment from learners.

- ❖ If individuals are given freedom there is opportunity to increase productivity.

Coaches applying theory Y believe that if learners are given the opportunity, they will develop a desire to be imaginative and creative at work. They should therefore try and remove obstacles that prevent learners from realising their potential.

They believe that negative attitudes such as avoidance of responsibility are caused by experience or the lack of and are not “inherent characteristics”. Therefore by creating positive experiences and conditions such negatives can be banished.

McGregor’s theory of X and Y represents two extremes, which probably aren’t applied in full by today’s organisations. However the theory has provided the foundation for today’s coaching strategy.



Unit 3.8	Importance of Creating an Environment that is Safe and Conducive for Learning
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Creating an environment that is safe and conducive for learning impacts the ability to learn. It is natural for a learner to be somewhat nervous at first, especially if this is the first contact with the coach. It is important to spend time putting the learner at ease. A relaxed learner will be more receptive to the coaching.

In establishing a conducive learning environment, it is important to fulfil two aspects of the learning environment: the physical and the psychological.

First, setting a positive physical climate is important. The physical climate refers to the appropriateness and comfort of the venue or workstation.

Next, it is just as important to create a positive psychological environment for the learners so that they are mentally ready to undergo coaching.



Unit 3.9	Physical and Emotional Barriers to Learning
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Physical and emotional barriers to learning can include:

- a. Lack of confidence
- b. Personality traits
- c. Attitudes
- d. Cultural differences
- e. Learner's background
- f. Language abilities

Because no two adults think, feel, behave and react to other people in exactly the same way, differences exist in the way they learn. An adult's ability to learn is inevitably affected by one or more of the barriers mentioned above.

Learning barriers should not be treated independently. They are interdependent and affect one another. For example, an adult's perception of a problem can be affected by his emotional state.

If he were happy and relaxed, he would view the problem with a positive attitude. If, on the other hand, he is stressed or worked-up, he would view the problem in a different light. Similarly, the environment; his ability to express himself; his intellect and cultural background will affect his perception of the problem.

Coaches must be quick to recognize the barriers to learning and the way in which these barriers can affect the pace and effectiveness of learning.

Unit 3.10	Techniques Used for Coaching
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Basic techniques used for coaching include:

- a. Providing guidance to learner
- b. Analysing and avoiding mistakes
- c. Using positive verbal and non-verbal cues to reinforce learning

As a coach you will be required to facilitate the learning experience in context. Coaching is not mentoring or therapy. A coach should provide expertise, advice, feedback and suggest opportunities. Through guiding the learner the coach can also learn to develop management skills, increased self-motivation and performance and be able to analyze and avoid mistakes. By communicating through positive verbal and non-verbal cues to reinforce learning it also fosters a better working relationship with the learner.

Ideally a skill should be taught as a whole as the learner can appreciate the complete movement and execution of a skill. The whole method of instruction can sometimes mean the learner having to handle complex movements e.g. the whole installation or serving technique.

When a task is complex or there is considered to be an element of danger for the learner then it is more appropriate to break down the complex movement into its constituent parts.

The parts can then be taught and then linked together to develop the skills required to perform the task. When part instruction is used it is important that the learner is demonstrated the whole task so that they can appreciate the

end product .

Unit 3.11	Importance of Providing Guidance To Learner
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If the learner is not sure how to do a task after trying, a coach should repeat the whole process again with clear explanation.

The coach demonstrates the steps of a task to be performed and ask the learner to “copy” the coach’s actions. This is the premise of guided instruction whereby the learner follows the coach in the execution of the steps of a task.

When coaching more than one skill, the simple-to-complex strategy works well. Start by guiding the learner with the simplest skill, so that learners build confidence and are less likely to become frustrated when faced with more complex skills.

The coach should not describe shortcuts or unapproved alternative methods of performing a task.



Unit 3.12	Analyse and Avoid Mistakes
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At first, learners practice the skills/perform the task based on what the coach had demonstrated. The coach should supervise closely, observe, analyse and give feedback. It is important to allocate sufficient time for skills practice as learners may require more than just one practice session before complete mastery of the skill/task.

Next, learners should perform the skill/task independently to show mastery of the competencies learnt. Task or assessment checklists can be introduced as a means to determine whether the learner is competent or not yet competent. Coach must use the assessment checklists to analyse the learner's performance so as to avoid mistakes.

To avoid mistakes, coaches can use follow-up activities such as:

- summarizing what was covered during the coaching
- reviewing learner's performance
- encouraging questions (i.e. for learner to clear any doubts)
- checking / regularly monitoring the learner's performance in their work environment (i.e. follow-up)

Unit 3.13	Using Positive Verbal and Non-Verbal Cues to Reinforce Learning
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Coaches need to be aware of the importance of good communication skills. Coaches should phrase their words clearly and positively. Use of positive verbal cues will affect your learners' thoughts and determine emotions. Coaches can be verbally positive in the following ways :

1. through story-telling
2. by tactfully asking the questions
3. by thinking and preparing before speaking
4. by reducing your verbal pauses
5. by avoiding careless language

1. Story-telling – one of the ways coaches can positively get the message across is through stories. Verbal communication through stories helps people relax and induces them to relate to what you are saying or suggesting.

The way you delivers the story can affect the learners way of thinking, emotions and behaviour. A story narrated with eloquence can give hope to those who need encouragement.

2. Tactfully asking the right questions – it will make a difference if you ask “why” or “how” at the right moment. By asking questions and wording them positively, you can invite interaction that is beneficial to all involved. You become a better listener and entice others to do the same

3. Thinking and preparing before you speak – project your thoughts first in your mind or in writing before speaking. Think about the possible objections that might arise, prepare for the most desirable outcome, practice your presentation and express it right.

4. Reduce your verbal pause – have you ever listened to how you speak? How many times did you include “ah”, “um” or “well” in your sentences? You can record your verbal communication and listen to your speaking style.

Speaking positive words is not sufficient. You have to communicate with confidence to instill confidence. In order to reduce unnecessary verbal cues, listen to yourself and be aware of it. Condition yourself to a silent pause.

5. Avoid careless language – use your phrases with care. If you want to use positive verbal cues to reinforce learning, you cannot expect people to assume and guess what you are trying to say. Talk in ways that will allow for accurate interpretation.

Speak with specificity by avoiding words like always, never, every or all. When you say to your learner that he was always late when in fact he was only late twice, it will attract argument.

You are probably familiar with body language which is most commonly used to communicate without the use of words.

We will identify the types of body language signals commonly use. These are:

1. Eye contact;
2. Facial expressions;

3. Gestures; and

4. Posture.

1. Eye contact - Eye contact involves looking directly at the face of the listener while talking. We use eye contact to monitor the effect of our conversation with someone. Maintaining eye contact fulfils a psychological need. Talking to someone with your eyes shut or with your gaze directed away and you will probably get a negative reaction.

Through your eye contact, you can tell when a person is paying attention to what you are saying.

The amount of eye contact used differs from person to person and from situation to situation. Studies show that people are likely to look at each other 50 to 60 percent of the time as they talk. For the speaker, the average amount of eye contact is about 40 percent. For the listener, it is about 70 percent.

We generally maintain better eye contact when we are	❖ Discussing topics which we are comfortable with; ❖ When we are genuinely interested in a person's comments or reactions; or ❖ When we are trying to influence the other person.
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We will tend to avoid eye contact:	❖ When we are discussing topics that make us uncomfortable; ❖ When we lack interest or knowledge in the topic; or ❖ When we are embarrassed, ashamed or trying to hide something.
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The amount of and type of eye contact differs between sexes and among cultures. For instance, women tend to hold eye contact more with people that they talk to as opposed to men.

Because people often judge others by the degree of eye contact, you want to make sure that your level of eye contact is appropriate.

You should maintain eye contact particularly under the following circumstances:

- ❖ When you are concerned about the person or topic of conversation;
- ❖ When you feel confident; or
- ❖ When you have no cause to feel shame or embarrassment.

2. Facial Expressions - Facial expressions are responses that involve the arrangement of facial muscles to communicate emotional states or reactions to messages. The three sets of muscles that we manipulate to form facial expressions are the:

- ❖ Brow and forehead;
- ❖ The eyes, eyelids, and root of the nose; and

❖ The cheeks.

Research has shown that across cultures, people recognise facial expressions that convey six basic emotions:

- ❖ Happiness;
- ❖ Sadness;
- ❖ Surprise;
- ❖ Fear;
- ❖ Anger; and
- ❖ Disgust.

Our facial expressions are likely to mirror our thoughts or feelings. For instance, if you do not feel sad in a situation, you are not likely to show any sadness through your facial expression. But if you truly feel sad, your facial expression will reflect it.

Likewise, we can tell when someone is angry or happy, because the muscles that express emotions are sub-consciously connected.

A person's facial expression becomes difficult to read only when he/she is so adept at controlling so that there are no cues.

3. Gestures - Gestures are the movements of head, hands, arms and fingers that we use when describe something or when we are trying to create emphasis. When a person says “about this high” or “nearly this round”, we expect to see a gesture accompanying the verbal description. Likewise, when a person says “Put that down” or “Listen to me”, and points a finger or pounds a fist, it reinforces the point. People will vary, in the amount of gesturing – some people “talk with their

hands” far more than others. Excessive gesturing is distracting and a coach should try to avoid that.

4. Posture - Posture involves the positioning and movement of the body. Changes in posture can also affect communication. For instance, suddenly sitting upright and leaning forward shows intensity of attention.

Unit 3.14	Importance of Checking Learner’s Understanding at Appropriate Junctures
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Checking learner’s understanding is normally achieved by the use of a set of questions designed to indicate to the coach that the learners have fully understood.

The question 'Do you understand?', or the remark 'okay?' do not achieve any of these aims, and are unlikely to receive a truthful answer from all the learners.

During the practice session at an appropriate time, the coach should ask the learner questions regarding the procedures, the reasons for the actions and what specific indicators to look for to measure performance success.

Checking learner’s understanding at an appropriate junctures will ensure coaching success.

Unit 3.15	Appropriate Methods of Tracking Learner's Progress
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Coaches may select appropriate tracking methods to ensure the learner's progress. There are varied approaches to assessing an individual learner's progress over time, in realistic settings, and in a variety of contexts.

Learners who may not perform well in certain tasks have the opportunity to demonstrate their knowledge and skills in others. Such varied tracking methods also provide information on the learners' ability to transfer learning to new situations .

The tracking methods may include tests and other summative forms of assessment, so long as the information on learner performance gathered in the tests is used to inform further learning.

Summative result when embedded in the wider coaching and learning environment can be used to assess formatively. They help to lower the stress of tests, which can have a have negative impact on the self-esteem of lower achieving learners. Examples of tracking methods to ensure learner's progress include:

- a. Questioning
- b. Observation checklist
- c. Quizzes
- d. Peer feedback / Third-party feedback
- e. Activity sheet
- f. Self-check

Unit 3.16	Importance of Providing Feedback where Necessary during Coaching
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Feedback can be defined as information that a learner receives on his performance or information that the coach receives on the results of his coaching. Feedback can take place -

- a. After the learner asks questions
- b. After a demonstration
- c. After a discussion
- d. After a written exercise

The giving and receiving of feedback is the heart of coaching. It is only through the feedback mechanism that the coach can evaluate the performance of his learner and the effectiveness of his coaching efforts.

Giving Feedback - Positive feedback can boost the morale of a learner. Negative feedback, if given constructively, can spur a trainee to make improvements in his performance. In giving feedback, the coach should therefore consider the following strategies: Apply the SMART principle

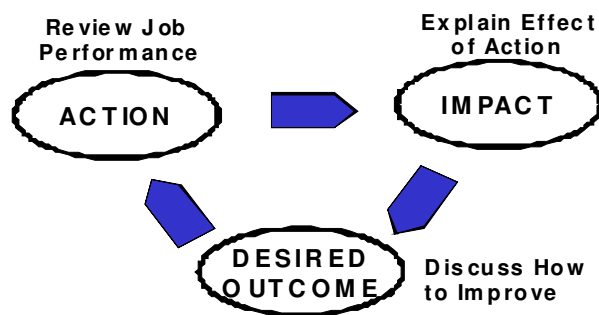
Feedback should be **S**pecific, **M**easurable, **A**ttainable, **R**elevant and **T**ime-based.

Take note of the following factors affecting the giving and receiving of effective feedback:

- ❖ The competence and confidence of the coach;
- ❖ The degree of rapport between the coach and learner;

- ❖ The environment in which feedback is being given; and
- ❖ The learner's emotional state.

Implement the AID (Action-Impact-Desired Outcome) model when giving feedback:



THE AID FEEDBACK MODEL

Receiving Feedback – Steps for receiving feedback:

1. Listen;
2. Check your understanding;
3. Avoid being defensive;
4. Ask for examples;
5. Choose what to do with it;
6. Relate to other situations;
7. Check feedback with others.

Unit 3.17	Key Learning Points to be Highlighted During Coaching
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The Demonstration - The coach should prepare himself thoroughly to demonstrate to the learner how the task is to be performed. He should take note of the following key important points to be highlighted during coaching:

- a. Task performed according to set procedures
- b. Quality of work
- c. Organisational or industry standards for compliance
- d. Housekeeping standards to be achieved
- e. Workplace health & safety guidelines
- f. Proper use of materials, tools and equipment
- g. Proper documentation

Here is a list of key points you should observe when demonstrating a task :

- ❖ Provide the whole picture, then zoom in on the task;
- ❖ Explain why the task has to be done;
- ❖ Explain how the task fits into the whole picture;
- ❖ Give information in small doses and at a suitable pace;
- ❖ Proceed from the familiar to the unfamiliar, and from the simple to the difficult;
- ❖ Give opportunity for the learner to ask questions; and
- ❖ Check that the learner has understood the demonstration.

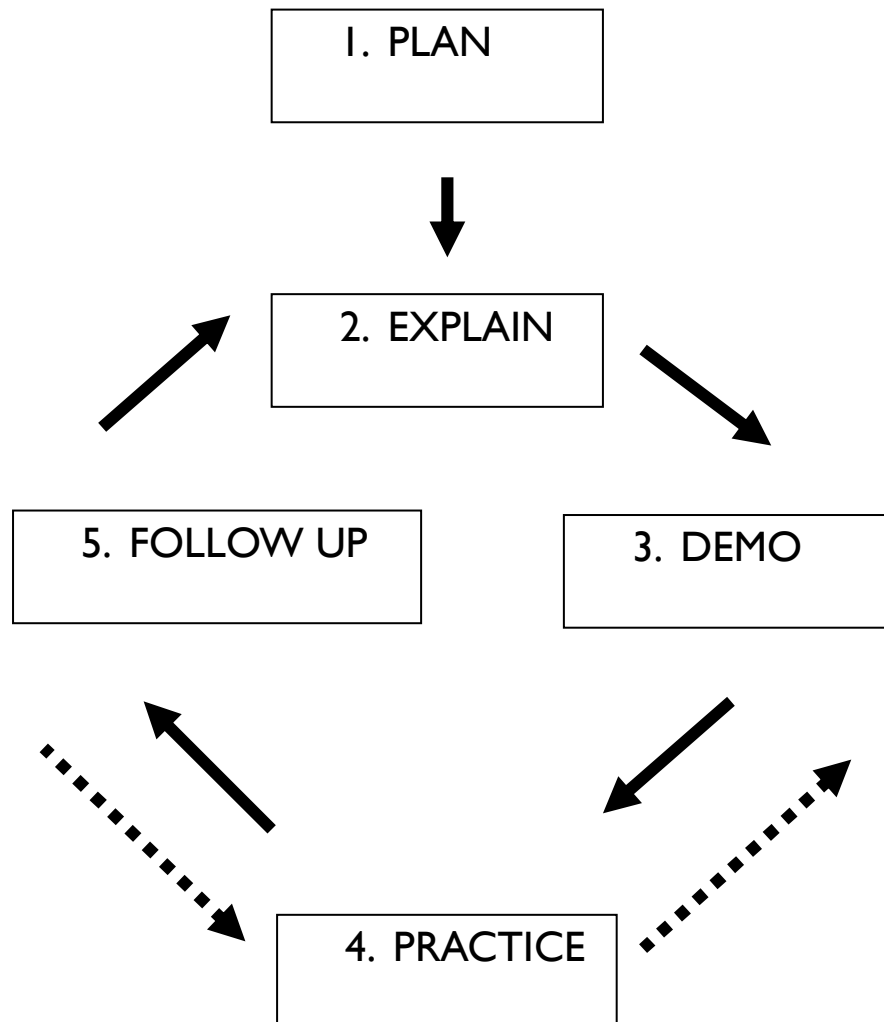
The Practice - After demonstrating the task to the learner, the coach should arrange for the learner to have a go at performing the task himself. It is through active participation that you can instill motivation for life-long learning into your learner. Hence, seeing the learner through the performance of the task is very important.

The practice session serves two principal purposes. Firstly, to enable the learner to gain confidence and skills in doing the task; and secondly, to allow the coach to give feedback on the learner's performance.

The practice session also gives the coach the opportunity to find out any new problems that may have arisen. It is important that the learner is as open as possible about the difficulties he is facing. The coach needs to use listening skills, withhold judgment and create a positive learning climate to help the learner to be open about his difficulties.

In addition, the coach should also show that he is still available for any new questions or problems that may occur. While helping the learner to overcome a problem in performing a task, the coach should refrain from constantly solving the problem for the learner. He should encourage the learner to think things through himself.

The steps in implementing a complete coaching process can be summarised in the diagram below:





Learning Activity 3.1

The Coaching Activity Plan is an essential document that has to be prepared before the coaching session. In this Coaching Activity Plan, the coach will outline all the activities that he wishes to carry out before, during and after the coaching session such as:

1. The preparation of the task analysis form for the task to be demonstrated;
2. The explanation of objectives, task sequence, safety precautions and any essential information;
3. The demonstration of the task or skill to be learnt;
4. The performance of the task by the Learner;
5. Monitoring and evaluation of learner's performance;
6. The follow-up action to be carried out after the coaching session; and
7. Any other relevant activities.

A suggested format for the Coaching Activity Plan is shown on the next page for documenting the activities.

Your Assignment

Use the Coaching Activity Plan as a template to prepare for the conduct of your coaching. Complete Coaching Activity Plan template.

TRAIN THE TRAINER – COACHING SKILLS

COACH	LEARNER
Before Coaching	Before Coaching
During Coaching	During Coaching
After Coaching	After Coaching

COACHING ACTIVITY PLAN



Learning Activity 3.2

Describe the verbal and non-verbal sign of learners and how they are addressed

	Verbal Sign	Non Verbal Sign
1		
2		
3		
4		

CHAPTER 4 - Assess Skill Performance of Learners



What's inside this Chapter

Performance Objectives :

- ❖ An appropriate time is scheduled based on the training schedule and readiness of learners
- ❖ The assessment plan is followed in the conduct of assessment.
- ❖ Equipment and materials used for assessment are in accordance with the assessment plan.
- ❖ Candidates are clearly briefed on assessment instructions and rules and regulations.
- ❖ Assessment is conducted according to the rules and regulations.
- ❖ Appropriate tools are used for assessing learner competence.
- ❖ Codes of Practice for assessors are complied with accordingly during the conduct of assessment.
- ❖ Marking of assessments is objective and according to the marking scheme.
- ❖ Assessment outcomes are recorded promptly and accurately and in accordance with assessment system, policies and procedures.
- ❖ The limitations of the evidence are appropriately dealt with.
- ❖ Evidence of learners' performance is checked against assessment criteria and assessment decision is made accordingly.
- ❖ Gaps in competence are identified and feedback provided to the learner

Unit 4.1	Importance of Following the Assessment Plan
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Notes



Assessment is a systematic process of gathering sufficient information about learner's progress, and using that information to make judgements as to whether an individual has achieved a certain level of competency.

All assessments begin with the identification of its purpose. Once the purpose has been determined, then the identification/selection of the appropriate assessment methods can follow.

An assessment plan is a document developed by an assessor that includes the competencies to be assessed, when the assessment will occur, how the assessment will be carried out, the assessment methods to be used and the criteria for the assessment decision.

The assessment plan helps an assessor to understand the requirements of the assessment process. Understanding the process helps to confirm what is required of the assessor and what the expectations of the candidate. This will ensure a smooth and orderly process and at the same time a fair, valid, flexible and reliable assessment. Therefore, it is important to follow the Assessment Plan in the conduct of an assessment.

Unit 4.2	Appropriate Assessment Tools for Assessing Learners
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It is important to ensure that the tools used for assessment can collect sufficient evidence to ascertain the learners' performance.

As an assessor, you will have to identify and prepare the assessment tools and know how to use these tools in the conduct of different assessments described in an assessment plan. Assessment tools may include:

For candidate's use:	- Assessment written paper - Worksheets or test papers - Case study notes - Role play scripts - Scenarios - Guidelines or instructions for report
For assessor's use:	- Assessment records - Summary Assessment Records - Interview Questions - Observation guides - Template for third party report - Assessment criteria checklists - Instructions for Assessors/candidates

Unit 4.3	The Process of Evaluating the Evidence Gathered from the Assessment
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The evidence collected from an assessment will allow the assessor to make a judgement on whether the candidate is competent. This evidence could be:

- ❖ Direct evidence (e.g. an observation of workplace performance)
- ❖ Indirect evidence (e.g. written assignment, test papers) or
- ❖ Supplementary evidence (e.g. reference, testimonials from employers).

It is the assessor's responsibility to ensure:

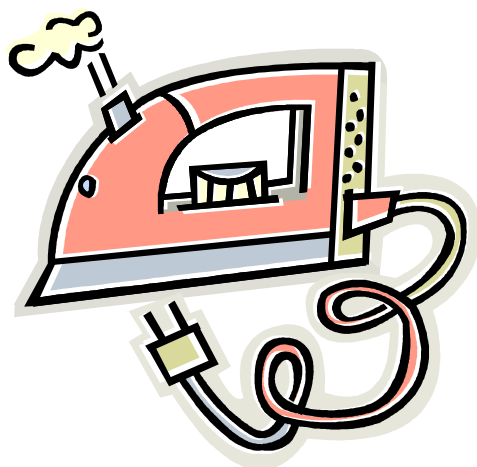
1. that all the evidence gathered are relevant to the purpose of the assessment.
2. that the assessment plan (i.e. the assessment tools and criteria) are contextualised to the organisational policies, processes and industry standards and health/safety requirements.
3. that the instructions specified in the assessment plan. Adopt the guidelines as written in the assessment specifications.
4. the use of the correct assessment tool (records/checklist) to collect evidence.

Unit 4.4	The Importance of Matching the Evidence Collected with the Assessment Criteria as Stipulated in the Assessment Plan
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The type of evidence to collect, and the decision an assessor makes based on the collected evidence must be aligned with the assessment criteria as stipulated in the assessment plan. Thus, an assessor must

- € gather sufficient evidence as specified by stated the assessment criteria in the assessment plan/records.
- € contextualise the assessment to meet the organisational and industry standards and safety requirements.
- € meet the Rules of Evidence – i.e. the evidence is valid, sufficient, current and authentic.

Once all of the above has been determined, an assessor will be able to document the evidence gathered in accordance with the assessment procedure.



Unit 4.5	Assessment guidelines
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There are five essential features of good assessment and the principles of assessment must be met in the following ways:

- a. Validity – a valid assessment assesses what it claims to assess; evidence collected is relevant to the activity and demonstrates that the learning objectives have been met.
- b. Sufficiency – relates to the amount of evidence collected and meets the learning objectives. This is to satisfy that the learner is competent.
- c. Currency – the recency of the evidence. The focus is on whether the person being assessed has the competencies to meet current performance standards / job requirements.
- d. Authenticity – ensuring the evidence is the learner's own work. Sometimes, in order to determine the authenticity, validation of the evidence by a third party may be necessary.
- e. Practicality – the evidence relates back to work application. Work application is important for performance success.

Unit 4.6	Possible Decision Outcomes from an Assessment
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All assessment outcomes must be recorded promptly and accurately while the assessment is proceeding. It should not be done only at the end of the assessment.

The specific assessment tool(s) is used to document the assessment result. They may be in hardcopy or online forms and include:

- ❖ Assessment records; and/or
- ❖ Checklist for recording observation/process; and
- ❖ Summary assessment record.

The learner will be graded as “Competent” if the evidence meets all the performance or assessment criteria. The overall assessment outcome should only be “Competent”, if the candidate has all the criteria marked as “Competent”.

The assessment outcome is “Not Yet Competent”(NYC) when there is a lack of evidence in performance or assessment criteria as a result of a criteria that has not been fulfilled.

For assessment outcome that is NYC, the assessor needs to write the reasons in detail in the “Remarks” column. Once all outcomes are recorded, an assessor needs to provide feedback on candidate’s strengths and the areas to improve.

Unit 4.7	Describe the limitations of assessment evidence and how these will be dealt with
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There are limitations of assessment evidence. Limitations can be in the following forms:

- ❖ Failure to collect evidence of competence;
- ❖ Fault in the design of the assessment tool;
- ❖ Lack of clarity in assessment criteria;
- ❖ Instructions of assessment not clearly communicated to candidates;
- ❖ Assessment activities that are not integrated;
- ❖ Insufficient time provided for assessment;
- ❖ Poorly designed questions; and
- ❖ Model answers that are too limited, not allowing the assessor the flexibility to accept other suitable answers or to exercise his/her professional judgment in marking.

Limitation of Evidence	Potential Action Plan
A candidate's answers in a written paper lacks evidence of competence. An assessor would consider whether the candidate ■ has misinterpreted the question? ■ Lacks the language proficiency? ■ has problems in understanding the topic?	An assessor needs to have an oral interview with the candidate. The oral interview allows the assessor to ask candidate questions to ascertain evidence of existing gaps. In this case, the assessor may: ■ re-phrase or re-state the question in a manner that the candidate can understand

	■ use simple English (if the candidate lacks language proficiency) ■ break up longer questions into shorter ones ■ ask an interpreter for assistance ■ Accept reasonable responses beyond the suggested answer. In this case, assessor should record the answers in the comments column.
When in doubt about the assessment criteria, the assessor should always seek for guidance or clarification with the relevant personnel. An assessor can consult: ■ assessment manager of the organisation; ■ curriculum developer, assessment plan developer; ■ management representative of the assessment centre; ■ more experienced assessor(s); ■ human resource manager/personnel; and/or ■ candidate's superior.	

Unit 4.8	Ways that Assessment Outcomes are Recorded and Reported
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The assessment results must be recorded promptly and accurately in line with the specified assessment procedure as written in the assessment plan. Maintain confidentiality of the assessment outcomes and as such ensure that only authorised persons have access to the results to maintain a fair and valid process.

The assessment outcomes should be recorded using the appropriate assessment tools. Following the conclusion of the assessment process you should construct a report on the positive and negative features experienced in conducting the assessment. A copy of the report should be forwarded to those responsible for designing and conducting the assessment.



Unit 4.9	Process of Communicating the Assessment Results to the Candidates
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Before a candidate signs the acceptance of the assessment outcome, the assessor needs to provide clear and constructive feedback to the candidate on his/her performance (the strengths, areas for improvements and guidance to close any gaps) and the assessment outcome.

This will help the candidate know how he/she has performed and the ways to close performance gaps (where appropriate). Feedback must be provided by using appropriate language and strategies.

The 8-step process of communicating the assessment results to the candidates.

Step 1	State the assessment outcome – “Competent” or “Not yet Competent”.
Step 2	Identify the candidate’s strengths - the areas which the candidate has done well.
Step 3	Identify the specific performance outcomes that did not fulfil the assessment criteria by providing the evidence observed and/or failed to be demonstrated during the assessment.
Step 4	Be constructive in providing guidance on the ways to close the performance gaps – e.g. the practice/understanding required and further goals or training opportunities available.

Step 5	Check with the candidate whether any further clarifications are needed.
Step 6	Record the feedback given to candidate in the assessment record.
Step 7	Assessor and candidate need to sign on the assessment record form(s) once the assessment outcome is agreed. For a “NYC” decision, the assessor needs to explain the reassessment opportunities and the appeal process. Candidate need not sign the assessment record if he/she does not agree with the “NYC” decision.
Step 8	End on a positive note.

An assessor must be sensitive to the candidate’s emotions, when the outcome is “Not Yet Competent”. Negative outcomes should be resolved tactfully and empathically by using positive language and strategies that suit the individual on how he/she can improve should be suggested. It will minimise any emotional or unpleasant confrontations/situations with the candidate.



Learning Activity 4.1

Prepare a draft checklist to prepare for conduct of assessment

a. Assessment Logistic checklist

Logistic Checklist		
Check Item	Check Points	Tick (✓)
1. Documents		
2. Stationeries		
3. Assessment Room		
4. Props		
5. Housekeeping		

TRAIN THE TRAINER – COACHING SKILLS

b. Checklist for Briefing the Candidate

Briefing the Candidate checklist					
		Tick	Yes	No	Remarks
Before the assessment					
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
During assessment					
14					
15					
16					
17					
At the end of the assessment					
18					
19					
20					
21					
22					
23					
24					
25					
26					



Learning Activity 4.2

List 5 Codes of Conduct of an Assessor

1	Assessor is professional and has to follow the code of ethics when conducting the assessment.
2	Assessor should make known any potential conflict of interest to the Assessment Panel and he/she may be replaced by another independent assessor.
3	Any personal or interpersonal factors that are not relevant to the competency of assessment must not be of influence to the assessment outcome.
4	
5	
6	
7	
8	



Learning Activity 4.3

List 3 potential limitations of evidence and describe the adjustments needed

	Limitation of Evidence	Adjustment Required
1	Lack of clarity in assessment criteria	Accept reasonable responses beyond the suggested answer. In this case, assessor should record the answers in the “Remarks” column.
2		
3		
4		

CHAPTER 5 - Provide Feedback and Corrective Measures on Learner's Performance



What's inside this Chapter

Performance Objectives :

- ❖ Appropriate feedback and advice are provided.
- ❖ Constructive feedback is communicated clearly, objectively and tactfully to the learner.
- ❖ Negative feedback is effectively managed without demoralising the learner
- ❖ Feedback is clearly and promptly provided to correct learner's mistakes.
- ❖ Supporting evidence from observations is provided to learners to justify feedback.
- ❖ Remedial actions and follow-up for the learners are administered as planned



Unit 5.1	Types of Feedback
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Ultimately, the purpose of giving feedback to the learner on his performance is to enable him to correct his mistakes, improve on weakness or continue to perform well on his strengths.

There are basically two types of feedback:

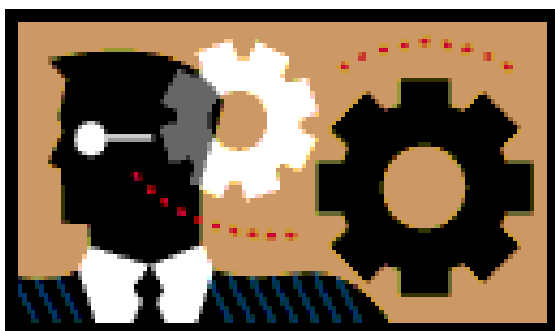
Positive Feedback	1. Creates trust and co-operation; 2. Focuses on improvements; 3. Enhances ability and potential; 4. Gives learner a clear position on his performance; 5. Makes the learner feel helped; 6. Increases skill level of the learner.
Negative Feedback	1. Creates defensiveness and confrontation; 2. Focuses on blame; 3. Undermines confidence and self-esteem; 4. Leaves the learner guessing; 5. Makes the learner feel judged; 6. Does not improve skill.

Unit 5.2	Importance of Obtaining Learner's Feedback
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Giving and getting feedback are essential to the whole process of reviewing learning. It's a two-way process. Coaches give learners feedback on their performance and learning. Learners reflect on their learning experience and give their feedback in turn.

Coaches that take account of what learners think are more likely to:

- ❖ know what's good about their coaching and what needs improving;
- ❖ focus on the impact of what they do on learners and learning; and
- ❖ make changes to improve the learners' experience.



Unit 5.3	Importance of Providing the Learner with the Opportunity to Clarify
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Coaches can use discussions as a path to learning and provide learners with an opportunity to clarify issues. This helps learners process the learning.

At appropriate junctures throughout the coaching session coaches should also provide the learner with opportunities to clarify. Examples of clarifying questions include: “What do you mean?” “Can you be more specific?” “Can you give us some examples?”

Learners need to be given opportunities to ask questions. In doing so, they let you know the areas they are unsure of so that you can repeat the coaching for that area to ensure success.



Unit 5.4	Key Concerns of Learners
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- a. Training delivery - The most common method of training, on-the-job training (OJT) uses more experienced and skilled employees to train less skilled and experienced employees. OJT takes many forms and can be supplemented with classroom training. Included within OJT are the job-instruction technique, apprenticeships, coaching, and mentoring.

Formal OJT programs are typically conducted by employees who can effectively use one-on-one instructional techniques and who have superior technical knowledge and skills. Since conducting one-on-one training is not a skill most people develop on their own, train-the-trainer training is required for OJT coaches. In addition to training the coaches, formal OJT programs should carefully develop a sequence of learning events for learners.

- b. Materials used - Identifying which coaching material(s) you are going to use is important because they need to support and be relevant to your objectives and overall goals. Also, they are important to carry out or support the strategies you have selected. The look and feel of materials must support the learning objectives, be user friendly and physically built to last through their intended use.

Some of the common mistakes made when using coaching aids, are:

- the information is not relevant;
- too much information is included or provided;
- not enough information is included or provided.

- c. Assessment methods - There is a wealth of assessment methods that can be used in coaching to assess learners' achievements, but how to choose?

The primary goal is to choose a method which most effectively assesses the objectives of the unit of coaching. In addition, choice of assessment methods should be aligned with the overall aims of the coaching program and may include the development of disciplinary skills (such as critical evaluation or problem solving) and support the development of vocational competencies (such as particular communication or team skills).

Hence, when choosing assessment items, it is useful to have one eye on the immediate task of assessing learning in a particular unit of coaching and the other on the broader aims of the coaching program and qualities of the learner. When considering assessment methods, it is particularly useful to first think about what qualities or abilities you are seeking to imbue in the learners.

Unit 5.5	Corrective Measures to be Provided if Mistakes Occur
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Handling mistakes improperly has serious adverse effects on the learner's morale. When mistakes are overlooked or purposely ignored, top performers begin to doubt the value of good work and lose enthusiasm.

On the other hand, when coaches overreact to minor mistakes, resistance builds up among learners. They may grow fearful of being the next one on the chopping block or hide mistakes for as long as possible, making correction more difficult.

For fear of taking risks, they may also take a wait-and-see attitude letting opportunities pass by rather than contribute to change initiatives. Learners whose mistakes are overlooked may feel short changed. They conclude that the coach doesn't care about what they do and they won't try as hard to succeed.

A more effective way to take corrective measures when mistakes occur is to open a dialogue, build rapport and restore the learner's performance so he or she can be retained as a productive and motivated learner. The following steps can be taken :

Step 1: Analyse and explain why the mistakes happened.

Step 2: Show them the correct way of performing the task.

Step 3: Explain the key points to note for future error free work performance.



Learning Activity 5.1

Organise yourselves into groups of 3 members each. While 2 of you are engaged in a conversation, the third member would observe and comment on the feedback given between the two members engaged in the conversation.

Take turns to experience the different roles of observer, speaker and listener.

Evaluate your performance in giving feedback to each other.

Identify areas/issues for class discussion after the activity.

Possible Scenario - Michelle is a new employee working in a departmental store. As part of her duties, she has to use a stepladder to bring store items located on the upper shelf and stack them on the lower shelves for convenient access by customers. Michelle's foreman, Steve, was assigned the task of coaching Michelle on how to carry out this task. Steve came prepared with a task breakdown and a coaching plan. He started the coaching by explaining the objectives of the coaching session, discussed and demonstrated how to use the stepladder safely. He gave her some useful tips on how to bring down the boxes safely. After the demonstration, Steve asked Michelle to practise on the task, then gave her positive as well as negative feedback on her performance.

CHAPTER 6 - Evaluate Effectiveness of Coaching



What's inside this Chapter

Performance Objectives :

- ❖ Effectiveness of coaching session is assessed.
- ❖ Improvements are made to coaching based on relevant data and feedback.
- ❖ Assessment results are reviewed to ascertain if coaching session has effectively met learning objectives.
- ❖ Evaluation summary is reviewed and provided to relevant stakeholders.
- ❖ Evaluation results are used for critical self-reflection and the revision of training programme accordingly.

Unit 6.1	The Areas to be Evaluated
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Notes



The coaching programme provides a means of gathering feedback and to identify ways of improving coaching material design and the development processes.

Evaluating the coaching programme (through the materials developed) also confirms whether the needs of stakeholders (learner, organisation and industry) are met. Evaluating the coaching programme also assists in facilitating consistent interpretation of the key stakeholders' and organisation's requirements.

Areas which could be evaluated could include :

- Content materials (coaching material design, quality of materials, suitability of learning tasks);
- Delivery of coaching (quality of instructor, flow of the delivery including the order and sequencing of delivery);
- Assessment methods and tools (suitability of assessment methods and tools, validity, reliability, flexibility and fairness); and
- Coaching environment that is conducive and safe for learning

Unit 6.2	Benefits of Refining the Coaching Programme
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Benefits of refining the coaching programme include:

- ❖ Learners will undergo an improved learning experience; therefore enhancing training and learning effectiveness.
- ❖ With refinements made, there would be buy-in from management and potential stakeholders (e.g. department managers, potential learners)
- ❖ Course designers and coaches will be able to learn from the review experience and suggested areas for improvements. This emphasises the impact of reviews and improvements and refines the coaching system.



Unit 6.3	The Methods of Review
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The methods of review can include -

a. Observation of work

Direct Observation of learners performing their jobs enables the coach to obtain first-hand knowledge and information about the job being observed and areas where the learner can improve on.

The Observation method of coaching is suited for jobs in which the work behaviours are 1) observable involving some degree of movement on the part of the learner; or 2) job tasks are short in duration allowing for many observations to be made in a short period of time or where a significant part of the job can be observed in a short period of time; or 3) jobs in which the coach can learn information about the job through observation.

It is important for the coach to be unobtrusive in their observations as learners may alter their work behaviour if they know they are being observed. This method is not appropriate for jobs that involve significant amounts of time spent in concentration or mental effort.

b. Feedback from learners

Giving and getting feedback is essential to the whole process of reviewing learning. Learners and coaches give feedback on and performance and reflect on the learning experience. There are immediate benefits.

Learners who are given good feedback on their learning are more likely to:

- ❖ make decisions and solve problems for themselves;
- ❖ learn from their mistakes;
- ❖ see learning as positive – something they are involved in rather than something that's done to them;
- ❖ think about their own needs and development; and
- ❖ consult others or work as part of a team when learning.

Coaches that take account of what learners think are more likely to:

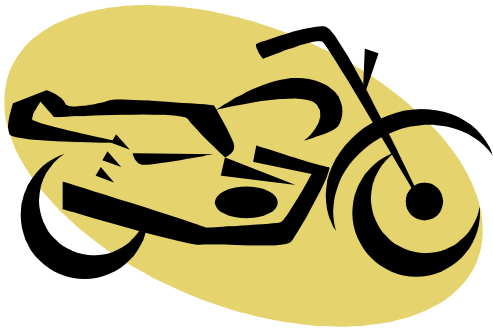
- ❖ know what's good about their provision, and what needs improving;
- ❖ focus on the impact of what they do on learners and learning;
- ❖ make changes to improve learners' experience; and
- ❖ pre-empt serious complaints.

It is not enough just to give learners feedback on their progress and performance. Encouraging learners to give feedback on their experience of work and learning also needs to be woven into the overall approach.

Coaches that see their relationship with learners as a partnership are more than half way to putting learners at the centre of their own learning. It's all part of encouraging learners to make their own informed decisions with appropriate help and guidance.

A good way of finding out what learners think is by asking them to reflect on what they have been doing. It doesn't have to be a big deal, just something to think about. Simple questions like these can pave the way:

- ❖ What are the main tasks you have been involved with lately, and what have you learned by doing them?
- ❖ What were you pleased with?
- ❖ Was there anything you found difficult, or would do differently next time?
- ❖ How could we help you better?



Unit 6.4	Review of Evaluation Summary and Make Recommendations for Improvements
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From the feedback collected and reviewed, areas that may be considered for improvement include:

- ❖ The delivery plan (Coaching Schedule);
- ❖ The effectiveness of coaching delivery;
- ❖ The coaching materials (including supplementary materials) including the coaching contents;
- ❖ The learning activities in the coaching session; and
- ❖ The effectiveness of assessment and manner in which assessments are conducted.

Sample Coaching Report Format

A: Objective of Coaching programme

Making a cup of hot cappuccino the ABC standard in 5 minutes.

B: Difficulties encountered during Coaching

Learner took a while to warm up, slow in building up self-confidence.

C: Key strengths of the Coaching

Hands on with step by step explanation, followed by demonstration and practice.

D: Key areas for improvement

Explain the history of a cappuccino. Demonstrate fancy designs on the cappuccino.

E: Action plan to be taken

Refine the programme by adding in interesting details, facts and history.

Unit 6.5	The relevant stakeholders
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Stakeholders - A person, group, or organisation that has direct or indirect stake in an organisation because it can affect or be affected by the organisation's actions, objectives, and policies.

After the review of the coaching programme, there will be parties who may be affected either directly or indirectly. Various stakeholders who may be affected include:

a. The Course Designer / Programme Developer

Feedback from the learners concerning any improvements that can be made will directly impact the course designer as he/she is responsible for refinements to the coaching materials. After the review, course designers will need to take action on implementable recommended changes as soon as possible.

b. The Coach

The coach will be directly affected as any changes to the coaching materials would mean that the coach has to include the implementable changes in their delivery of the session. Information on any changes to the current training system must be clearly communicated so that the coach can be better prepared.

c. The Training Manager

The Training Manager will be affected as he is one of the approving parties for the implementation of recommendations made from the review. He will have to study the recommendations and decide if these changes will improve the training system.

d. The Coaching Session Organiser

The coaching session organiser will be affected as changes to the coaching process/system may affect the implementation of the coaching session. For example, reviews may highlight the need to increase coaching hours. As such, the coaching session organiser may need to review the coaching schedule to cater for these improvements.





Learning Activity 6.1

1. Identify 3 stakeholders (List and explain why you selected the stakeholders for your programme.)

	Stakeholder	Explanation
1		
2		
3		

2. Describe 3 methods and tools used to gather information (Explain what methods and tools were used to gather information from your stakeholders.)

	Method	Tools
1		
2		
3		



Learning Activity 6.2

Complete the Self-Evaluation Report on Coaching Programme.

Instructions to coach:

The aim of this self-evaluation report is to allow the coach an opportunity to reflect on the comments gathered and critically evaluate his/her performance in the conduct of the coaching programme. This report acts as a tool for future improvements in the delivery of coaching programmes.

1. Summary of feedback gathered from learners

2. Coach's strengths

3. Areas for improvements

4. Action plan/Goals for improvement

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