



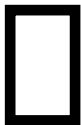


Have you got a workplace coach?

Gary finished his automotive apprenticeship two years ago. He is now working with Joe, the new first year apprentice. Gary is pleased to do it because he remembers what it was like being new.

Gary decides to:

- show him the toilets, lunch room, office and introduce him to the staff
- show him how to do some basic everyday tasks
- give him an overview on occupational health and safety
- ask to see his Training Plan
- ask the boss if he can arrange for Joe to visit the suppliers when it's appropriate
- organise a regular meeting time for an hour or so to chat informally away from the workplace.



Workplace coaches

Have you assigned a workplace coach to your apprentice/trainee?

Workplace coaches play a very important role in training new employees. Several people may be involved in formal training but there should be one person overseeing the progress and welfare of the apprentice/trainee.

Choose a workplace coach who will:

- take a personal interest
- communicate well
- provide positive feedback and constructive criticism
- regularly inform you about your apprentice/trainee's progress
- know enough about the organisation to train effectively
- know who else can assist with training
- be a positive role model.



Is your workplace safe?

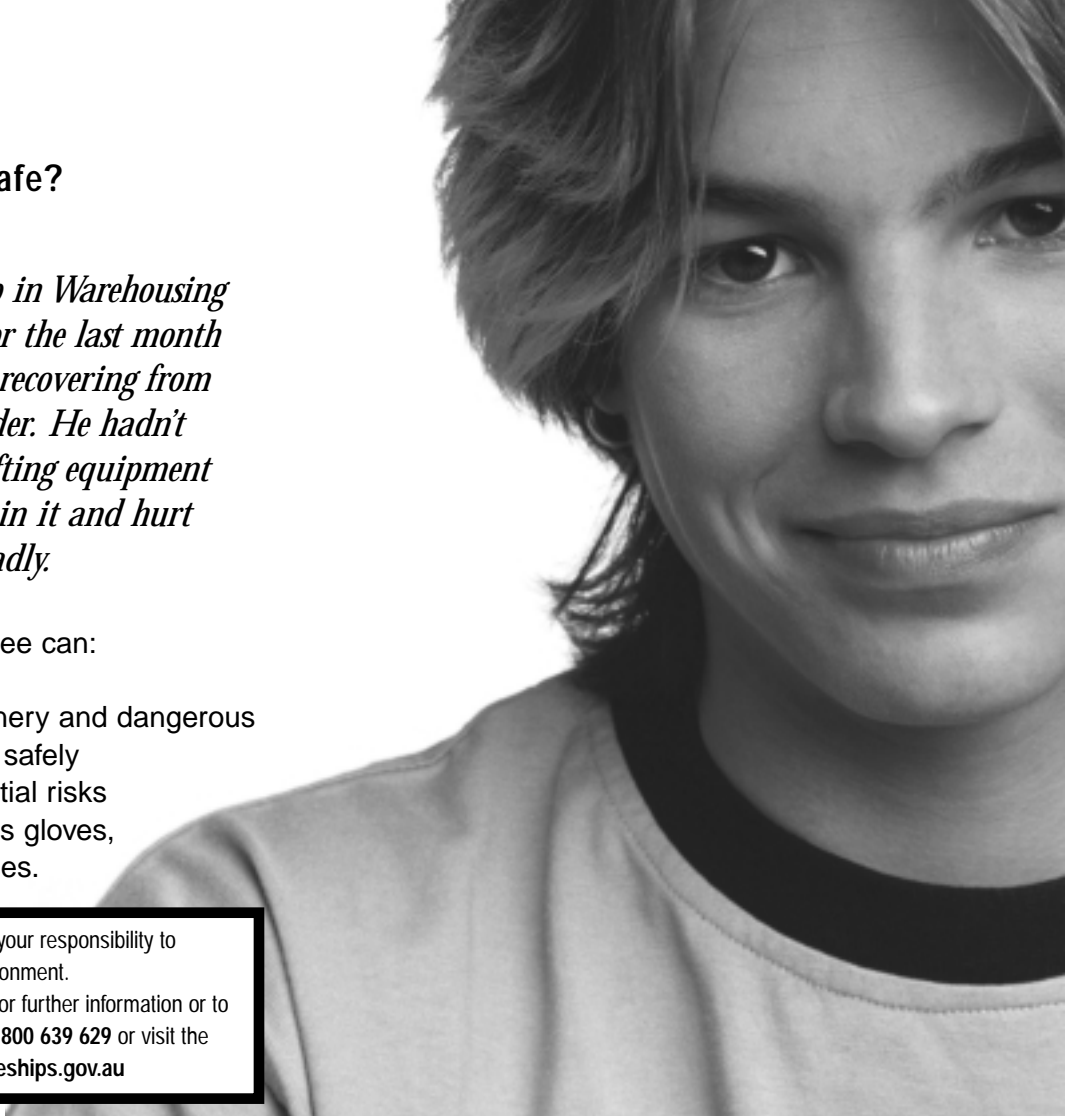
Mick started his traineeship in Warehousing about three months ago. For the last month he's been away from work recovering from a badly dislocated shoulder. He hadn't known how to use some lifting equipment and had caught his arm in it and hurt his shoulder badly.

Make sure your apprentice/trainee can:

- perform tasks safely
- handle all equipment, machinery and dangerous products such as chemicals, safely
- identify and report any potential risks
- use safety equipment such as gloves, clothing, masks, boots, glasses.

The Code of Good Practice explains your responsibility to provide a safe work environment.

Contact your New Apprenticeships Centre for further information or to find a New Apprenticeships Centre call: 1800 639 629 or visit the website at www.newapprenticeships.gov.au



Safe workplaces

Have you conducted or organised an induction program for your apprentices/trainees?

Health and safety at work is vital, particularly for apprentices/trainees. Every workplace has specific health and safety requirements that must be applied by legislation. Occupational health and safety must start on day one.

A good workplace will:

- have an Occupational Health and Safety Policy
- conduct an induction program for new employees
- write warning signs clearly in language everyone can understand
- display relevant warning signs where they can be easily seen
- perform regular workplace safety checks.

Contact the National Occupational Health and Safety Commission on 1800 252 226 or <http://www.nohsc.gov.au/>



What about wages and conditions?

Apprentice/trainee's wages may vary according to training, the type of apprenticeship/traineeship and the industry or job. Treat the apprentice/trainee the same as all other employees – if you provide uniforms or safety equipment to other employees you should also provide them for apprentices/trainees.

You should inform the apprentice/trainee of their wages and conditions of employment.

To find out more contact a New Apprenticeships Centre in your region.

The National Code of Good Practice explains your responsibility to provide information to your Apprentice/Trainee on their entitlements such as wages and conditions. Contact your New Apprenticeships Centre for further information or to find a New Apprenticeships Centre call **1800 639 629** or visit the website at www.newapprenticeships.gov.au



Wages and conditions of employment

Ensure you:

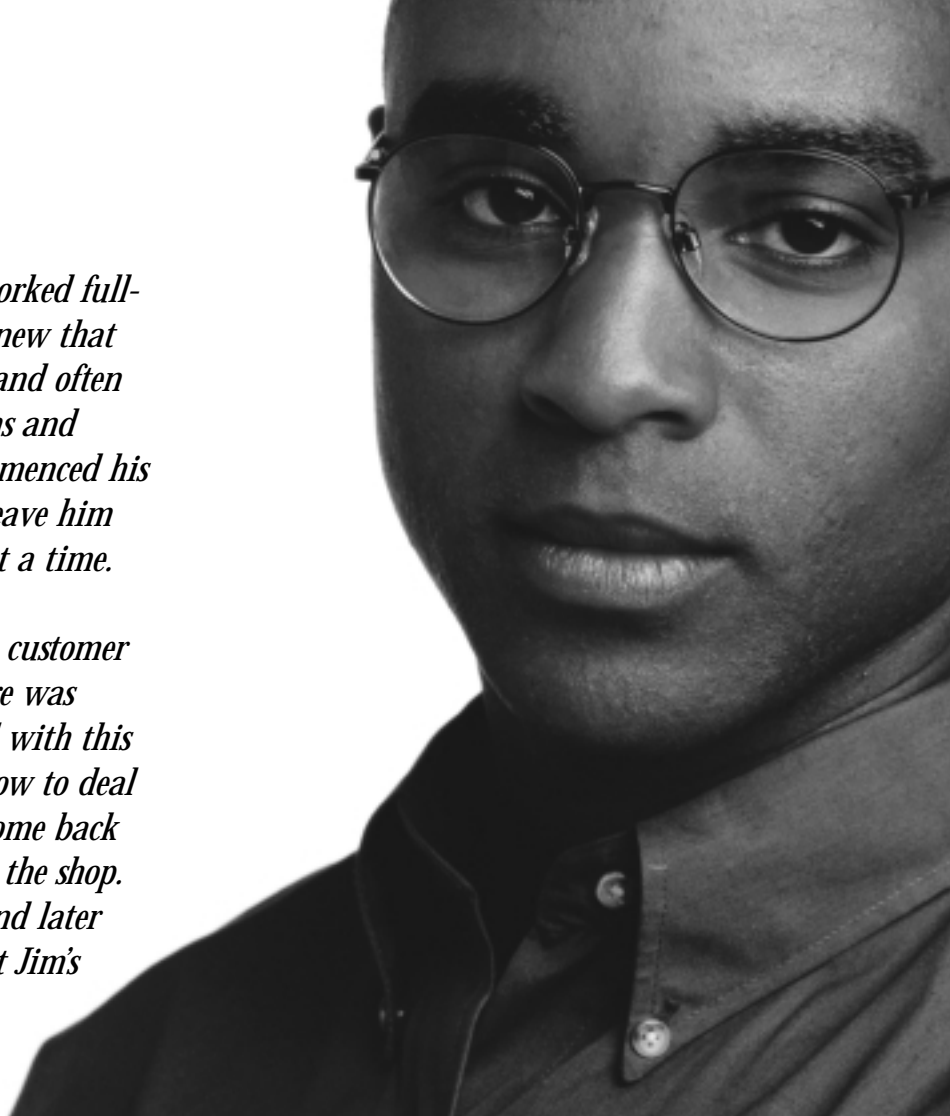
- inform the apprentice/trainee of their wages and conditions of employment
- include wages and conditions of employment in your induction program
- treat the apprentice/trainee as you do other employees
- contact your industry organisation, Wageline on **1300 363 264**, a New Apprenticeships Centre or union for advice if necessary.



How much supervision?

Jim started a retail traineeship and worked full-time at a small discount store. He knew that he was supposed to learn on the job and often asked the manager for instructions and assistance. Three months after he commenced his traineeship his manager started to leave him alone in the shop for several hours at a time.

On one occasion he was faced with a customer service complaint. He knew there was probably a procedure in place to deal with this but didn't know where to find it or how to deal with it. He asked the customer to come back later when his manager would be in the shop. The customer became very angry and later complained to the manager about Jim's lack of training.



Supervising your apprentice/trainee

Apprentices/trainees require appropriate levels of supervision. The National Code of Good Practice outlines the responsibility to provide appropriate levels of supervision for your apprentice/trainee.

Assign a supervisor to your apprentice/trainee. Ensure they have the appropriate knowledge and skills required to adequately supervise the apprentice/trainee.

To determine the appropriate level of supervision required for your apprentice/ trainee consider the:

- level of training being undertaken
- industry you belong to and your workplace
- equipment and methods you use for work and training
- health and safety regulations for your workplace.

In South Australia, there are some vocations which require a ratio of apprentices/trainees to qualified staff. For further information on ratios, contact Traineeship and Apprenticeship Management.

Phone: (freecall) 1800 673 097

Fax: 8463 5654

Write to: The Manager, Traineeship and Apprenticeship Management,
GPO Box 1152, Adelaide SA 5001



Are you giving enough instruction?

'I constantly have to ask my boss how to do things. He simply 'barks' orders at me. I'm too scared to ask questions. Usually I ask other people or try and do the job myself. It seems like I'm just expected to know what to do.

What I really want is to be shown how to do things properly and be able to ask questions about my job.'

First Year Hospitality Trainee



Giving instructions

To give clear instructions you should:

- take time to think about the instructions you give
- assume your apprentice/trainee has little or no knowledge
- explain why the job/task is done a certain way
- use clear and simple language
- emphasise safe work practices in your instructions
- ask questions to check for understanding
- make sure there are no distractions when you give instructions.



Do you give enough feedback?

Sarah, the new office administration trainee, takes many phone messages but they are often inaccurate. Names are spelt incorrectly, information is missing and sometimes messages just don't make any sense. Everyone in the office is aware of Sarah's difficulties. Each time someone receives a message you can hear giggling. No one has spoken to Sarah about this.

It is important that new employees and apprentice/trainees feel part of their workplace and are treated with care and respect.

Some of the things you can do to assist include:

- provide constructive feedback – encourage and coach
- suggest ways to perform the job correctly
- explain why the job is important – describe the bigger picture
- give praise where praise is due.



Giving feedback

Apprentices/trainees need positive feedback on their progress. Your feedback will boost confidence, provide encouragement and motivation to improve performance. It also opens the way for you to discuss other areas for your apprentice/trainee to concentrate on learning, mastering skills and improving performance.

Feedback:

- encourage and correct
- provide hints and tips on getting it right
- feedback works well when delivered with encouragement
- set regular times to discuss progress and provide feedback
- ask your apprentice/trainee for their input.



Do you give enough encouragement?

Joe has been doing his automotive apprenticeship now for nine months. He has mastered the housekeeping jobs but he wants to move on and learn other things. Once he's finished a job he asks Gary what to do next. Usually he is given another clean-up type job. Joe is beginning to lose interest in his work and is beginning to lose interest in his TAFE training as well.

Gary realises there's a problem.

Here is how Gary plans to handle the situation:

'How's the work going Joe? You're taking a bit longer than you used to get the cleaning up done – any problems?'

'How's the training going? What are you up to?'

'How about I arrange for you to work with Brendan when you start the unit on clutch assemblies?'



Giving encouragement

Encouragement and recognition can motivate an apprentice/trainee and improve performance.

They build an apprentice/trainee's confidence.

Some encouragement you can offer includes:

- making an announcement at work about the apprentice/trainee's achievements
- giving the apprentice/trainee a mention in the company newsletter or on the noticeboard
- organising a ticket to a trade show for the apprentice/trainee and the workplace coach or supervisor
- arranging for the apprentice/trainee to attend a management meeting or a sales meeting
- nominating the apprentice/trainee for an industry training award – check with the training organisation and New Apprenticeships Centre for details.



Are you keeping it interesting?

Anh has been doing her agriculture apprenticeship for eighteen months on Jenny's alpaca farm. Anh has been a terrific worker but recently her performance has slipped. She is less punctual, not as chatty and is taking longer with routine tasks.

The farm has been busy lately. Jenny knows she has neglected her duties to Anh and it's time to talk.

Anh tells Jenny how other apprentices she knows work on bigger properties or visit neighbouring properties to get a better grasp of specific aspects their own employers can't offer.

Jenny knows there are no other alpaca farms around, but other livestock farms may be able to provide Anh with some extra experience. Jenny decides to speak to the trainer from TAFE about how to include more variety in Anh's training.



Variety in training

Performing routine jobs is necessary and often the apprentice/trainee does these. But a bit of variety builds confidence and enables the apprentice/trainee to apply their skills in different situations.

Variety can come in many shapes and sizes. You could:

- negotiate visits to other organisations to observe – consult the training organisation
- arrange for the apprentice/trainee to attend trade shows
- create opportunities for your apprentice/ trainee to work in other departments – to gain a big picture
- invite them to sit in on meetings they would not normally attend
- invite them to 'shadow' you occasionally when you are doing something different.



How's the training going?

Joe has been working for fourteen months and he has fitted into the workplace well. Gary, his boss, has recently been invited to participate in an apprenticeship research project. Gary has had his fair share of apprentices over the years and is happy to share his experiences. He asks Joe to take part in the project as well.

Joe is not keen. The meeting day is on the same day as his training day. He is behind in his work. In fact he has missed the last three out of five training sessions. He knows if he misses one more he is in trouble.

Gary can't understand why Joe is not keen to go. Gary decides to ring the trainer to discuss this and check on Joe's progress at the same time.



Checking progress

Do you know how your apprentice/trainee is progressing with formal training and classes at the training organisation?

When did you last speak to your apprentice/trainee about their training?

The local New Apprenticeships Centre and training organisation visit during the period of the apprenticeship or traineeship to check on progress. Any concerns you have can be discussed with them. However you should establish regular contact with the training organisation as a first step.

Some things you can do:

- set a regular meeting time to discuss progress
- contact the trainer; ask for feedback and progress reports – don't wait for official reports for feedback
- keep track of contacts you make and the feedback you receive
- review and sign your apprentice/trainee's workbook.



Can you ask questions?

Mira has been doing her office administration traineeship for seven months. Recently she has turned up to work late, is very quiet and moody and is taking longer to do the mail. She is even forgetting to pass on important telephone messages.

George, her boss, is losing patience. His last trainee left after four months. George decides to get to the bottom of the problem.

Here's how he went about it:

'Mira you've been doing really well, but just lately you don't seem to have your mind on the job. Is something wrong? Can we talk about it and see if we can sort something out?'



Asking the right questions

Sometimes finding out what is wrong can be difficult. Asking the right questions in the right way can help.

Here are some tips:

- acknowledge you know all is not well
- encourage your apprentice/trainee to talk to you or someone else
- ask open questions:
'How are you managing with work?'
'How are you finding the training?'
- listen carefully to your apprentice/trainee – check your understanding and draw out more information
'So you're feeling a bit under pressure with...'
- wait for your apprentice/trainee to speak – a pause can be good
- try not to interrupt
- let them offer solutions.



Solutions not problems

Diane's hospitality trainee, Sue, was progressing well but recently Diane has noticed a drop in her performance and level of commitment. With careful questioning she has discovered Sue is having problems at home. She has also fallen behind with her classes at TAFE.

Diane realises things must be bad for it to interfere with Sue's work and decides to talk through the problem with her and find a solution.

'Sue you've been going well up until now. Let's contact your trainer about the overdue work and see if we can get things back on track.'



Solutions to problems

Many apprentice/trainees experience problems at some stage during training. Problems can be with the job itself, the training or with personal issues.

If workplace performance is affected, your apprentice/trainee may be:

- nervous about performance
- uncomfortable with some of the other staff
- under stress – too much on their plate at once, or behind in some aspect of their training
- have personal and/or home difficulties
- have reading, writing or maths problems with their training and work.

Towards a solution:

- adopt a positive attitude
- put the apprentice/trainee's needs into perspective
- look for a win/win situation
- negotiate, encourage and advise
- contact the training organisation for extra assistance if the problems relate to reading, writing or maths.



Time to reflect?

Two months ago, Magda started work as an apprentice hairdresser. She was enjoying getting paid and the classes at trade school, but wasn't happy doing the same things every day – sweeping up hair and making coffee for clients.

Magda knew these jobs were part of being an apprentice but after another couple of months she began to worry about not completing all the competencies. At trade school they were learning about shampooing, hair care and scalp massages. When they talked about on the job training she realised she needed to do something about what she was missing out on.



Reflective learning

How does your organisation's work link with the apprentice/trainee's experiences at the training organisation?

It is important that the apprentice/trainee can relate the off the job training experiences with their workplace. It may not always be possible to give direct experience in the workplace that relates to their training off site. But you can talk about how it relates to your workplace.

Some things you can do to give more meaning to the training:

- allow time for the apprentice/trainee to reflect upon their learning
- ensure regular times are scheduled to talk about the training
- relate their training to the work you do
- provide opportunities for the apprentice/trainee to experience, observe and ask questions about their training and work.



Training talk

Workplace supervisor

A training manager who will ensure the apprentice/trainee is provided with the opportunities to master the skills and competencies required for their job and training program.

Workplace coach

Person chosen to coach, teach, train, mentor, monitor and guide the apprentice/trainee. In some workplaces the workplace supervisor and workplace coach are the same person.

Assessor

The person(s) responsible for assessment who will determine whether your apprentice/trainee is competent. This person(s) must be qualified. Assessment is organised by the RTO.

On the job training

Instruction, practice and feedback conducted in the workplace.

Off the job training

Conducted away from the worksite, at an RTO, in a classroom at your worksite or outside your organisation.

Training Plan

A document that details the training to be conducted, the method and location. Negotiated between you, the training organisation and the apprentice/trainee.

Training Package

A national resource that consists of both compulsory and elective competencies that make up national qualifications. Training Packages also include guidelines for assessment and may also include assessment materials and learning strategies.

Unit of competency

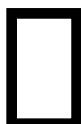
National industry approved standards that outline the knowledge and skills necessary for effective performance in the workplace.

Workplace assessment

Collecting evidence and determining if the apprentice/trainee is competent in an industry environment.

Recognition of current competency

The process of formally recognising current skills, knowledge and competencies already acquired through either formal or informal learning.



Who's who

NAC New Apprenticeships Centre:

(S)RTO (Supervising) Registered Training Organisation:

GTC/O Group Training Company/Organisation:

STA State/Territory Training Authority: Traineeship and Apprenticeship Management (TAM)

Phone: (freecall) 1800 673 097

Fax: 8463 5654

**Write to: The Manager, Traineeship and Apprenticeship Management,
GPO Box 1152, Adelaide SA 5001**

Quick flip tips

- 1 Workplace coach
- 2 Safety
- 3 Wages and conditions
- 4 Supervising
- 5 Instruction
- 6 Feedback
- 7 Encouragement

- 8 Variety
- 9 Progress
- 10 Asking questions
- 11 Finding solutions
- 12 Reflecting

What's what & Who's who



DEPARTMENT OF FURTHER EDUCATION
EMPLOYMENT SCIENCE AND TECHNOLOGY

Office of Employment

Commonwealth of Australia DEPARTMENT OF EDUCATION, TRAINING AND YOUTH AFFAIRS

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The following communication support materials were produced by AMES for the Australian National Training Authority:

- Getting the Most out of Training
- So You're a Workplace Coach
- Tips on Training for Employers
- Making the Most of your Training.

Further resources for supporting apprentices and trainees can be found in the *New Apprenticeships: Support Networks Information Kit* available from DETYA Training Reform Section (02) 6240 9588.

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