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ACAPMA

Registered Training Organisation

Workplace Learning Mentor Guide

[Version 3] | [January 2021]



What to Expect?

This guide has been created by ACAPMA to provide you with an understanding of what is required of you when agreeing to be a Workplace Learning Mentor for a team member when they are undertaking training with ACAPMA.

It has also been designed to provide you with some tips and techniques to support you through this process. Your team member or employee will be provided with an on the job learning guide. These are designed to allow them to work through a range of tasks to gain practical on the job experience throughout their learning journey.

We have designed our training this way to ensure that:

- ❖ Training is flexible to meet the differing needs of the learner
- ❖ Real examples and workplace practices are incorporated into the training
- ❖ The training is more likely to be transferable back to the workplace

Throughout the on the job training workbooks there are a range of mentoring activities which you will be asked to assist in. These are identifiable by the below icon.



To assist your team member in their learning journey, you will be required to:

- ❖ Be a mentor
- ❖ Provide demonstration, coaching and training
- ❖ Complete supervisor reports
- ❖ Video them completing tasks

What is Mentoring?

A mentor is usually a skilled staff member that provides guidance and helps a less experienced learner or colleague. The mentor usually acts as a source of support and a role model and goes beyond just the job function – they can help with any issues the learner may be experiencing in the workplace. A mentor will usually work with the learner to put together a plan by defining the goals the learner wants to achieve, documenting a plan of action and then measuring results and performance against the criteria set by the learner and the mentor.

Essential Skills for Mentoring

- ❖ A good mentor is committed to the role of mentoring and believes in the value of mentoring.

- ❖ A good mentor is a reflective instructor, trainer and supporter of the learning process who provides observational feedback and shares experiences
- ❖ A good mentor is effective in different interpersonal contexts, adjusting their mentoring communication to meet the needs of the learner
- ❖ A good mentor values and models continuous learning, actively engaging learners in their own learning and reflective processes
- ❖ A good mentor publicly and privately affirms the potential of their learner

What is Coaching?

Coaching is usually associated with improving a learner's performance within their job function. It is considered a process that ends once the learner understands the job function and their role within it. The coach demonstrates techniques and provides instruction on how to get the job done, observes the learner performing the task, then assesses the learner's skills based on how they perform the role. The coach is responsible for giving constructive feedback on the learner and their performance to help the learner get better through practice and encouragement.

Essential Skills for Coaching

- ❖ Be supportive of the members of your team. When you're supportive of them you can develop a relationship of trust.
- ❖ A coach supports their learner in achieving a specific goal or to find solutions to a situation they are in. Usually, this is not a one-time event but a process that takes time.
- ❖ Giving feedback the right way is an essential coaching skill. Feedback should never be arrogant or used to show your learner you're the expert. It should be clear, relevant, constructive, solution-focused, positive and motivating
- ❖ Effective communication is vital to coaching, that means explaining this well, listening and work together.
- ❖ Providing resources and ongoing support such as sharing stories, guiding activities and being available when needed.
- ❖ Be prepared, set out time to meet, discuss and turn off your phone and be in the moment.

Coaching v's Mentoring

Coaching and mentoring in the workplace are becoming more popular in recent times, with many organisations offering the services of external coaches to their staff to better improve their performance, or the use of mentors within the workplace so that learners are given access to someone with more experience and knowledge to help them become more efficient in their job roles.

Coach	Mentor
A coach will usually focus more specifically on a task or various tasks	A mentor is usually always working within the organisation and provides a general ability to assist in the long term
Coaching is usually more technically focussed therefore is not a long term relationship based situation	A mentor will usually be someone who has a good working knowledge of the organisation and the job role of the person who is being mentored
Coaching is often provided by way of new employees being allocated a buddy to help them understand their new job role	A mentor will usually have the expertise to be able to guide and assist employees in a broad range of matters and situations
Can be applied when a staff member is promoted and they need further instruction on the new job	Mentors can provide support, guidance with career progression and general counselling to the person being mentored
Coaching usually ends once the staff member understands their new job role	The mentor will usually be a good representation of organisational expectations

Accessing job site resources, tools, equipment, facilities and opportunities

Throughout the coaching/mentoring phase, you will need to ensure the learner has access to a range of resources, tools, equipment, facilities and opportunities. It may not be possible, under all learning activities, to access all of the equipment and/or opportunities required by each unit of competency on only one job-site.

As such, the learner will be recording their practical on-the-job activities in an on-the-job logbook which will record site specific details and outline the resources, tools, equipment, facilities and opportunities used for each activity.

You must ensure that the learner has accessed and successfully demonstrated using and implementing all resources, tools, equipment, facilities and opportunities before submitting their logbook to the assessor.

Resources, tools, equipment, facilities and opportunities will include:

- Working and operational fuel storage and dispensing sites with variable hazardous areas for diesel, motor spirit (petrol) LPG and Diesel Exhaust Fluid (DEF)
- Planned and proposed fuel storage and dispensing sites
- Confined spaces (where required by the relevant skill set)
- Experienced work teams and specialist contractors/consultants
- Work instructions, job scope/plans, reports and development approvals
- Legislative, regulatory and organisational policies, protocols, and procedures relating to:
 - Work health and safety and emergency management
 - Safe work practices (JSAs, SWMS, Risk Assessments, SOPs etc.)
 - Manual handling
 - Work Permits, licences and accreditation guidelines
 - Industry Codes of practice
 - Environmental regulations and guidelines
 - Australian standards
 - Manufacturer and supplier instructions, manuals, procedures and requirements
 - Material and chemical handling
 - Regulatory reporting requirements
 - Fuel and integrity testing guidelines
 - Documentation and reporting, such as job sheets, service reports and installation quality reports
- Necessary tools, equipment and resources normally used by fuel workers including:

Tools and Equipment

- Personal protective equipment (including gloves, eye protection, breathing apparatus, safety harness, tripod frame and person lift)

equipment, hard hat, high visibility clothing, sun protection, steel-capped boots, tags and locks)

- Hazard controls, such as signage, barricades, fencing, traffic cones
- Hand and approved power/pneumatic tools such as screwdrivers, ratchets, sockets, wrenches, drills and bits, hammers, saws, welding machines and components, threading machines and components, shovels, levels, road plates, jack hammers, air compressors, brooms, blowers, ladders
- Electrical tools and equipment, such as continuity, earthing, and bonding equipment, wire cutters, testers
- Atmospheric monitoring devices – sensing oxygen levels & LEL as a minimum
- Workplace vehicles (trucks (with hydraulic lift/crane arm for handling gear loading and unloading), utes, vans etc)
- Concrete cutting, breaking and drilling equipment
- Small scale excavator for pipe trench excavation
- Environmental protection equipment such as bunding, sandbags, mesh, silt fencing
- Fuel dispensing and pumping spare parts including motors, electrical boards, filters, sumps and other containment systems, hoses, nozzles, splashguards, swivels and other spare parts.
- Emergency equipment including Spill kits and fire extinguishers
- Waste receptacles such as bags, bins and containers

Materials / Supply items

- Above and/or below ground fuel storage tanks and associated equipment such as dipsticks, fill boxes, fill and dip point markers etc.
- Fuel piping systems and components, including pipe cutting, preparation & welding equipment, under pump containment sumps and penetration/ termination fittings
- Fuel dispensing and pumping equipment complete from the supplier/s
- Electrical conduit components
- Electrical components, such as hazard area conduit termination pits switchboards, point of sale systems
- Backfilling media including soils, gravels, lining fabric
- Automatic Tank Gauging Systems (ATG) and associated equipment
- Leak detection systems and associated equipment for pressure fuel systems
- Vapour Recovery Systems (Stage 1 and 2) and associated equipment
- Integrity testing and calibration equipment (trial testing only) including approved volumetric measuring devices, inspection tags

- Opportunities to install at least two (2) fuel storage and dispensing systems.
- Opportunities to modify and conduct maintenance works on at least two (2) fuel storage and dispensing systems on a working and operations site.
- Opportunities to commission at least two (2) fuel storage and dispensing systems on a working site.
- Opportunities to decommission at least two (2) fuel storage and dispensing systems on a working site.

Completing Supervisor Reports

It is essential for you to observe the learner completing each component of the activities listed within the supervisor report. In their demonstration, they must:

- ❖ Be wearing appropriate PPE
- ❖ Act in a safe manner when completing the task
- ❖ Complete the steps in the appropriate sequence
- ❖ Not be coached or assisted in completing the tasks during the observation
- ❖ Complete the tasks as requested in the supervisor report
- ❖ Complete all tasks

This report is part of the evidence used to assess the learners competence and it must be completed with a level of quality you would expect in the workplace.

If a learner fails to complete all the tasks successfully, please spend more time in supporting the learner, through mentoring, practice and shadowing before allowing them to attempt the activity again.

If you are unsure about any of the steps in the supervisor report, please contact us at students@acapma.com.au and one of the team will contact you to discuss.

Please ensure you sign off all components of your employees assessments such as supervisor reports and video demonstration assessments as required by the individual unit of competence.

Video Demonstrations

When recording demonstrations of skill on video, please ensure that the mobile phone is outside the hazardous zone and that safety of the learner and yourself, are paramount.

Please test video recording before starting the assessment and ensure that sound and picture quality are sufficient to allow our trainers to review and assess the videos.

Any videos that are blurry, have no sound or are damaged or incomplete will need to be recompleted and submitted.

If you are unsure about any of the steps for video demonstrations, please contact us at students@acapma.com.au and one of the team will contact you to discuss.

Tips and Techniques for Coaching and Mentoring

Learning Styles

Adults learn in a variety of different ways. Every learner is different and will be geared towards a preferred way of learning. Bandler and Grinder noted that people are concerned with understanding the impact of the senses in learning and refer to visual, auditory and kinaesthetic approaches to learning.

In summary, adults have the capacity to use all their senses for learning but tend to have a preference to one or two methods. So, let's explore the different delivery methods that suit the different learning styles.

	Visual	Auditory	Kinaesthetic
How they learn	Visual learners prefer to 'see' things and what is going on.	Auditory learners prefer to listen	Kinaesthetic learners prefer to do things.
How to identify these learners	They tend to use expressions such as 'I see what you mean' 'Look at that', 'It appears...' 'Picture this...' 'Imagine...'	They often use expressions such as 'I hear you', 'That sounds great', 'It sounds as though...' and prefer to hear rather than see or read something.	They tend to enjoy games and moving around more than reading or listening. They tend to use expressions such as 'I feel your pain', 'It feels as though...'

Check for understanding

A mentor should ensure questions are asked regularly and that learners are encouraged to ask questions. It should be checked that the learners understand the training on a regular basis. Recap, revise and get feedback as much as possible.

Open ended questions should be asked as often as possible to ensure;

- That the learners are thinking
- That the learners understand
- A 'learning' environment is created as opposed to a 'teaching' environment
- Two-way communication is taking place

The DEDICT Model

- D Demonstrate** - The mentor demonstrates the task at normal speed as if they are doing it as part of their job
- E Explain** - The mentor now explains what they did and what they are doing
- D Demonstrate Slowly** - The mentor now performs the task in a slow and deliberate manner and breaks the task into manageable chunks and segments to explain what they are doing
- I Imitate** - The mentor and the learner perform the task together at a speed that is a little slower than it would normally be performed
- C Coach** - The mentor now coaches the learner as they complete the task
- T Test** - The learner performs the task on their own in real time while the mentor watches

Shadowing

Job shadowing (or work shadowing) is an on-the-job learning, career development, and leadership development method. It involves working with another employee who might have a different job in hand, have something to teach, or be able to help the person shadowing him or her to learn new aspects related to the job, organisation, certain behaviours or competencies.

Ensure that you

- ❖ Set expectations
- ❖ Set boundaries
- ❖ Explain why/what you are doing
- ❖ Follow up by asking for questions

**For more information or
assistance please call
1300 160 270 or email
training@acapma.com.au**

