

# Building EYSAC Capability for Trainees Project

## Webinar 3: Communication, Support & relationships

Presenters: Kerrie Hansen (Gowrie Training & Consultancy) and Jane Mulder (Foresite Training)

# COMMUNICATION, SUPPORT & RELATIONSHIPS

Kerrie Hansen – Gowrie Training & Consultancy (RTO 45602)

Jane Mulder – Foresite Training (RTO 22227)

Q. Who's involved?

A. The trainee, the workplace coach, the employer, the trainer/s

Q. What's involved in successfully completing an education and care qualification?

A. Aligned values, trust, personal connections, good communications, clear lines of contact, flexibility and openness.

### Communication

Methods of communication include:

- Verbal – face to face meetings, classes, phone calls, Zoom
- Non-verbal – email, reports, training plans, feedback forms, visuals and body language

Good communication strategies include:

- Active listening
- Good enrolment induction processes
- Open dialogue
- Clarification

Lines of communication include knowing who to call:

- to ask about a question in an assessment
- to seek support or to overcome challenges outside of studies
- to make enquiries about entitlements or the training contract
- to gain feedback or to progress a grievance.

Learning styles and for receiving information:

- visual

- kinesthetic
- audio
- tactile.

Trainees can thrive or fail, depending on the way in which the qualification is delivered and on whether they, the workplace coach, the employer or the trainer is aware of what works for them (and communicates about it).

Trainees and employers need to know who to talk to when things aren't going to plan. This can prevent smaller issues becoming larger or unmanageable.

### **Coaching and mentoring**

Coaching and mentoring are communications focused methods that support the trainee to embed knowledge learnt in the classroom. The workplace coach is critical in this space for enabling the trainee to practice their skills and to reflect.

Trainees need to know what coaching a mentoring is, what the benefits are and why a workplace coach is well-placed to manage the process.

- In room coaching supports practice.
- Mentoring conversations benefit from encouraging trainees to prepare.

### **What is important for workplace coaches to know about trainees?**

- their strengths and weaknesses
- learning styles
- areas they wish to improve
- that they are prepared to trust
- stress triggers

### **How can workplace coaches support trainees to succeed?**

Being flexible and learner-centred will support clear expectations, accountability and outcomes.

A student-centred learning framework is a useful and methodical guide RTOs and workplace coaches in their interactions with trainees (plan, engage, monitor, adjust) . for example, RTOs can apply a reasonable adjustment if, for example, a student is dyslexic.

There are a range of obligations that trainees, employers and RTOs hold, which can frame and guide how the trainee is guided and supported and how communication is managed (for example in the training contract or training plan).