

SUPERVISORS HANDBOOK



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Overview

The Local Government Training Institute (LGTI) is a specialised training provider, funded by Hunter Councils. It is a cooperative organisation wholly owned by its members, the twelve Local Government Authorities of the Hunter Valley.

LGTI is a Registered Training Organisation (RTO) delivering cost effective and high quality training courses with recognised national accreditation

We offer a flexible learning approach so that employees can learn while at work, gaining theoretical knowledge alongside relevant and practical workplace skills.

Benefits of gaining an LGTI qualification

- LGTI offers a wide variety of courses
- Our courses are designed for people working full time and are run on a flexible time frame throughout the year
- We allow trainees to choose electives that best suit them and their work situation
- LGTI courses are conducted by qualified trainers who have extensive workplace experience in their area of expertise
- Our trainers and advisors are always available to answer any questions or concerns you may have.
- You are welcome to contact us at any time should you wish to discuss any aspect of your role as a supervisor.

For any concerns about your role as a supervisor please contact us ON (02) 49 222 333.

OUR STAFF CAN OFFER ADVICE AND ASSISTANCE TO ALL SUPERVISORS.

Purpose of the Supervisor's Handbook

This guide is designed to give you information about the training that your employee is undertaking through LGTI

It will give you a clear understanding of the learning and assessing process for the employee and your role as a supervisor.

The Importance of a Supervisor

- As a supervisor you will be a role model, mentor and coach to the learner. Much of the learning will take place at the workplace while the learner carries out normal day to day work activities.
- You will need to organise, observe and record training activities undertaken in the workplace.
- You may also be asked to provide assessment evidence to the LGTI assessor if required. The learner will look to you for guidance.
- The supervisor is part of the team, along with the employee and LGTI, which works to help the learner achieve a successful learning outcome.

Frequently Asked Questions

1. What is the Role of the Supervisor?

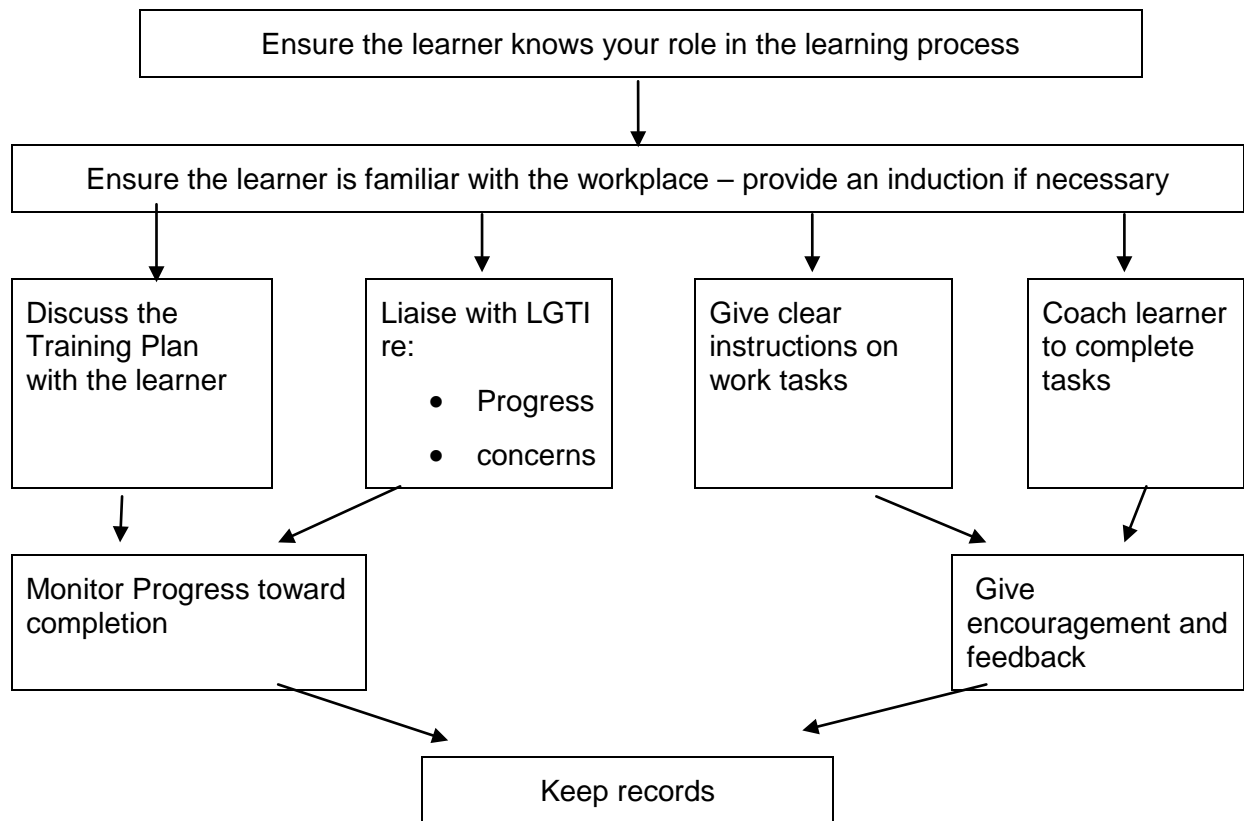
An effective supervisor will assist the workplace learner by:

- Providing a safe and supportive workplace
- Being aware of the learning plan
- Assisting the learner gain access to equipment or materials as needed
- Answering any questions the learner may have about organisational and training matters
- Integrating learning tasks into normal work activities
- Managing risk in safety and production
- Acting as a positive role model
- Managing the learner's training needs and motivation
- Helping the learner develop problem solving skills
- Assisting the learner develop a wider range of employability skills through work experiences
- Providing constructive feedback and encouragement to the learner
- Promoting independence and self direction in learning
- Maintaining records of the learner's progress
- Understanding that everyone has a different learning style and utilising the learner's preferred style when possible.
- Ensuring that the learner is not bullied or harassed
- Being flexible
- Meeting with LGTI to review progress of training delivery and assessment

2. What does a supervisor do?

The actual tasks that you carry out as a supervisor will vary depending on the type of training being undertaken, the training plan and the individual learning styles of the learner.

Some things that a supervisor will do



3. How much time will my employee need?

LGTI recommends that all participants in training courses spend 4 – 6 hours per week on training in the workplace.

It is important to note that:

- ***Whatever the training chosen the employer must release the learner during paid work or provide time off the job to undertake both training and assessment.***¹

4. How are learners assessed?

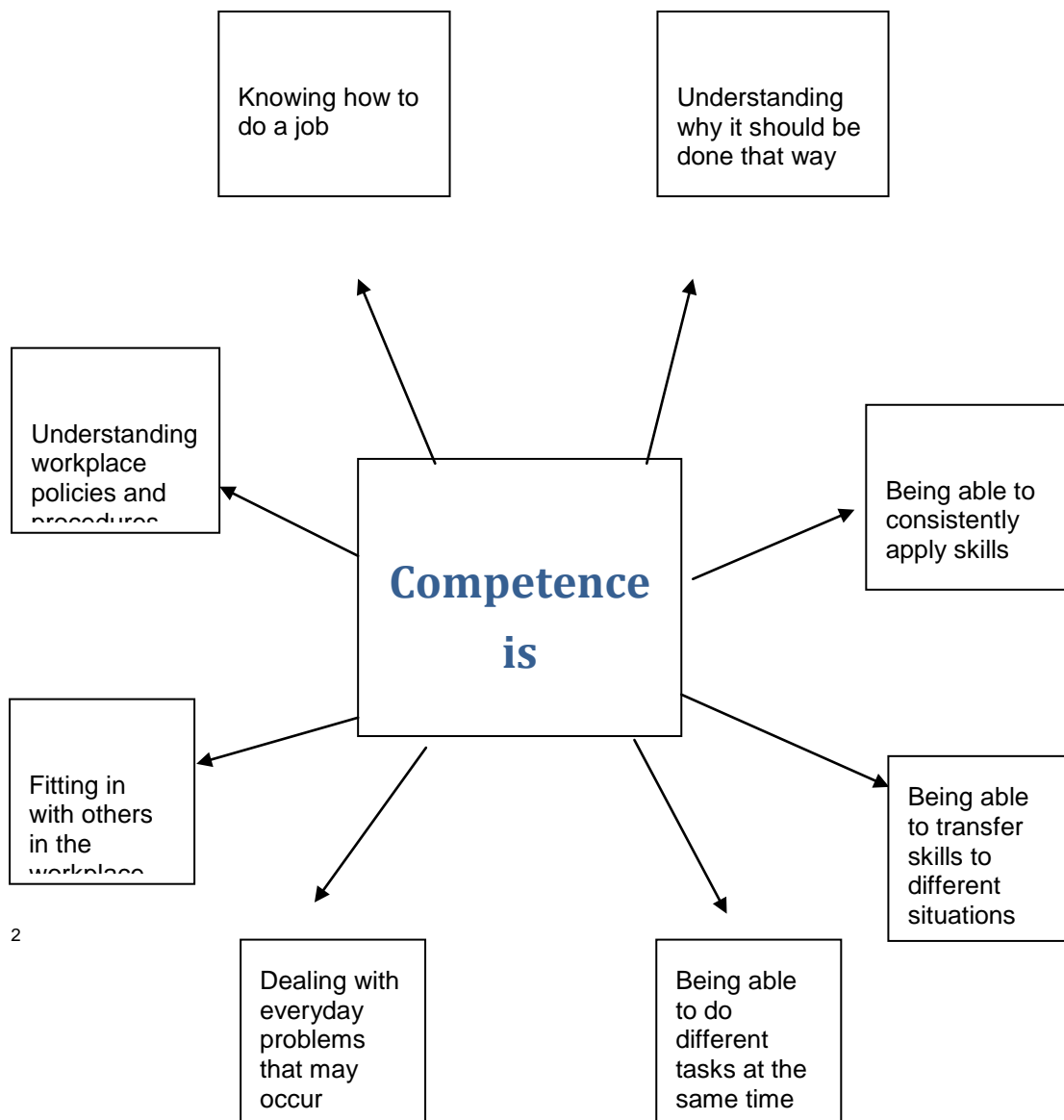
Assessment is used so that learners can demonstrate competency against a particular set of standards.

Learners are either ***competent*** or ***not yet competent***. There is no pass or fail.

As a supervisor you will not be required to make decisions about a learner's competence. However you will be required to provide evidence of how they have applied their skills in the workplace

¹ State Training Services NSW DET 2008 – Supervising your apprentice or trainee

What is Competence?



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² State Training Services NSW DET Supervising your apprentice or trainee

5. What records does the supervisor need to keep?

As a supervisor you will be required to keep certain records to confirm that effective training is occurring.

You will need:

- A copy of the full Training Plan
- Records of the time LGTI spends with you and the learner at the workplace and what activities were undertaken
- Results of any on the job training undertaken by the learner with LGTI
- The learners workbook or record of training supplied by LGTI

6. What records does an Employer keep?

These records are kept by the employer but as supervisor you may need to be aware of them.

- Approval letter from State Training Services to state that the learners Training contract (Traineeship or Apprenticeship) has been approved.
- Copy of the Training Contract
- Records of times worked and wages paid
- Copy of the industrial award or workplace agreement under which the learner is employed.

7. Where can I find more information?

You can find more information on DET website at
<http://apprenticeshipdet.nsw.edu/html/advins/forms.htm>

or

the following resources may be of assistance to you in providing information:

- www.skilling.nsw.gov.au
- www.australianapprenticeships.gov.au
- www.det.nsw.edu.au
- www.training.com.au
- www.education.gov.au

or

our friendly staff at LGTI are always willing to help you with any information you require.

8. What if I have a problem?

If you have any problems or questions about your role as a supervisor you can contact Margaret Murray (Certificate Programs Manager)

Phone: 49222312

Email: certificateprograma@lgti.com.au

We will work with you to advise and help you in your role.

Practical Tips for Effective Supervising

Keep in mind that:

1. People learn best when they are actively involved so give your learner sufficient opportunity to practise.
2. People learn best when they understand why they are doing something so explain the reasons behind actions
3. People learn best when they feel comfortable and relaxed.
4. People learn best when they feel confident and are not afraid of failure
5. People learn best in a supportive, non threatening environment so ensure that you are not critical

Communicate Effectively

1. Do not assume that the learner knows what you mean.
2. Explain clearly. Break the task down into simple steps.
3. Use language that is clear and simple.
4. Explain technical terms
5. Use clear, simple language
6. Ask the learner to repeat the information back to you to check understanding
7. Choose a location without distractions to give the instructions
8. Always use a calm and rational tone and voice

Demonstrate Effectively

1. Show the correct sequence of steps- do not skip a step
2. Show the correct procedures. Do not assume that the learner knows them.
3. Explain why you are doing the task in that particular way.
4. Use all the correct safety and work practices
5. Remember that you are the role model and the learner will adopt your good and bad practices so follow all the correct steps.

Question Effectively

1. Ask questions that require a longer answer. Don't ask questions that can be answered with a yes or no.
2. Ask questions to check for understanding. e.g. Can you tell me what those 3 steps were that we did yesterday?
3. Ask questions to get suggestions for the next step e.g. What do you think we should do to prevent waste in the process?
4. Ask the learner to explain or show you how to do the action or process you may have done previously.

Practise Effectively

1. Allow the learner opportunity for practice without pressure.
2. Be patient, don't expect the learner to grasp everything immediately
3. If the learner seems to be 'stuck' don't give the answer but ask a questions to encourage them to problem solve themselves. (However if this does not help then show them the answer and explain why).
4. Give praise when it is deserved
5. Suggest ways to improve in a positive way

Coach Effectively

1. Coach your employees as you would coach for a sport - motivate them so that they work as a team
2. Help them develop skills that they can continue to build upon
3. Recognise and acknowledge the skills and knowledge the learner already has.
4. Build upon that knowledge in your coaching
5. Provide incentives to learn – explain what they will achieve with success
6. Provide choice in the way you instruct them. Find out if they like to learn by reading instructions, listening to instructions, watching others or doing it themselves
7. Encourage initiative and innovative thought.
8. Give positive feedback
9. Check your expectations to make sure that they are realistic
10. Make sure that there is no bullying or harassment occurring.

References

NSW DET - Supervising your apprentice or trainee. A Guide for Workplace Supervisors. State Training Services May 2008