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## Motivation & Encouragement Tips

From time to time most employers have experienced less than ideal attitudes from students and have sought guidance on ways to deal with this.

As stated earlier motivation will be far higher if you do a thorough induction including a meet and greet, and have a full jobs list with a variety of tasks to do.

However, please don't confuse shyness and reserve as a student being un-motivated.

Sometimes students are reluctant to try new things because they are afraid of messing things up and getting into trouble. Try to remember how "green" you were when you first started. You may even remember a funny story or incident that may help put the student at ease and keep everything in perspective.

To avoid any misunderstanding, here are some positive methods that you may wish to use:

- Be clear in your instructions and offer to demonstrate the skill for the student
- Ask the student to repeat the exercise or the instruction back to you
- Get them to write down the details
- Ask them if they understand the information given
- Try and assess their skill level before going onto more advanced procedures and instructions
- Give them a manual if one is available
- Give them a chance to work it out for themselves and don't rush them through
- Give them feedback when the task is completed
- Certificates are good motivators
- Be positive

## Quick Tips

Capabilities vary from student to student, so prepare a range of tasks from basic to moderate skill levels.

The student's Work Placement Journal has ideas for tasks and activities on page 6.

Your *Work Placement Made Easy* CD has back up copies of the Journals and checklist.

Save up things a student can do. Good ideas include labelling a work tray "Work Placement" or keeping a running list of tasks in the back of a work diary.

Keep the student busy – even if it is just odd jobs and housekeeping as this teaches the student good work habits.

If a problem does occur, deal with it straight away before it becomes too big. Otherwise please contact the work placement coordinator or teacher for assistance.

Keep the job list handy and check with the student where they are up to.

## Motivation Table

The following table provides insights to some of the most common motivation issues, but the greatest influence you can make will come from being positive and encouraging.

### Hot Tips

Don't confuse shyness with low motivation

Most students are keen to demonstrate their real skills, but unsure of what they are allowed to do.

Students crave constructive feedback and reassurance.

Praise and encourage often.

Use the Motivation Table as a guide.

Confirm if it's a case of CAN'T do it, or WON'T do it.

Report problems to your Coordinator or teacher for advice.

### Coaching Tips

A simple yet powerful coaching technique is:

**Tell** .....them about it

**Show**.....them how its done

**Watch**....them do it

**Praise**....what they did well

**Correct**...any shortcomings

**Repeat**....for practice

The **Work Placement Made Easy** series also includes:

- A CD ROM Video presentation for managers and supervisors
- Industry information sheets with a list of possible tasks for students
- Student Safety requirements information
- Industry specific Work Placement Journals for the student to record their activities

#### Useful Links

**Work Placement Made Easy**  
[www.ezwp.det.nsw.edu.au](http://www.ezwp.det.nsw.edu.au)

**Managing Young Workers**  
[www.employersguide.com.au](http://www.employersguide.com.au)

**Career Options and Facts**  
[www.myfuture.edu.au](http://www.myfuture.edu.au)

Local Contacts

Issue	Possible Causes	Possible Response
<b>Boredom</b>	Tasks not challenging enough for student  Tasks too repetitive	<ul style="list-style-type: none"> <li>• Explain to the student that in the working environment we all have to do basic and repetitive tasks and the sooner they are completed the sooner we can move onto more challenging work</li> <li>• Let the student know they will get more challenging work as their skills develop</li> <li>• Keep them busy and give them a variety of work</li> <li>• If it is quiet, let them work from their Journal</li> <li>• Team them up with a new supervisor</li> <li>• Ask the student if they are confident to try more difficult work.</li> </ul>
<b>Struggling</b>	Work too hard  Instructions not clear  Student skill level is limited	<ul style="list-style-type: none"> <li>• Double check the skill level of the student and give appropriate level of work</li> <li>• Ask if the student understood the instruction and get them to go through it with you</li> <li>• Demonstrate the skill for the student</li> <li>• Make sure the student takes notes when given instructions</li> </ul>
<b>Uninterested</b>	Not interested in Work Placement  Finds the work too difficult or does not understand  Wants to be back at school	<ul style="list-style-type: none"> <li>• Talk to the student and find out why they are uninterested, because sometimes this is not the case at all. They may be shy or low in self confidence</li> <li>• If they wish to return to school, contact Work Placement Coordinator and let them deal with the situation</li> <li>• Encourage with positive and constructive feedback</li> </ul>
<b>Personal Issues or Upset</b>	Family or school troubles  Problems associated with Work Placement	<ul style="list-style-type: none"> <li>• Check to see if it is work related. Calm any emotions before working through the facts</li> <li>• Explain to student that they are here to work and it is unprofessional to bring personal issues into the work environment</li> <li>• Refer back to the Work Placement Coordinator or teacher</li> </ul>
<b>Communication</b>	Not listening carefully  Taking down the wrong information  Given the wrong information	<ul style="list-style-type: none"> <li>• Ask the student to repeat the information given</li> <li>• Check that they are writing the information down correctly</li> <li>• Get the student to demonstrate the task to you</li> <li>• Supervise them in complex tasks until they are confident</li> </ul>
<b>Poor Performance</b>	Confirm if it's a case of <b>CAN'T</b> do it or <b>WON'T</b> do it.  All of the above	<ul style="list-style-type: none"> <li>• <b>CAN'T</b> do it... Eg; skills, tools, time, poor instruction, or other reason</li> <li>• <b>WON'T</b> do it... Eg; Not their job, dislikes the task, safety concerns, fears damaging it, or other reason</li> <li>• Talk to the student and let them know what your work expectations are</li> <li>• Get a commitment from them to try harder and give more effort to the task set</li> <li>• Ask the student if they have any ideas on how to improve their performance</li> </ul>