



**Australian Government**

# **BSBFLM314A Mentor others in the workplace to support their language, literacy and numeracy skill development**

**Release: 1**

## BSBFLM314A Mentor others in the workplace to support their language, literacy and numeracy skill development

### Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This unit of competency first released with <i>BSB07 Business Services Training Package v9.0</i> . |

### Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to mentor others who may have language, literacy or numeracy (LLN) challenges in the workplace that are affecting their performance. The mentoring relationship is not necessarily to improve LLN outcomes, but rather "will focus on improving job performance taking into account LLN skills of individuals and teams.

Competency in this unit does not indicate that a person is a qualified adult LLN specialist, and does not provide them with the skills or knowledge to provide diagnostic LLN solutions or specialist LLN advice or support.

**Note:** The term cultural diversity is used in this unit of competency in the context of '*the principles of equal employment opportunity to include inherent differences such as gender, age, ethnicity, race, cultural/linguistic background, sexual orientation and/or gender identity, intellectual and/or physical ability.*

*Diversity also refers to other ways in which people are different, such as life experience, socio-economic or educational background, personality, marital status, religious beliefs and family responsibilities.'*

### Application of the Unit

The unit applies to those in a workplace with limited responsibilities over work colleagues who provide assistance to those who may have LLN challenges. This might include trainees and apprentices, culturally diverse workers including migrants, refugees and/or Aboriginal people. These roles include mentors, buddies, coordinators, managers or supervisors.

This unit may be applied in any context where individuals and groups require LLN support.

## Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

## Pre-Requisites

Not applicable.

## Employability Skills Information

This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

| Element  | Performance Criteria  |
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| <i>Elements describe the essential outcomes of a unit of competency.</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.</i> |

## Elements and Performance Criteria

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| 1. Establish mentoring requirements and arrangements | <p>1.1 Gather information about the skill development needs and <i>individual characteristics</i> of the person to be mentored</p> <p>1.2 Liaise effectively with <i>relevant personnel</i> to determine the expected outcomes of the mentoring relationship</p> <p>1.3 Establish <i>mentoring arrangements</i> and develop agreed expectations and goals in consultation with the worker to be mentored</p> <p>1.4 Determine a mentoring plan in consultation with relevant personnel and worker to be mentored</p> |
| 2. Provide mentoring support                         | <p>2.1 Apply <i>strategies for developing effective relationships with culturally diverse workers</i></p> <p>2.2 Share personal experiences and knowledge with worker to assist in progress to agreed goals and development</p> <p>2.3 Provide a supportive environment by using <i>techniques that support LLN</i> in the workplace</p>   |
| 3. Evaluate effectiveness of mentoring               | <p>3.1 Make adjustments to the relationship to take into account the needs of both the mentor and individual</p> <p>3.2 Seek feedback from the worker and other relevant personnel to identify and implement improvements</p>  |

## Required Skills and Knowledge

*This section describes the skills and knowledge required for this unit.*

### Required skills

- learning skills to identify the broad LLN skills that underpin workplace tasks
- oral communication skills to:
  - participate in workplace teams
  - communicate when working with those with LLN challenges
- planning and organising skills to apply strategies to support others' workplace LLN
- reading skills to read routine workplace documents
- self-management skills to look at own cultural background and learning path to determine how they may affect relationships with others
- writing skills to develop word lists and resources to provide mentoring support.
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### Required knowledge

- determine how LLN skills are affecting workers' capacity to perform effectively
- communication techniques to establish and support mentoring arrangements, including listening supportively, questioning, providing feedback constructively, challenging limitations, and using non-verbal communication
- key factors to consider when negotiating expectations and goals for mentoring arrangements
- protocols and behaviour associated with establishing and maintaining a mentoring relationship
- strategies for evaluating mentoring relationships.

## Evidence Guide

*The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.*

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| <b>Overview of assessment</b>   | Supporting at least two individuals in the workplace.  |
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b> | <p>Evidence of the ability to:</p> <ul style="list-style-type: none"> <li>• establish mentoring arrangements and develop a mentoring plan in consultation with others</li> <li>• apply effective communication strategies to develop the mentoring relationship</li> <li>• monitor and evaluate the mentoring program and determine the benefits of the program for the individual and the organisation.</li> </ul> <p>Candidates must show evidence of successfully supporting at least two individuals in the workplace.</p>   |
| <b>Context of and specific resources for assessment</b>   | Assessment must ensure that competency is demonstrated in the context of a relevant workplace or a closely simulated work environment.   |
| <b>Method of assessment</b>   | <p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples, in combination, are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>• evaluating an integrated activity which combines the elements of competency for the unit or a cluster of related units of competency</li> <li>• observing processes and procedures in workplaces or role plays</li> <li>• verbal or written questioning on underpinning skills and knowledge</li> <li>• accessing and validating third-party reports.</li> </ul> |
| <b>Guidance information for assessment</b>  |  |

## Range Statement

*The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.*

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| <b><i>Individual characteristics</i></b> include:  | <ul style="list-style-type: none"> <li>• language, literacy and numeracy levels</li> <li>• learning styles</li> <li>• past learning and work experience</li> <li>• specific needs.</li> </ul>  |
| <b><i>Relevant personnel</i></b> may include:  | <ul style="list-style-type: none"> <li>• human resource manager</li> <li>• LLN specialist</li> <li>• supervisor or training manager</li> <li>• training or development officer</li> <li>• work health and safety personnel.</li> </ul>   |
| <b><i>Mentoring arrangements</i></b> include:  | <ul style="list-style-type: none"> <li>• amount of time involved for both parties and scheduling arrangements</li> <li>• confidentiality of information.</li> </ul>  |
| <b><i>Strategies for developing effective relationships with culturally diverse workers</i></b> may include: | <ul style="list-style-type: none"> <li>• appropriate display of positive regard, empathy and respect</li> <li>• listening to workers' own analysis of problems and solutions</li> <li>• appropriate gestures and non-verbal techniques</li> <li>• being flexible</li> <li>• identifying and consulting with appropriate key contact people, such as: <ul style="list-style-type: none"> <li>• Aboriginal liaison officers</li> <li>• cultural representatives</li> <li>• interpreters</li> <li>• LLN specialists</li> </ul> </li> <li>• monitoring and reflecting on own actions to ensure cultural values are not imposed on others</li> <li>• non-judgemental approaches</li> <li>• ongoing personal and interpersonal skill development.</li> </ul> |
| <b><i>Techniques that support LLN</i></b> include:   | <ul style="list-style-type: none"> <li>• acknowledging and building on strengths of worker</li> <li>• allowing for longer periods of silence</li> <li>• breaking down workplace tasks and giving specific instructions in small chunks (both oral and written communication)</li> <li>• encouraging learning, information seeking and questioning in the worker and reducing the stigma of needing to ask for</li> </ul>   |

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|  | <p>help</p> <ul style="list-style-type: none"><li>• encouraging use of worker's personal word lists and dictionaries</li><li>• ensuring that decision-making responsibilities are shared with the worker</li><li>• gauging a worker's reading/listening skills and adapting one's communication accordingly</li><li>• providing model texts, for example completed forms</li><li>• providing opportunities to discuss requirements of job tasks and not relying solely on email, signs or other documents to communicate critical instructions</li><li>• providing simplified explanations of key documents, for example legislation summarised into key points</li><li>• providing information in different ways</li><li>• using plain English and simplified explanations of workplace concepts</li><li>• using questions to establish prior knowledge of words and concepts and explaining where necessary</li><li>• using visual communication, including explanatory charts and tables, audio, video and pictures.</li></ul> |
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## Unit Sector(s)

Management and Leadership - Frontline Management