



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **TAEDEL404A Mentor in the workplace**

**Revision Number: 1**

## TAEDEL404A Mentor in the workplace

### Modification History

Not applicable.

### Unit Descriptor

<b>Unit descriptor</b>	This unit describes the performance outcomes, skills and knowledge required to establish and develop a professional mentoring relationship with a learner, in particular an apprentice or trainee employed by, or undertaking work placement in, a workplace. It includes establishing the need for mentoring, developing a mentoring plan/framework, facilitating and monitoring the mentoring relationship, and evaluating the effectiveness of mentoring.
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### Application of the Unit

<b>Application of the unit</b>	This unit typically applies to workplace supervisors or other work colleague with responsibility for mentoring in the workplace.
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### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

<b>Prerequisite units</b>		

## Employability Skills Information

<b>Employability skills</b>	This unit contains employability skills.
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## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	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.
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## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop a mentoring plan	1.1. Identify scope and boundaries of the <b>mentoring</b> relationship according to organisational procedures 1.2. Establish <b>ground rules</b> and negotiate realistic expectations 1.3. Establish and maintain confidentiality of the relationship in accordance with <b>legislation, policy and procedures</b>
2. Facilitate mentoring relationship	2.1. Develop learner's confidence, self-esteem, respect and trust in the mentoring relationship 2.2. Share personal experiences and knowledge with the person being mentored according to agreed objectives 2.3. Support the person being mentored to develop and use skills in problem solving and decision making 2.4. Use personal and professional networks to assist the person being mentored 2.5. Provide information, guidance and constructive guidance to enhance engagement in the workplace 2.6. Use <b>techniques for resolving differences</b> without damaging the relationship, and obtain assistance according to organisational policy and procedures
3. Monitor mentoring relationship	3.1. Provide planning assistance and guidance as requested by the person being mentored in a form and style to suit their requirements 3.2. Provide feedback to the person being mentored on progress towards achieving the expectations and goals of the mentoring process 3.3. Recognise and discuss changes in the <b>mentoring relationship</b> with appropriate <b>stakeholders</b> 3.4. Negotiate and manage closure of the mentoring arrangement once objectives have been met
4. Evaluate effectiveness of mentoring	4.1. Establish and discuss <b>benefits</b> gained from the mentoring process 4.2. Reflect on and articulate the personal benefits gained from providing mentoring 4.3. Identify and report the outcomes of the mentoring arrangement and the <b>benefits to the organisation</b> according to organisational policy and procedures to improve the mentoring system or program

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- planning and time-management skills to mentor in a workplace
- oral communication and language skills to motivate learners
- organisational skills to provide guidance and feedback to individuals
- interpersonal skills to:
  - engage in relationship building, including building trust and maintaining confidentiality
  - respond to diversity, including gender and disability
- communication skills to use a range of communication strategies, including listening, questioning, and giving and receiving feedback
- initiative and enterprise skills to apply procedures relating to OHS and environmental legislation in the context of workplace mentoring

#### Required knowledge

- relevant policy, legislation, codes of practice and national standards likely to impact on the provision of workplace mentoring
- training contracts and responsibilities of employer, registered training organisation (RTO) and funding body
- training plans and responsibilities
- training products and strategies for learning
- mentoring methodologies and strategies
- acceptable behaviour in the mentoring relationship
- equal employment opportunity, equity and diversity principles
- OHS relating to the work role, including:
  - hazards relating to the industry and specific workplace
  - reporting requirements for hazards and incidents
  - specific procedures for work tasks
  - safe use and maintenance of relevant equipment
  - emergency procedures
  - sources of OHS information

## Evidence Guide

### 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.

**Overview of assessment**

Assessment must address the scope of this unit and reflect all components of the unit. Arrange of appropriate assessment methods and evidence-gathering techniques must be used to determine competency. A judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated.

**Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the ability to:

- prepare a mentoring plan between the mentor and learner that reflects the scope and substance expected within a plan prepared for a learner undertaking a contracted apprenticeship or traineeship
- facilitate at least three mentoring sessions
- provide information on sessions, including comments and notes from both mentor and learner.

**Context of and specific resources for assessment**

Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided.

**Method of assessment****Guidance information for assessment**

For further information about assessment of this and other TAE units, refer to relevant implementation guidance published on the IBSA website ([www.ibsa.org.au](http://www.ibsa.org.au)).

## Range Statement

### 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.

<b><i>Mentoring</i></b> may include:	<ul style="list-style-type: none"> <li>• long-term focus on personal growth and learning</li> <li>• wide range of learning oriented to:               <ul style="list-style-type: none"> <li>• support</li> <li>• guidance in personal or career growth</li> </ul> </li> <li>• relationship, not just a procedure or activity</li> <li>• one person professionally assisting the career development of another.</li> </ul>
<b><i>Ground rules</i></b> may include:	<ul style="list-style-type: none"> <li>• training for mentoring partners</li> <li>• mentoring agreement</li> <li>• active involvement of both partners in the mentoring process.</li> </ul>
<b><i>Legislation, policy and procedures</i></b> may include:	<ul style="list-style-type: none"> <li>• commonwealth and state or territory legislation and regulations, such as:               <ul style="list-style-type: none"> <li>• privacy legislation</li> <li>• equal employment opportunity, anti-discrimination and harassment legislation</li> <li>• OHS legislation</li> <li>• user choice</li> </ul> </li> <li>• organisational policy, procedures and protocols.</li> </ul>
<b><i>Techniques for resolving differences</i></b> may include:	<ul style="list-style-type: none"> <li>• finding a mutually beneficial solution</li> <li>• self-disclosure</li> <li>• inviting discussion</li> <li>• providing explanations</li> <li>• accessing assistance.</li> </ul>
<b><i>Mentoring relationship</i></b> may include:	<ul style="list-style-type: none"> <li>• informal workplace development program</li> <li>• formal mentoring process associated with a contracted apprenticeship or traineeship, involving a formal training plan.</li> </ul>
<b><i>Stakeholders</i></b> may include:	<ul style="list-style-type: none"> <li>• trainee or apprentice</li> <li>• manager or supervisor</li> <li>• RTO</li> <li>• learning support services, including assistive technology</li> </ul>

<b>RANGE STATEMENT</b>	
	and diagnostic testing <ul style="list-style-type: none"> <li>• funding organisation</li> <li>• supplier of learning resources.</li> </ul>
<b>Benefits</b> may include:	<ul style="list-style-type: none"> <li>• insights into organisational culture, attitudes and expected behaviours</li> <li>• supportive environment in which successes and failures can be evaluated</li> <li>• networking opportunities</li> <li>• development of workplace competence and self-confidence</li> <li>• recognition and job satisfaction</li> <li>• mutual respect.</li> </ul>
<b>Benefits to the organisation</b> may include:	<ul style="list-style-type: none"> <li>• increased productivity</li> <li>• new competencies in the person being mentored</li> <li>• staff motivation</li> <li>• more committed, involved and responsible learners.</li> </ul>

## Unit Sector(s)

<b>Unit sector</b>	Delivery and facilitation
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## Competency field

<b>Competency field</b>	
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## Co-requisite units

<b>Co-requisite units</b>		