



Australian Government

Department of Education, Employment and Workplace Relations

BSBLED705A Plan and implement a mentoring program

Revision Number: 1

BSBLED705A Plan and implement a mentoring program

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to plan, develop and implement a mentoring program and to review the outcomes for those involved in the program.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
------------------------	---

Application of the Unit

Application of the unit	<p>This unit applies to leaders working to ensure learning advances individual and organisational capabilities.</p> <p>The mentoring program may apply to a:</p> <p>particular section or group within an educational organisation (for example, as part of a Registered Training Organisation's professional development activities)</p> <p>specific business purpose or objective within an enterprise whose core business is not education</p> <p>collaborative partnership that spans more than one organisation (such as to advance occupational or industry specific skill needs).</p> <p>This unit may relate equally to small scale learning activities within a small to medium sized organisation or to a significant activity in a large organisation.</p> <p>Leaders in learning must be able to plan, implement, monitor and evaluate a mentoring program that results in learning forged through a defined and active learning partnership with a mentor. The program should develop and use tools that enhance both the learning and the phased relationship, and it should be monitored and evaluated to ensure it explores and meets the mentee's learning needs.</p>
--------------------------------	--

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
-----------------------------	--

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.
---	--

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan a mentoring program	1.1. Determine benefits of and need for, a <i>mentoring program</i> 1.2. Define <i>mentoring program purpose and objectives</i> 1.3. Develop a <i>mentoring program plan</i> with appropriate <i>outcomes</i> in consultation with <i>key stakeholders</i> 1.4. Establish <i>relevant management structures</i> and wider support requirements 1.5. Determine <i>mentoring program modes and methods</i> 1.6. Determine methods and resources required to report on mentoring program outcomes
2. Develop tools and materials to support a mentoring program	2.1. Develop a range of <i>tools and resources</i> appropriate to mentoring program modes and methods 2.2. Establish <i>mentor</i> and <i>mentee</i> selection criteria, procedures and tools 2.3. Establish <i>formal requirements for the mentor-mentee relationship</i> and communicate these requirements to all parties 2.4. Establish rules, procedures and requirements that encompass key <i>accountabilities and responsibilities</i> 2.5. Develop the means to report and collate outcomes from the mentor-mentee relationship
3. Coordinate mentor and mentee relationships	3.1. Implement strategies for recruiting and accurately <i>matching</i> mentors with mentees 3.2. Induct mentors and mentees into the program 3.3. Ensure plans required for personal growth are developed by mentors and mentees 3.4. Cultivate rapport, mutual trust and teamwork in the mentoring relationship 3.5. Consider and address cultural differences and diversity issues in all mentor-mentee communications 3.6. Use <i>data and reporting tools</i> supporting the program to monitor the mentor-mentee relationship
4. Evaluate a mentoring program	4.1. Complete <i>mentoring record keeping and reporting</i> requirements using agreed technology, reporting processes and procedures 4.2. Evaluate mentoring program against agreed outcomes and report through relevant management

ELEMENT	PERFORMANCE CRITERIA
	structures 4.3.Document improvement opportunities for future mentoring programs based on program evaluation

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to:
 - maintain appropriate relationships with colleagues and individuals in the mentoring program
 - establish trust
 - value and be open to, the opinions of others
 - work as part of a team
 - use active listening techniques
 - negotiate
 - encourage and accept feedback
- language skills to:
 - communicate organisational ideas, policies and procedures
 - encourage participation across all levels of personnel and clients
 - seek opinions and elicit feedback from a range of stakeholders
- planning and organising skills to plan a mentoring program and to schedule mentor-mentee interviews and sessions
- problem-solving skills to select and screen applicants for mentoring program, and to assist with resolution of issues that might arise during the program
- self management skills to evaluate personal effectiveness and to manage own time and resources
- teamwork skills to conduct mentor and mentee selection, and to monitor the progress of mentoring program in a team context
- technology skills to undertake record keeping and reporting using agreed technology, and to complete electronic communication and data sharing.

Required knowledge

- content and data reporting and storage options
- how to complete the required data collection
- legislation, regulations, codes and policies relevant to the organisation's operations and methods for mentoring
- mentoring program design principles
- relevant communication processes and methods
- reporting methods
- requirements for mentoring tools
- screening techniques, and confidentiality and privacy issues.

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

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

Evidence of the following is essential:

- developing mentoring program plan in consultation with others
- working within the relevant management structure to gain executive support for mentoring program
- facilitating mentor and mentee selection process
- knowledge of relevant legislation specifically in relation to confidentiality and privacy.

Context of and specific resources for assessment

Assessment must ensure:

- access to an actual workplace or simulated environment
- competence is consistently demonstrated over time, and over a range and variety of mentoring programs.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- completion of applied projects or learning activities
- direct observation of application of skills in context
- oral or written questioning to assess knowledge of mentoring program design principles
- review of mentoring program plan.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- BSBLED702A Lead learning strategy implementation
- BSBLED706A Plan and implement a coaching strategy
- BSBREL701A Develop and cultivate collaborative partnerships and relationships

EVIDENCE GUIDE

- | | |
|--|---|
| | <ul style="list-style-type: none">• PSPHR616A Manage performance management system• PSPMNGT614A Facilitate knowledge management. |
|--|---|

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.

<i>Mentoring program</i> is a:	<ul style="list-style-type: none"> • formal program designed to forge relationships between a mentor and a mentee to achieve outcomes relating to: <ul style="list-style-type: none"> • context • individual needs • knowledge transfer • learning • performance • support
<i>Mentoring program purpose and objectives</i> may be:	<ul style="list-style-type: none"> • strategic • tactical or operational • quantifiable or quantitative • varied in duration (short-term versus long-term) • to target personal, organisational or other outcomes
<i>Mentoring program plan</i> may include:	<ul style="list-style-type: none"> • administration • amount of material support • anticipated outcomes • content and resources • program design principles • facilities and location • mentee's learning style • mentor's skills • method or mode of interaction (i.e. physical or electronic) • omissions • scope • reporting requirements • roles and responsibilities for key individuals (mentors, mentees, program coordinator, steering committees) • workplace application

RANGE STATEMENT	
	<ul style="list-style-type: none"> time lines
<i>Mentoring program outcomes</i> may include:	<ul style="list-style-type: none"> behavioural compliance functional operational personal
<i>Key stakeholders</i> may include:	<ul style="list-style-type: none"> coordinators mentees mentors organisational management and staff peers public public agencies, especially regulators suppliers and learning partners
<i>Relevant management structures</i> may include:	<ul style="list-style-type: none"> executive endorsement grievance procedures policies and procedures program coordinators program management or reference group program measures and evaluation mechanisms program reporting mechanisms resources management and allocation steering committee
<i>Mentoring program modes and methods</i> may vary in terms of:	<ul style="list-style-type: none"> duration of program or individual sessions individual or group mentoring: <ul style="list-style-type: none"> one mentor to one mentee one mentor to many mentees many mentors to many mentees physical or electronic enablement (i.e. e-mentoring) peer mentoring versus independent or external mentoring tools and instruments being used
<i>Tools and resources</i> may include:	<ul style="list-style-type: none"> communication fliers and explanatory materials documents establishing the ground rules of the mentoring relationship electronic or physical presentation design instruments for mentor-mentee selection processes

RANGE STATEMENT	
	<ul style="list-style-type: none"> • range of technologies (online or computer-based) • templates for personal mentoring plans
<i>Mentor</i> is:	<ul style="list-style-type: none"> • an independent person engaged in a two-way communication relationship with a mentee, whose primary role is to provide constant encouragement and assistance that enhances the mentee's attainment of personal and/or work related needs
<i>Mentees</i> may include:	<ul style="list-style-type: none"> • an individual engaged in a two-way communication relationship with a mentor primarily aimed at the transfer of wisdom, encouragement and assistance related to personal and/or work related needs • a mentee may also be called a mentoree, candidate, participant, trainee, employee, student
<i>Formal requirements for the mentor-mentee relationship</i> include:	<ul style="list-style-type: none"> • compliance • equal employment opportunity • legal • regulatory
<i>Accountabilities and responsibilities</i> means:	<ul style="list-style-type: none"> • who is responsible and accountable for given roles, actions and outcomes within the mentoring program
<i>Matching</i> criteria may include:	<ul style="list-style-type: none"> • access issues • behaviours • key performance outcome statements or indicators • learning or communication styles • personal or professional attributes • skills and knowledge
<i>Data and reporting tools</i> supporting a mentor program may vary in terms of:	<ul style="list-style-type: none"> • collaboration modes and means • databases used • information system design • network configuration and access requirements • security and privacy requirements
<i>Mentoring record keeping and reporting</i> may be:	<ul style="list-style-type: none"> • completed through physical or electronic means

Unit Sector(s)

Unit sector	
--------------------	--

Competency field

Competency field	Workforce Development - Learning and Development
-------------------------	--

Co-requisite units

Co-requisite units		