



**Australian Government**

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

# **BSBLED706A Plan and implement a coaching strategy**

**Revision Number: 1**

## BSBLED706A Plan and implement a coaching strategy

### Modification History

Not applicable.

### Unit Descriptor

<b>Unit descriptor</b>	<p>This unit describes the performance outcomes, skills and knowledge required to plan and develop a coaching strategy and to monitor the implementation of the resulting coaching program within an organisational context.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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### Application of the Unit

<b>Application of the unit</b>	<p>This unit applies to leaders working to ensure learning advances individual and organisational capabilities.</p> <p>A coaching strategy may be:</p> <ul style="list-style-type: none"><li>•an internal program forming part of the professional development activities of an educational organisation (such as a Registered Training Organisation) or an enterprise whose core business is not education</li><li>•developed for an external client, for example as part of the range of learning services offered or conducted in a collaborative partnership with more than one organisation.</li></ul> <p>Leaders in learning are typically required to develop and implement coaching strategies in a systematic manner and to monitor, review and improve strategies to optimise learning outcomes for individuals and the organisation.</p>
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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 coaching strategy	1.1. Research and review the need for and role of, <b><i>coaching</i></b> within an organisation 1.2. Establish a framework for the <b><i>coaching strategy</i></b> based on <b><i>organisational context and needs</i></b> 1.3. Determine roles, responsibilities and outcomes for <b><i>key individuals</i></b> involved in the coaching strategy 1.4. Develop time lines for coaching strategy implementation in consultation with <b><i>stakeholders</i></b> 1.5. Obtain organisational support for coaching strategy in accordance with organisational procedures
2. Prepare for coaching strategy implementation	2.1. Plan the coaching program and <b><i>coaching models</i></b> to suit the coaching strategy and the organisation's <b><i>worker and employer issues</i></b> 2.2. Design induction and training requirements 2.3. Design <b><i>tools and resources</i></b> for coaches and trainees 2.4. Analyse <b><i>legal, regulatory and organisational compliance requirements</i></b> for coaches 2.5. Establish recruitment processes for coaches and trainees
3. Implement coaching strategy	3.1. Promote coaching program 3.2. Recruit and select coaches and trainees 3.3. Establish tools, mechanisms and procedures for matching and managing the <b><i>coach-trainee relationship</i></b> 3.4. Induct, match and brief coaches and trainees
4. Monitor and support coaching strategy	4.1. Ensure coaching strategy is implemented consistent with work practices and operational requirements 4.2. Provide coaches with access to professional development and support necessary to acquit their role effectively and efficiently 4.3. Design <b><i>techniques and practices for resolving differences</i></b> and problems in coaching relationships 4.4. Monitor coaching relationships to ensure they are in accordance with organisational policies and procedures 4.5. Recognise and acknowledge the positive contribution individuals make to coaching activities
5. Review and report on coaching strategy	5.1. Collect, analyse and report data in relation to coaching outcomes at individual or group level, in

ELEMENT	PERFORMANCE CRITERIA
	<p>line with organisational context and needs</p> <p>5.2. Identify and promote ongoing opportunities for coaching in accordance with individual and organisational context and needs</p> <p>5.3. Evaluate coaching strategy, document findings and present recommendations for improvement to relevant others</p>

## 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 involved in coaching
  - 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
- learning skills to:
  - develop a learning strategy based on applied research
  - design coaching tools and resources
  - conduct induction processes
- planning and organising skills to:
  - plan coaching program
  - frame a coaching strategy within available resources
  - schedule coaching sessions
- problem-solving skills to:
  - select and screen applicants for a coaching program
  - assist with resolution of issues that might arise during the program
  - conduct needs assessments
- teamwork skills to select and match coaches and trainees, and to consult with and influence a team to effectively deploy coaching strategies
- technology skills to communicate electronically with stakeholders and coaches, and to use technology to facilitate coaching.

#### Required knowledge

- basic coaching techniques
- coaching program design principles
- communication processes and methods
- data collection methods
- human psychological development
- legislation, regulations, policies, procedures and guidelines relating to workplace coaching
- reporting methods

**REQUIRED SKILLS AND KNOWLEDGE**

- requirements for tools used in coaching processes.

## 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 a coaching strategy in consultation with relevant others
- working within the relevant management structure to gain executive support for coaching strategy
- adhering to legal and regulatory compliance
- recruiting suitable coaches
- formation of robust relationships between all parties
- 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 coaching strategies.

#### 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 relating to planning, monitoring and reviewing a coaching strategy for an organisation
- direct observation of application of skills in context
- oral or written questioning to assess knowledge of coaching program design principles
- review of tools and resources designed for coaches and trainees.

#### 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

**EVIDENCE GUIDE**

	<p>implementation</p> <ul style="list-style-type: none"><li>• BSBLED705A Plan and implement a mentoring program</li><li>• BSBREL701A Develop and cultivate collaborative partnerships and relationships</li><li>• PSPHR616A Manage performance management system</li><li>• PSPMNGT614A Facilitate knowledge management.</li></ul>
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## 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.

***Coaching*** is:

- a defined relationship designed to enhance performance
- an activity requiring good interpersonal relations
- an activity which emphasises action or improved performance in a specific area
- focussed on the acquisition of job skills and knowledge, and is generally short-term
- frequently identified in personal learning and development plans
- not necessarily managed in a hierarchical relationship (such as being coached by one's supervisor)
- results oriented
- performance or goal directed
- provided by a coach who:
  - maintains confidentiality
  - monitors performance
  - provides learning opportunities
  - provides constructive feedback
  - may have undertaken training or development for the role

***Coaching strategy*** may include:

- administration
- amount of material support
- application in the workplace
- content and resources
- expected outcomes
- facilities and location
- method or mode of interaction (i.e. physical or electronic)
- preferred learning style of person being coached
- roles and responsibilities for key individuals

<b>RANGE STATEMENT</b>	
	<ul style="list-style-type: none"> <li>• reporting requirements</li> <li>• required coaching skills and methods</li> <li>• scope</li> <li>• time lines</li> </ul>
<b><i>Organisational context and needs</i></b> may be:	<ul style="list-style-type: none"> <li>• stated in learning and development, and human resources strategies</li> <li>• shaped by desired outcomes including: <ul style="list-style-type: none"> <li>• behavioural</li> <li>• compliance</li> <li>• functional</li> <li>• operational</li> <li>• organisational sociocultural circumstances and issues (for example, within Indigenous organisations)</li> <li>• personal</li> </ul> </li> </ul>
<b><i>Key individuals</i></b> involved in the coaching strategy include:	<ul style="list-style-type: none"> <li>• coaches</li> <li>• coaching program coordinator</li> <li>• steering committees</li> <li>• trainees</li> </ul>
<b><i>Stakeholders</i></b> may include:	<ul style="list-style-type: none"> <li>• associations</li> <li>• Boards/committees of management</li> <li>• coaches</li> <li>• coaching coordinators</li> <li>• employees</li> <li>• government</li> <li>• organisational management and staff</li> <li>• private sector organisations/businesses</li> <li>• public sector organisations/agencies, especially regulators</li> <li>• trainees</li> <li>• suppliers and learning partners</li> <li>• unions</li> </ul>
<b><i>Coaching models</i></b> may include:	<ul style="list-style-type: none"> <li>• face to face</li> <li>• virtual of e-mentoring</li> <li>• individual or group based</li> <li>• problem drive (by work, time, tasks, area of expertise, etc)</li> <li>• personal (driven by individual needs not by imposed third party requirements such as work needs)</li> </ul>

<b>RANGE STATEMENT</b>	
<b><i>Worker and employer</i></b> issues may include:	<ul style="list-style-type: none"> <li>• certified agreements</li> <li>• contract work and self employment</li> <li>• enterprise bargaining</li> <li>• industrial awards</li> <li>• occupational health and safety</li> <li>• terms and conditions</li> <li>• trade unions</li> </ul>
<b><i>Tools and resources</i></b> may be:	<ul style="list-style-type: none"> <li>• communication fliers and explanatory materials</li> <li>• documents establishing the ground rules of the coaching relationship</li> <li>• electronic or physical presentation design</li> <li>• instruments for coach-trainee selection processes</li> <li>• range of technologies (online or computer-based)</li> <li>• templates for personal coaching plans</li> </ul>
<b><i>Legal, regulatory and organisational compliance requirements</i></b> may include:	<ul style="list-style-type: none"> <li>• commonwealth and state/territory legislation such as workplace relations legislation, and copyright and privacy laws as they relate to physical materials and electronic technology</li> <li>• competency standards</li> <li>• licensing requirements</li> <li>• plagiarism</li> <li>• relevant organisational policies, codes of practice and national standards</li> <li>• security of information</li> </ul>
<b><i>Coach-trainee relationship</i></b> may include:	<ul style="list-style-type: none"> <li>• access issues</li> <li>• behaviours</li> <li>• hierarchical relationship (such as being coached by one's supervisor)</li> <li>• key performance outcome statements or indicators</li> <li>• learning or communication styles</li> <li>• location</li> <li>• personal or professional attributes</li> <li>• skills and knowledge</li> </ul>
<b><i>Techniques and practices for resolving differences</i></b> may include:	<ul style="list-style-type: none"> <li>• finding a mutually beneficial solution</li> <li>• inviting discussion</li> <li>• providing explanations</li> <li>• not taking it personally when information is</li> </ul>

**RANGE STATEMENT**

	<p>rejected or contradicted</p> <ul style="list-style-type: none"><li>• not laying blame</li><li>• self-disclosure</li><li>• using 'I' messages (focusing on the giver of the message) rather than 'you' messages (focusing on the receiver of the message)</li></ul>
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**Unit Sector(s)**

<b>Unit sector</b>	
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**Competency field**

<b>Competency field</b>	Workforce Development - Learning and Development
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**Co-requisite units**

<b>Co-requisite units</b>		