



Australian Government

MSAPMSUP382A Provide coaching/mentoring in the workplace

Revision Number: 1

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Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This competency covers the skills and knowledge required to act as a mentor/coach to other individuals in the workplace. Coaching and mentoring are undertaken within the coach/mentor's area of expertise on a one on one basis.

The mentoring/coaching process applies to any area of the business or professional endeavours such as acquisition of specific business competencies, progress with overall business development, individual and personal development.

Application of the Unit

Application of this unit

This competency is typically performed by senior operators or team leaders who have significant workplace experience. At all times they would be liaising with relevant personnel when undertaking the coaching/mentoring role.

The coach/mentor would:

- facilitate the exploration of needs, motivations and thought processes to assist the individual in identifying areas for development
- observe, listen and ask questions to identify the employee's situation
- use questioning techniques to identify solutions and actions rather than take a directive approach
- support the employee in setting appropriate goals and methods of assessing progress in relation to goals
- provide encouragement, support and constructive feedback
- apply tools and techniques which may include one on one training, facilitating, counselling and networking
- evaluate outcomes of process to ensure the employee is achieving goals.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisites

This unit has **no** prerequisites.

Individual enterprises may choose to add prerequisites and co-requisites relevant to their processes.

Employability Skills Information

Employability Skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency	Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT ELEMENT	PERFORMANCE CRITERIA Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.
1. Establish coaching/ mentoring relationship.	1.1 Identify areas for development in line with organisational and individual's requirements. 1.2 Use effective communication styles to develop trust, confidence and rapport. 1.3 Make agreements on how the relationship will be conducted, including: <ul style="list-style-type: none"> • the amount of time involved for both parties • confidentiality of information • identification of development opportunities • development plan towards achieving goals. 1.4 Discuss and clarify expectations and goals. 1.5 Seek input from other relevant personnel if required.
2. Provide coaching/ mentoring support.	2.1 Assist the individual to identify and evaluate opportunities to achieve agreed goals/development activities. 2.2 Share personal experiences and knowledge with the individual to assist in progress to agreed goals/development. 2.3 Provide a supportive environment to allow the individual to develop towards the achievement of goals. 2.4 Encourage the individual to make decisions and take responsibility for the courses of actions or solutions under consideration. 2.5 Provide assistance and guidance in a manner which allows the individual to retain responsibility for achievement in their goals.
3. Evaluate effectiveness of coaching/mentoring.	3.1 Recognise and openly discuss changes in the coaching/mentoring relationship. 3.2 Make adjustments to the relationship to take account of the needs of both the mentor/coach and the individual. 3.3 Seek feedback from individual and other relevant personnel to identify and implement improvements.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit. Knowledge of the principles of coaching and mentoring for development of competence. Knowledge of organization standard procedures and work instructions and relevant regulatory requirements along with the ability to apply them to the coaching/mentoring process. Competence also includes the ability to:

- work effectively with individuals who have diverse work styles, aspirations, cultures and perspectives
- use effective methods of coaching/mentoring
- apply organisation policies, procedures and plans
- apply methods and techniques for eliciting and interpreting feedback
- explain relevant career paths and competency standards in the organisation
- apply methods for identifying development opportunities
- use effective planning skills to organise activities
- give, receive and analyse feedback effectively

Language, literacy and numeracy requirements

This unit requires the ability to read and interpret organisation requirements which may be included in:

- quality assurances and/or procedures manuals
- goals, objectives, plans, systems and processes
- legal and organisational policy/guidelines and requirements
- OHS policies, procedures and programs
- confidentiality and security requirements
- business and performance plans
- anti-discrimination and related policy
- access and equity principles and practice
- ethical standards
- quality and continuous improvement processes and standards.

Writing is required to the level of completing records and reports.

Numeracy is required to the extent required by work instructions and procedures.

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, required skills and knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Overview of assessment

A holistic approach should be taken to the assessment.

Assessors must be satisfied that the person can consistently perform the unit as a whole, as defined by the Elements, Performance Criteria and skills and knowledge.

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

It is essential that an understanding of mentoring/coaching and its role and benefits is understood. Competence must be demonstrated in communication skills in relation to listening, questioning, providing constructive feedback and non-verbal communication. Consistent performance should be demonstrated, in particular:

- an understanding in the role and benefits of mentoring/coaching in the business
- use of significant workplace knowledge and experience to assist another individual to achieve their goals/development needs
- application of effective communication styles
- effectively creating a learning environment that allows for open discussion, feedback, tolerance of mistakes during learning, within a safe environment, and affirmation of the individual's worthiness.

Assessment method and context

Assessment will occur on-the-job or in a simulated workplace.

Competence in this unit may be assessed:

- by observation or questioning to indicate understanding
- in a situation allowing the generation of evidence of the ability to respond to problems
- by using a suitable simulation and/or a range of case studies/scenarios
- through a combination of these techniques.

In all cases it is expected that practical assessment will be combined with targeted questioning to assess the underpinning knowledge and theoretical assessment will be combined with appropriate practical/simulation or similar assessment. Assessors need to be aware of any cultural issues that may affect responses to questions.

Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the assessee and the work being performed.

Specific resources for assessment

This section should be read in conjunction with the Range Statement for this unit of competency. Resources required include suitable access to an operating plant or equipment that allows for appropriate and realistic simulation. A bank of case studies/scenarios and questions will also be required to the extent that they form part of the assessment method. Questioning may take place either in the workplace, or in an adjacent, quiet facility such as an office or lunchroom. No other special resources are required.

Access must be provided to appropriate learning and/or assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities.

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. Add any 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. Where reference is made to industry codes of practice, and/or Australian/international standards, the latest version must be used.

Context

This competency applies to all work environments in the process manufacturing industries.

Procedures

All operations are performed in accordance with procedures.

Procedures include all relevant workplace procedures, work instructions, temporary instructions and relevant industry and government codes and standards.

Tools and equipment

This competency includes use of equipment and tools such as:

- relevant process equipment, components and auxiliary equipment
- PPE.

Hazards

Typical workplace hazards include:

- chemicals and hazardous materials
- gases and liquids under pressure
- moving machinery
- materials handling
- working at heights, in confined spaces, or in environments subjected to heat, noise, dusts or vapours.

Problems

Anticipate and solve problems means resolve a wide range of routine and non-routine problems, using product and process knowledge to develop solutions to problems which do not have a known solution/a solution recorded in the procedures.

Typical problems may include:

- lack of materials and resources
- conflicting work priorities
- time constraints.
- lack of cooperation
- lack of willingness to receive feedback

Appropriate action for non-routine problems may include reporting to designated person or other action specified in the procedures.

Unit Sector(s)

Not applicable.