



**Australian Government**

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

# **MTMP3102B Provide coaching**

**Release: 1**

## MTMP3102B Provide coaching

### Modification History

Not applicable.

### Unit Descriptor

<b>Unit descriptor</b>	This unit covers the skills and knowledge required to act as a coach to others in the workplace.
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### Application of the Unit

<b>Application of the unit</b>	Coaching is used when experienced personnel are teamed with new recruits or employees new to a position. The role of a coach is to provide advice, support and guidance as the employee learns new tasks and skills, and becomes familiar with the position and the working environment. In many companies, this is referred to as a 'buddy' system. Coaching or buddying is used throughout the meat industry.
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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. Establish <i>coaching</i> relationship	1.1. Areas for development in line with organisational and individual requirements are identified. 1.2. Effective communication styles to develop trust, confidence and rapport are applied. 1.3. <i>Coaching arrangements</i> on how the relationship will be conducted are made. 1.4. Expectations and goals are agreed. 1.5. Input from <i>relevant personnel</i> is sought, if required.
2. Provide coaching support	2.1. Individual is assisted to clarify tasks, duties and other requirements associated with the position. 2.2. Individual is assisted to gain required skills and expertise through demonstration, guidance, advice and constructive feedback. 2.3. A supportive environment is provided to allow the individual to develop towards the achievement of required skill levels. 2.4. Individual is encouraged to make decisions and take responsibility for the courses of actions or solutions under consideration. 2.5. Assistance and guidance is provided in a manner that allows the individual to retain responsibility for personal performance.
3. Evaluate effectiveness of coaching	3.1. <i>Changes in the coaching relationship</i> are recognised and openly discussed. 3.2. Adjustments to the relationship are made to take account of the needs of both the coach and the individual. 3.3. <i>Feedback</i> from colleagues and other relevant personnel is sought to identify and implement improvements.

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

**REQUIRED SKILLS AND KNOWLEDGE**

Ability to:

- apply **communication skills** in giving, receiving and analysing feedback relevant to the process of coaching
- apply the organisation's policies, procedures and plans
- apply relevant **problem-solving skills**
- assist another individual to achieve their goals and development needs through the use of significant workplace knowledge
- create 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
- work effectively as an individual and as part of a team
- demonstrate effective methods of coaching
- demonstrate effective planning skills to organise activities
- Identify and apply relevant Occupational Health and Safety (**OH&S**), **regulatory** and **workplace requirements**
- take action to improve own work performance as a result of self-evaluation, feedback from others, or in response to changed work practices or technology
- use appropriate methods and techniques for eliciting and interpreting feedback
- work effectively with individuals who have diverse work styles, aspirations, cultures and perspectives

**Required knowledge**

Knowledge of:

- effective learning styles and methods of coaching
- methods for identifying development opportunities
- enterprise's Standard Operating Procedures (SOPs), work instructions and relevant regulatory requirements, and apply them to the coaching process
- principles of coaching for development of competence

## 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

The meat industry has specific and clear requirements for evidence. A minimum of three forms of evidence is required to demonstrate competency in the meat industry. This is specifically designed to provide evidence that covers the demonstration in the workplace of all aspects of competency over time.

These requirements are in addition to the requirements for valid, current, authentic and sufficient evidence.

Three forms of evidence means three different kinds of evidence - not three pieces of the same kind. In practice it will mean that most of the unit is covered twice. This increases the legitimacy of the evidence.

All assessment must be conducted against Australian meat industry standards and regulations.

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

Competency must be demonstrated over time and under typical operating or production conditions for the enterprise.

#### Context of and specific resources for assessment

Assessment must occur in the workplace and under normal enterprise or production conditions.

#### Method of assessment

Recommended methods of assessment include:

- interview with employee to evaluate coach's skills
- structured or unstructured simulations, case studies or scenarios
- workplace referee, supervisor or third-party reports of performance over time.

Assessment practices should take into account any relevant language or cultural issues related to Aboriginality or Torres Strait Islander, gender, or language backgrounds other than English. Language and literacy demands of the assessment task should not be

<b>EVIDENCE GUIDE</b>	
	higher than those of the work role.
<b>Guidance information for assessment</b>	A current list of resources for this Unit of Competency is available from MINTRAC <a href="http://www.mintrac.com.au">www.mintrac.com.au</a> or telephone 1800 817 462.

## Range Statement

<b>RANGE STATEMENT</b>	
<p>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.</p>	
<b><i>Coaching</i></b> may include:	<ul style="list-style-type: none"> <li>• acquisition of specific business competencies</li> <li>• progress with overall business development</li> <li>• workplace relationships.</li> </ul>
<b><i>Coaching arrangements</i></b> may include:	<ul style="list-style-type: none"> <li>• amount of time involved for both parties</li> <li>• confidentiality of information</li> <li>• identification of development opportunities</li> <li>• development plan towards achieving goals.</li> </ul>
<b><i>Relevant personnel</i></b> may include:	<ul style="list-style-type: none"> <li>• human resources manager</li> <li>• OH&amp;S personnel</li> <li>• supervisor or training manager</li> <li>• training or development officer</li> <li>• other members of the organisation.</li> </ul>
<b><i>Changes in the coaching relationship</i></b> may include:	<ul style="list-style-type: none"> <li>• achievement of goals and decision to conclude the relationship</li> <li>• change in the dynamic of the relationship</li> <li>• identification of a need for assistance from others with different skills</li> <li>• inability of one party to continue participation.</li> </ul>
<b><i>Feedback</i></b> on performance may include:	<ul style="list-style-type: none"> <li>• informal discussion</li> <li>• obtaining feedback from supervisors or colleagues</li> <li>• personal, reflective behaviour strategies</li> <li>• routine organisational methods for appraising</li> </ul>

<b>RANGE STATEMENT</b>	
	performance.
<i>Communication skills</i> may include:	<ul style="list-style-type: none"> <li>• applying numeracy skills to workplace requirements</li> <li>• being appropriately assertive</li> <li>• empathising</li> <li>• interpreting the needs of internal or external customers</li> <li>• listening and understanding</li> <li>• providing constructive feedback</li> <li>• reading and interpreting workplace documentation</li> <li>• sharing information</li> <li>• speaking clearly and directly</li> <li>• using negotiation and persuasion techniques</li> <li>• writing to audience needs.</li> </ul>
<i>Problem-solving skills</i> may involve:	<ul style="list-style-type: none"> <li>• applying a range of strategies in problem-solving</li> <li>• developing practical and creative solutions to workplace problems</li> <li>• identifying opportunities and solutions that might not be obvious to others</li> <li>• listening to and resolving concerns in relation to workplace issues</li> <li>• showing independence and initiative in identifying problems</li> <li>• solving problems individually or in teams</li> <li>• using numeracy skills to solve problems.</li> </ul>
<i>OH&amp;S</i> requirements may include:	<ul style="list-style-type: none"> <li>• enterprise OH&amp;S policies, procedures and programs</li> <li>• OH&amp;S legal requirements</li> <li>• Personal Protective Equipment (PPE) which may include: <ul style="list-style-type: none"> <li>• coats and aprons</li> <li>• ear plugs or muffs</li> <li>• eye and facial protection</li> <li>• head-wear</li> <li>• lifting assistance</li> <li>• mesh aprons</li> <li>• protective boot covers</li> <li>• protective hand and arm covering</li> </ul> </li> </ul>



<b>RANGE STATEMENT</b>	
	<ul style="list-style-type: none"> <li>• protective head and hair covering</li> <li>• uniforms</li> <li>• waterproof clothing</li> <li>• work, safety or waterproof footwear</li> <li>• requirements set out in standards and codes of practice.</li> </ul>
<p><b>Regulatory</b> requirements may include:</p>	<ul style="list-style-type: none"> <li>• animal welfare</li> <li>• award and enterprise agreements and relevant industrial instruments</li> <li>• commercial law including fair trading, trade practices</li> <li>• consumer law</li> <li>• corporate law, including registration, licensing, financial reporting</li> <li>• environmental and waste management</li> <li>• Equal Employment Opportunity (EEO), anti-discrimination and sexual harassment</li> <li>• Export Control Act</li> <li>• relevant industry codes of practice</li> <li>• relevant legislation from all levels of government that impact on business operations, especially in regard to OH&amp;S and environmental issues, EEO, industrial relations and anti-discrimination</li> <li>• relevant regulations</li> <li>• requirements in AS 4696:2007 Australian Standard for the Hygienic Production and Transportation of Meat and Meat Products for Human Consumption</li> <li>• federal, state and territory regulations regarding meat processing</li> <li>• taxation.</li> </ul>
<p><b>Workplace requirements</b> may include:</p>	<ul style="list-style-type: none"> <li>• access and equity principles and practice</li> <li>• anti-discrimination and related policy</li> <li>• business and performance plans</li> <li>• confidentiality and security requirements</li> <li>• enterprise ethical standards, values and obligations</li> <li>• enterprise-specific procedures, policies and plans</li> <li>• goals, objectives, plant, systems and processes</li> <li>• legal and organisational policy and/or</li> </ul>

<b>RANGE STATEMENT</b>	
	guidelines and requirements <ul style="list-style-type: none"> <li>• OH&amp;S policies, procedures and programs</li> <li>• quality and continuous improvement processes and standards</li> <li>• Quality Assurance (QA) and/or procedures manuals</li> <li>• Standard Operating Procedures (SOPs)</li> <li>• work instructions.</li> </ul>

**Unit Sector(s)**

<b>Unit sector</b>	
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**Co-requisite units**

<b>Co-requisite units</b>		

**Competency field**

<b>Competency field</b>	
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