Australian Government

Department of Education, Employment and Workplace Relations

PSPGOV414A Provide workplace mentoring

Revision Number: 3

ISC INDUSTRY SKILLS COUNCILS
Creating Australia's Future

PSPGOV414A Provide workplace mentoring

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers the establishment and development of a professional mentoring relationship. It includes establishing the need for mentoring, developing a mentoring plan/framework, facilitating the mentoring relationship, monitoring the mentoring relationship, terminating the mentoring arrangement, and evaluating the effectiveness of mentoring.

In practice, the provision of workplace mentoring may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, applying government processes, gathering and analysing information, etc.

This unit is one of 4 units of competency in the *Working in Government* Competency Field that deal with coaching/mentoring. Related units are:

- PSPGOV311A Work with a coach or mentor
- PSPGOV415A Provide workplace coaching
- PSPGOV506A Support workplace coaching and mentoring
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- No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.	Together, performance criteria specify the requirements for competent performance. Text in ***bold italics*** is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Establish the need for mentoring**	1.1 The purpose of the *mentoring* relationship is identified.
	1.2 The expectations and goals of the mentoring relationship are clarified with the other party.
	1.3 Skill sets that may be shared within the objectives/goals of the mentoring relationship are identified and confirmed.
	1.4 A *mentoring agreement/contract* is negotiated and agreed in accordance with the identified need, personal expectations and *cultural or other considerations*.
2. **Develop a mentoring plan/framework**	2.1 The scope and boundaries of the mentoring relationship are identified in accordance with organisational procedures.
	2.2 *Ground rules* are established and realistic expectations are negotiated.
	2.3 Confidentiality of the relationship is established and maintained in accordance with *legislation, policy and procedures*.
	2.4 The perceptions of others outside the mentoring relationship are managed in accordance with organisational procedures.
3. **Facilitate mentoring relationship**	3.1 Confidence, self esteem, respect and trust are developed in the mentoring relationship.
	3.2 Personal experiences and knowledge are shared with the person being mentored in accordance with agreed objectives.
	3.3 The person being mentored is supported to develop/use skills in problem solving and decision making.
	3.4 Personal and professional networks are used to assist/support the person being mentored.
	3.5 The person being mentored is assisted to identify and access opportunities for development.
	3.6 *Techniques* are used for resolving differences/problems without damaging the relationship, or assistance is obtained in accordance with organisational policy and procedures.
4. **Monitor mentoring relationship**	4.1 Planning assistance and guidance are provided as requested by the person being mentored in a form and style to suit their requirements.
	4.2 Feedback is provided to the person being mentored on progress towards achieving the expectations and goals of the mentoring process.
	4.3 Changes in the mentoring relationship are recognised and discussed.
	4.4 Closure of the mentoring arrangement is negotiated and managed once objectives have been met or either party wishes to withdraw.
5. **Evaluate effectiveness of mentoring**	5.1 The *benefits* gained from the mentoring process are established and discussed.
	5.2 The *personal benefits* gained from providing mentoring are

ELEMENT	PERFORMANCE CRITERIA
	reflected on and articulated.
	5.3 The benefits and outcomes of the mentoring arrangement for the *organisation* are identified and reported in accordance with organisational policy and procedures to improve the mentoring system/program.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying legislation, regulations and policies relating to the provision of workplace mentoring in the public sector
- developing empathy
- networking
- planning and time management
- thinking laterally
- motivating others
- setting goals
- reflecting
- problem solving
- engaging in relationship building including trust, confidentiality and rapport building
- using a range of communication strategies including listening, questioning, giving and receiving feedback
- responding to diversity, including gender and disability
- applying procedures relating to occupational health and safety and environmental legislation in the context of workplace mentoring

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to the provision of workplace mentoring in the public sector
- cultural diversity related to mentoring
- codes of conduct
- codes of ethics
- learning styles
- mentoring methodologies and strategies
- acceptable behaviour in the mentoring relationship
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environmental legislation in the context of workplace mentoring

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together	• *Pre-requisite* units that <u>must</u> be achieved <u>prior</u> to this unit:*Nil*
	• *Co-requisite* units that <u>must</u> be assessed <u>with</u> this unit:*Nil*
	• *Co-assessed units* that <u>may</u> be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
	   • PSPETHC401A Uphold and support the values and principles of public service
	   • PSPGOV405B Provide input to change processes
	   • PSPGOV406B Gather and analyse information
	   • PSPGOV408A Value diversity
	   • PSPGOV411A Deal with conflict
	   • PSPGOV412A Use advanced workplace communication strategies
	   • PSPGOV416A Monitor performance and provide feedback
	   • PSPGOV418A Develop internal and external networks
	   • PSPLEGN401A Encourage compliance with legislation in the public sector
	   • PSPOHS401B Implement workplace safety procedures and programs

Overview of evidence requirements	In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms: • the knowledge requirements of this unit • the skill requirements of this unit • application of Employability Skills as they relate to this unit • provision of workplace mentoring in a range of (3 or more) contexts (or occasions, over time)
Resources required to carry out assessment	These resources include: • legislation, policy, procedures and protocols relating to the provision of workplace mentoring, including organisation-specific documents where possible • current workplace mentoring methodologies and strategies • case studies and workplace scenarios to capture the range of mentoring situations likely to be encountered in the public sector
Where and how to	Valid assessment of this unit requires:

assess evidence	• a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when providing workplace mentoring, including coping with difficulties, irregularities and breakdowns in routine • provision of workplace mentoring in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment	Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.

Mentoring:	• has a long-term focus on personal growth and learning
	• includes a wide range of learning oriented to:
	   • exchange of wisdom
	   • support
	   • guidance in personal or career growth
	• is a relationship, not just a procedure or activity
	• is one person professionally assisting the professional development of another
	• is a developmental effort to build skills and knowledge for advancement based on merit, rather than alliances/politically-based partnerships to advance careers based on politics rather than aptitude
	• is provided by a mentor who:
	   • facilitates the growth of the person being mentored
	   • provides information, guidance and constructive comments
	   • evaluates the plans of the person being mentored, decisions, goals and objectives
	   • supports, encourages and, where necessary, highlights shortfalls in agreed performance
	   • maintains confidentiality in the relationship
	   • does NOT take over problems and try to solve them
	   • does NOT give advice, criticisms or solutions, but supports the person being mentored to make their own decisions
	   • is not the direct manager of the person being mentored

Mentoring agreement/***contract*** may include:	• explicit expectations/purpose • well-defined objectives • issues (past, present, future) that may constrain achievement of the objectives • clear statement of what the mentor will and will not do • goals set by the organisation • expected timeframe/time commitments • meeting arrangements - face-to-face, distance, email
Cultural or other considerations may	• choosing a mentor with appropriate attributes depending on the purpose and objectives of the relationship

include:	- age - cultural background - educational level - ethnicity - expertise - family responsibilities - gender - interests - interpersonal approach - language - learning/thinking styles - life experience - marital status - personality - physical ability - political orientation - religious belief - sexual orientation - socio-economic background - work experience - working styles

Ground rules may include:	• relationship is voluntary
	• mentoring partners should not be in the same chain of command
	• supervisors of both mentoring partners must approve, where mentoring arrangement is internal
	• mentor's guidance and counsel does not supersede that of the supervisor in work-related matters
	• training for mentoring partners
	• a mentoring agreement
	• active involvement of both partners in the mentoring process
	• internal or external mentoring arrangements
	• 'no-fault divorce' provision where either party can end the relationship any time for any reason, or no reason (Gordon F Shea, 1999, Making the most of being mentored)
Legislation, **policy and procedures** may include:	• State/Territory and Commonwealth legislation and regulations such as:
	• public sector management acts
	• privacy legislation
	• equal employment opportunity, anti-discrimination and harassment legislation
	• occupational health and safety legislation
	• ethics and accountability standards
	• public sector standards
	• organisational policy, procedures and protocols
Techniques for resolving differences may include:	• finding a mutually beneficial solution
	• self-disclosure
	• inviting discussion
	• providing explanations
	• not taking it personally when information provided is rejected
	• not laying blame
	• using 'I' messages
	• accessing assistance
	• withdrawing from the mentoring arrangement
Benefits may include:	• empowerment
	• opportunity to acquire competencies and professional experience
	• insights into the organisational culture, attitudes, protocols and expected behaviours
	• increased potential for career mobility and promotion
	• a supportive environment in which successes and failures can be evaluated
	• networking opportunities
	• development of professional abilities and self-confidence

	• recognition and job satisfaction • mutual respect
Personal benefits to the mentor may include:	• renewed enthusiasm for their role if they are an experienced employee • challenging discussions with people who may have fresh perspectives • satisfaction from contributing to another's development • opportunities to reflect upon and articulate the role of mentor • improved ability to share experiences and knowledge • opportunities to test new ideas • broader picture/strategic overview
Benefits to the organisation may include:	• increased productivity • new competencies in the person being mentored • staff motivation • more committed, involved and responsible personnel at all levels • personal and trusting developmental relationships • knowledge sharing • increased people focus • safeguard investment in high potential people

Unit Sector(s)

Not applicable.

Competency field

Working in Government.