



Australian Government

Department of Education, Employment and Workplace Relations

PSPGOV415A Provide workplace coaching

Revision Number: 1

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Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the provision of on-the-job coaching to colleagues. This unit has no parity with National Workplace Trainer standards, but reflects the situation in many workplaces where formal and informal on-the-job coaching is extremely common. It includes preparation for coaching, and provision of and follow-up of coaching.

In practice, the provision of workplace coaching 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, using resources, promoting diversity, conducting awareness sessions, 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

PSPGOV414A Provide workplace mentoring

PSPGOV506A Support workplace coaching and mentoring

This is a new unit of competency, added to the *Working in Government* Competency Field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills 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 *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Prepare for coaching

- 1.1 The need for *coaching* is confirmed based on a range of *factors*
- 1.2 Specific coaching needs are identified through discussion with/about the colleague to be coached
- 1.3 Self-assessment of own competencies and coaching style is undertaken and compatibility with colleague's needs and learning style confirmed
- 1.4 Approval for coaching arrangement is obtained in accordance with organisational policy and procedures
- 1.5 *Coaching agreement* is negotiated with the colleague in accordance with organisational policy and procedures

2. Provide coaching

- 2.1 The principles and application of coaching are explained and agreed
- 2.2 Specific *competencies/processes* to be coached are explained and demonstrated
- 2.3 Any required *underpinning knowledge and skills* are communicated in a manner suited to the person's specific needs
- 2.4 The person being coached understanding is checked using a range of *communication techniques*
- 2.5 The opportunity to practise and ask questions is provided in accordance with organisational constraints
- 2.6 Feedback is provided in a constructive and supportive manner, and goals are reviewed with the person being coached and adjusted as necessary

3. Follow up coaching

- 3.1 Progress with new competencies is monitored in the workplace and supportive assistance is provided as required
- 3.2 Progress is reported in accordance with organisational requirements
- 3.3 *Performance problems or difficulties* with the coaching are identified and rectified or referred for follow-up in accordance with organisational policy and procedures
- 3.4 Confidentiality regarding coaching arrangements is maintained in accordance with *legislation, policy and standards*
- 3.5 The *perceptions* of those outside the coaching arrangement are managed according to organisational requirements

Required Skills and Knowledge

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 coaching
- providing supportive on-the-job coaching with constructive and supportive feedback
- planning coaching content, reviewing and adjusting goals
- seeking out and reviewing information related to work activities in which coaching is to occur
- giving instructions to others being coached
- seeking and providing feedback on coaching session
- systematically self-assessing coaching sessions/results and modifying techniques as a result
- questioning about aspects of skills learnt
- dealing with situations where there is a communication breakdown due to language, cultural or other barriers
- responding to diversity, including gender and disability
- applying procedures relating to occupational health and safety and environment in the context of workplace coaching

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to provision of workplace coaching
- current competency in the area being coached
- basic principles and theory of coaching (explanation, demonstration, review, trainee explanation, trainee demonstration, feedback)
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the context of workplace coaching

Evidence Guide

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 must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPBORD405A Develop operational effectiveness of detector dog teams

PSPETHC401A Uphold and support the values and principles of public service

PSPFRAU407B Conduct fraud control awareness sessions

PSPGOV403B Use resources to achieve work unit goals

PSPGOV405B Provide input to the change process

PSPGOV406B Gather and analyse information

PSPGOV408A Value diversity

PSPGOV411A Deal with conflict

PSPGOV412A Use advanced workplace communication strategies

PSPGOV422A Apply government processes

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 coaching in a range of (3 or more) contexts (or occasions, over time)

EVIDENCE GUIDE

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to the provision of workplace coaching
- current information underpinning workplace coaching
- case studies and workplace scenarios to capture the range of situations likely to be encountered when providing workplace coaching

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when providing workplace coaching, including coping with difficulties, irregularities and breakdowns in routine
- provision of workplace coaching 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
- demonstration
- observation
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

EVIDENCE GUIDE

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

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 *italics* in the Performance Criteria is explained here.

Coaching

- has a focus on the acquisition of job skills and knowledge and is generally short-term
- is a defined relationship to enhance performance
- is results oriented
- is performance or goal directed
- emphasises action or improved performance in a specific area
- requires good interpersonal relations
- is identified on personal learning and development plans
- is provided by a coach who:
 - provides learning opportunities
 - monitors performance
 - provides constructive feedback
 - maintains confidentiality
- may have undertaken training/development to undertake the role
- is not necessarily hierarchical

Factors influencing the decision for coaching may include

- request for coaching from colleague to be coached
- own observation and workplace experience
- direction from others

Coaching agreement may include

- purpose
- goals
- timeframe
- frequency of sessions
- time and place for coaching:
 - on-the-job during work hours
 - before or after work during flexible work hours
 - in a simulated location away from the actual workplace.
- confidentiality

RANGE STATEMENT

- Competencies/processes to be coached may be***
- generally those which do not require formal or extended training sessions but based on short, commonly-used tasks
 - service-related competencies such as customer service
 - technical or practical competencies such as those related to operating equipment, following guidelines or completing documentation to achieve workplace outcomes
 - competencies related to dealing with people such as management, communication
 - workplace routines/systems
 - new processes introduced to job role
- Underpinning knowledge and skills refers to***
- the essential knowledge required to carry out tasks and use skills effectively such as:
 - components of equipment or other items
 - details of products or services
 - reasons for undertaking various tasks
 - legislative, occupational health and safety or environmental requirements linked to procedures.
 - underpinning skills such as communication, planning, working with others, literacy, numeracy
- Communication techniques may include***
- questioning
 - active listening
 - verbal and non-verbal communication
 - culturally appropriate strategies
 - constructive feedback
 - paraphrasing
 - re-phrasing
 - rapport building
 - written communication
 - systems
- Performance problems or difficulties may be due to***
- shyness or lack of confidence
 - reluctance of person to participate
 - reluctance of coach to give full commitment
 - lack of coaching skills/training (for coach)
 - breakdown in communication
 - language or cultural barriers
 - insufficient opportunity for practice

RANGE STATEMENT

- inappropriate circumstances for coaching
- hierarchy/organisational structure
- lack of clearly defined goals or relationship

Legislation, policy and standards 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

Perceptions of those outside the coaching arrangement may include

- favouritism being shown to person
- person being 'less smart' and needing special attention
- inappropriate relationship between coach and person

Unit Sector(s)

Not applicable.

Competency field

Competency field

Working in Government