



Australian Government

Department of Education, Employment and Workplace Relations

PSPGOV415A Provide workplace coaching

Revision Number: 3

PSPGOV415A Provide workplace coaching

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 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
- 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

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|--------------------------------|--|
| 1. Prepare for coaching | <ul style="list-style-type: none">1.1 The need for <i>coaching</i> is confirmed based on a range of <i>factors</i>.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 <i>Coaching agreement</i> is negotiated with the colleague in accordance with organisational policy and procedures. |
| 2. Provide coaching | <ul style="list-style-type: none">2.1 The principles and application of coaching are explained and agreed.2.2 Specific <i>competencies/processes</i> to be coached are explained and demonstrated.2.3 Any required <i>underpinning knowledge and skills</i> 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 <i>communication techniques</i>.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 | <ul style="list-style-type: none">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 <i>Performance problems or difficulties</i> 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 <i>legislation, policy and standards</i>.3.5 The <i>perceptions of those outside the coaching arrangement</i> are managed according to organisational requirements. |

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

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)

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

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.

<i>Coaching:</i>	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • provides learning opportunities • monitors performance • provides constructive feedback • maintains confidentiality • may have undertaken training/development to undertake the role • is not necessarily hierarchical
<i>Factors</i> influencing the decision for coaching may include:	<ul style="list-style-type: none"> • request for coaching from colleague to be coached • own observation and workplace experience • direction from others
<i>Coaching agreement</i> may include:	<ul style="list-style-type: none"> • purpose • goals • timeframe • frequency of sessions • time and place for coaching: <ul style="list-style-type: none"> • on-the-job during work hours • before or after work during flexible work hours • in a simulated location away from the actual workplace. • confidentiality
<i>Competencies/processes to be coached</i> may be:	<ul style="list-style-type: none"> • 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

	<p>documentation to achieve workplace outcomes</p> <ul style="list-style-type: none">• competencies related to dealing with people such as management, communication• workplace routines/systems• new processes introduced to job role
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<i>Underpinning knowledge and skills</i> refers to:	<ul style="list-style-type: none"> the essential knowledge required to carry out tasks and use skills effectively such as: <ul style="list-style-type: none"> 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
<i>Communication techniques</i> may include:	<ul style="list-style-type: none"> questioning active listening verbal and non-verbal communication culturally appropriate strategies constructive feedback paraphrasing re-phrasing rapport building written communication systems
<i>Performance problems or difficulties</i> may be due to:	<ul style="list-style-type: none"> 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 inappropriate circumstances for coaching hierarchy/organisational structure lack of clearly defined goals or relationship
<i>Legislation, policy and standards</i> may include:	<ul style="list-style-type: none"> State/Territory and Commonwealth legislation and regulations such as: <ul style="list-style-type: none"> 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
<i>Perceptions of those outside the coaching</i>	<ul style="list-style-type: none"> favouritism being shown to person person being 'less smart' and needing special attention

arrangement may include:	<ul style="list-style-type: none">• inappropriate relationship between coach and person
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Unit Sector(s)

Not applicable.

Competency field

Working in Government.