



**Australian Government**

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

# **SITXHRM009A Provide mentoring support to business colleagues**

**Revision Number: 1**

## **SITXHRM009A Provide mentoring support to business colleagues**

### **Modification History**

Not applicable.

### **Unit Descriptor**

#### **Unit descriptor**

This unit describes the performance outcomes, skills and knowledge required to act as a business mentor to other individuals in the industry or workplace.

### **Application of the Unit**

#### **Application of the unit**

Mentoring may apply to any area of business or professional endeavour and those involved in the mentoring process may work within the same or different organisations.

Providing mentoring support requires the application of highly developed communication and critical thinking skills combined with wide-ranging business skills in the relevant industry context. A good knowledge of the role of mentoring, mentoring protocols, and the ways in which mentoring can be used for maximum benefit, is also required.

By its nature, this role is only undertaken by individuals with significant workplace and business experience.

### **Licensing/Regulatory Information**

Not applicable.

## Pre-Requisites

**Prerequisite units** Nil

## Employability Skills Information

**Employability skills** The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Establish a relationship with the person being mentored.	<p>1.1 Use effective communication styles to develop trust, confidence and rapport.</p> <p>1.2 Make agreements on how the mentoring relationship will be conducted, including the amount of time involved for both parties, confidentiality of information and the scope of issues to be covered.</p> <p>1.3 Discuss and clarify <b><i>expectations and goals</i></b>.</p>

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
2 Offer mentoring support.	<ul style="list-style-type: none"><li>2.1 Assist the person being mentored to identify and evaluate options to achieve agreed goals.</li><li>2.2 Share appropriate personal experiences and knowledge with the person to assist in progress towards agreed goals.</li><li>2.3 Encourage the person to make decisions and take responsibility for the courses of action or solutions under consideration.</li><li>2.4 Provide supportive advice and assistance in a manner that allows the person to retain responsibility for achievement of his or her own goals.</li><li>2.5 Recognise and openly discuss <i>changes in the mentoring relationship</i>.</li><li>2.6 Make adjustments to the relationship to take account of the needs of both parties.</li></ul>

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

The following skills must be assessed as part of this unit:

- communication skills to develop and maintain a positive, open and mutually supportive mentoring relationship
- critical thinking skills to evaluate and generate complex ideas and concepts
- literacy skills to interpret a wide range of complex documentation.

The following knowledge must be assessed as part of this unit:

- understanding of mentoring, its role and potential benefits
- protocols associated with a mentoring relationship, including appropriate boundaries
- typical issues and problems that might occur at given points in a mentoring relationship
- extensive knowledge and experience of the area of business in which the person being mentored operates.

## 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, the range statement and the Assessment Guidelines for this Training Package.

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

Evidence of the following is essential:

- understanding of the role and benefits of mentoring in business
- extensive experience and knowledge of the context in which the person being mentored is operating
- ability to use workplace knowledge and experience to assist another individual to achieve his or her agreed goals
- application of effective communication styles to develop the mentoring relationship
- demonstration of skills over a period of time where the

## EVIDENCE GUIDE

candidate provides mentoring support for a less experienced colleague.

### Context of and specific resources for assessment

Assessment must ensure:

- interaction with others to demonstrate appropriate communication and mentoring skills.

### Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- evaluation of reports detailing mentoring activities undertaken by the candidate, taking account of confidentiality issues
- interview with the person being mentored to evaluate the mentor's skills
- oral or written questions to assess knowledge of the key concepts of mentoring
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

### Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

## 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. **Bold italicised wording** in the

## **RANGE STATEMENT**

performance criteria is detailed below.

*Expectations and goals for mentoring* may include:

- acquisition of specific business skills
- progress with overall business development
- individual professional and personal development.

*Changes in the mentoring relationship* may include:

- inability of one party to continue participation
- identification of a need for assistance from others with different skills
- achievement of goals and decision to conclude the relationship
- changes in the dynamic of the relationship.

## **Unit Sector(s)**

**Sector**

Cross-Sector

## **Competency field**

**Competency field**

Human Resource Management