



Australian Government

BSBFLM314 Mentor others in the workplace to support their language, literacy and numeracy skill development

Release: 1

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Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to mentor others who may have language, literacy or numeracy (LLN) challenges in the workplace that are affecting their performance. The mentoring relationship is not necessarily to improve LLN outcomes, but focuses on improving job performance taking into account LLN skills of individuals and teams.

It applies to individuals who are not LLN specialists and have limited responsibilities for work colleagues, who provide assistance to those who may have LLN challenges such as trainees and apprentices, culturally diverse workers including migrants, refugees and/or Aboriginal people. These roles include mentors, buddies, coordinators, managers or supervisors.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership – Frontline Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Establish mentoring requirements and arrangements	1.1 Gather information about the skill development needs and individual characteristics of the person to be mentored 1.2 Liaise effectively with relevant personnel to determine the expected outcomes of the mentoring relationship 1.3 Establish mentoring arrangements and develop agreed expectations and goals in consultation with the worker to be

ELEMENT	PERFORMANCE CRITERIA
	mentored 1.4 Determine a mentoring plan in consultation with relevant personnel and worker to be mentored
2. Provide mentoring support	2.1 Apply strategies for developing effective relationships with culturally diverse workers 2.2 Share personal experiences and knowledge with worker to assist in progress to agreed goals and development 2.3 Provide a supportive environment by using techniques that support LLN in the workplace
3. Evaluate effectiveness of mentoring	3.1 Make adjustments to the relationship to take into account needs of both mentor and individual 3.2 Seek feedback from worker and other relevant personnel to identify and implement improvements

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 3.2	Organises, evaluates and interprets routine workplace documents to develop a clear understanding of job requirements
Writing	1.1, 1.3, 1.4, 3.2	Documents planned mentoring approach using language and structure appropriate to audience and context
Oral communication	1.2-1.4, 3.2	- Presents ideas and seeks feedback from others using appropriate vocabulary and non-verbal features - Participates in open discussions to elicit the views of others by asking questions and listening to responses
Interact with others	1.2-1.4, 2.1-2.3, 3.1	- Uses a range of strategies to establish and build strong working relationships with others - Takes steps to vary content, structure, style, tone and vocabulary to suit the needs of others and to achieve a desired outcome - Recognises how personal background can affect relationships with others

		• Shares information with others to achieve results in immediate work context • Seeks guidance to support those with specific needs in the workplace
Get the work done	1.1, 1.3, 1.4	• Gathers information, and plans, organises and implements the tasks required to assist those with LLN needs • Makes decisions about LLN needs in consultation with others • Uses evaluation and feedback from others to determine success of mentoring and decide whether improvements can be made

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBFLM314 Mentor others in the workplace to support their language, literacy and numeracy skill development	BSBFLM314A Mentor others in the workplace to support their language, literacy and numeracy skill development	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBFLM314 Mentor others in the workplace to support their language, literacy and numeracy skill development

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Performance Evidence

Evidence of the ability to:

- consult with at least TWO people to determine appropriate mentoring strategies and arrangements
- apply effective communication strategies to develop the mentoring relationship
- monitor and evaluate the mentoring program and determine the benefits of the program for the individual and the organisation.

Note: if a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain how to determine how language, literacy and numeracy (LLN) skills are affecting workers' capacity to perform effectively
- explain the goals of mentoring, and the roles of the mentor and the person being mentored
- outline communication techniques required to establish and support mentoring arrangements
- discuss key issues when negotiating expectations and goals for mentoring arrangements
- outline strategies for evaluating mentoring relationships.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management field of work and include access to:

- case studies and, where possible, real situations

- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

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