



Australian Government

BSBLED806 Plan and implement a coaching strategy

Release: 1

BSBLED806 Plan and implement a coaching strategy

Modification History

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

Application

This unit describes the skills and knowledge required to plan and develop a coaching strategy and to monitor implementation of the coaching program within an organisational context. A coaching strategy may be:

- an internal program forming part of the professional development activities of an educational organisation (such as a Registered Training Organisation) or an enterprise whose core business is not education
- developed for an external client, for example as part of the range of learning services offered or conducted in a collaborative partnership with more than one organisation.

It applies to individuals working to ensure learning advances individual and organisational capabilities. Leaders in learning are typically required to develop and implement coaching strategies in a systematic manner, and to monitor, review and improve strategies to optimise learning outcomes for individuals and the organisation.

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

Unit Sector

Workforce Development – Learning and Development

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. Develop coaching strategy	1.1 Research and review need for and role of, coaching within an organisation 1.2 Establish a framework for coaching strategy based on

ELEMENT	PERFORMANCE CRITERIA
	organisational context and needs 1.3 Determine roles, responsibilities and outcomes for key individuals involved in coaching strategy 1.4 Develop timelines for coaching strategy implementation in consultation with stakeholders 1.5 Obtain organisational support for coaching strategy in accordance with organisational procedures
2. Prepare for coaching strategy implementation	2.1 Plan coaching program and coaching models to suit coaching strategy and the organisation's worker and employer issues 2.2 Design induction and training requirements 2.3 Design tools and resources for coaches and trainees 2.4 Analyse legal, regulatory and organisational compliance requirements for coaches 2.5 Establish recruitment processes for coaches and trainees
3. Implement coaching strategy	3.1 Promote coaching program 3.2 Recruit and select coaches and trainees 3.3 Establish tools, mechanisms and procedures for matching and managing coach-trainee relationship 3.4 Induct, match and brief coaches and trainees
4. Monitor and support coaching strategy	4.1 Ensure coaching strategy is implemented consistently with work practices and operational requirements 4.2 Provide coaches with access to professional development and support necessary to acquit their role effectively and efficiently 4.3 Design techniques and practices for resolving differences and problems in coaching relationships 4.4 Monitor coaching relationships to ensure accordance with organisational policies and procedures 4.5 Recognise and acknowledge positive contribution individuals make to coaching activities
5. Review and report on coaching strategy	5.1 Collect, analyse and report data on coaching outcomes at individual or group level, in line with organisational context and needs 5.2 Identify and promote ongoing opportunities for coaching in accordance with individual and organisational context and needs 5.3 Evaluate coaching strategy, document findings and present

ELEMENT	PERFORMANCE CRITERIA
	recommendations for improvement to relevant others

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	1.1-1.5, 2.1-2.5, 3.3, 3.4, 4.1, 4.3, 4.4	Analyses and evaluates information from various sources to plan, implement and review a coaching strategy
Writing	1.2-1.4, 2.1-2.3, 2.5, 3.3, 4.1, 4.3, 5.3	- Records results of research and analysis of information and consultations using clear and comprehensible language and layout - Documents plans, processes and procedures to support the organisational coaching strategy - Reports on outcomes of mentoring program using language and layout appropriate to audience and context
Oral Communication	1.4, 1.5, 3.1, 3.2, 3.4, 4.5, 5.2	- Uses appropriate language to provide information and encourage discussion - Applies listening and questioning techniques to check and confirm understanding
Numeracy	1.4	Uses basic mathematical calculations and arranges sequential numerical information to develop coaching timelines
Navigate the world of work	1.5, 2.4, 4.1, 4.4, 5.1, 5.2	- Adheres to organisational policies, procedures and standards and considers own role in terms of its contribution to broader goals of work environment - Adheres to legislation and regulations relevant to own role
Interact with others	1.4, 1.5, 3.1, 3.4, 4.3, 4.5, 5.1, 5.2, 5.3	- Tailors communication to achieve its purpose, demonstrating understanding of the needs of particular audiences - Collaborates with others to set and facilitate shared outcomes - Invests time and energy in building rapport with others as an integral part of all work-based interactions
Get the work	1.1-1.5, 2.1, 2.5, 3.2,	Plans, organises and implements tasks required to plan,

done	3.3, 4.2, 4.3, 5.1-5.3	implement and monitor coaching in workplace • Systematically gathers and analyses relevant information and evaluates options to make informed decisions • Evaluates outcomes of decisions to identify opportunities for improvement • Uses analytical processes to anticipate or address problems, generating possible solutions depending on differing operational contingencies and environments • Uses digital tools to store, access and organise information about the coaching program
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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBLED806 Plan and implement a coaching strategy	BSBLED706A Plan and implement a coaching strategy	Updated to meet Standards for Training Packages Recoded to meet AQF Standards	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 BSBLED806 Plan and implement a coaching strategy

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Performance Evidence

Evidence of the ability to:

- develop a coaching strategy according to organisational needs including:
 - developing a timeline for implementation of strategy
 - seeking support from appropriate others
- plan and design a coaching program including:
 - designing tools and resources
 - analysing compliance requirements
 - establishing recruitment processes
- implement coaching strategy according to operational requirements
- ensure coaches are supported according to relevant policies and procedures
- monitor, review and report on implementation, utilising coaching data to recommend improvements to the coaching strategy.

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 basic coaching techniques
- list and describe the components of a coaching strategy
- explain coaching program design principles
- explain how resource requirements vary according to the coaching program model used
- explain the methods used to match and manage coaches and trainees
- outline techniques and practices for resolving differences between coaches and trainees
- identify legislation, regulations, policies, procedures and guidelines relating to workplace coaching, including confidentiality and privacy requirements

- describe how coaching program data is collected and where data is stored
- outline methods for evaluating and reporting on coaching programs.

Assessment Conditions

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

- workplace policies and procedures
- office equipment and resources
- case studies and, where available, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

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