



Australian Government

PSPGEN121 Work with a coach or mentor

Release: 1

PSPGEN121 Work with a coach or mentor

Modification History

Supersedes and is not equivalent to PSPGEN018 Work with a coach or mentor.

Application

This unit describes the skills required to work with a coach or mentor.

This unit applies to those working independently in public sector roles or in similar organisational contexts. They perform complex tasks in a range of familiar and unfamiliar contexts.

The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Nil

Competency Field

General

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

1. Arrange for coaching or mentoring.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Identify the need for assistance and the benefits of coaching versus mentoring and discuss with others to determine the best option.
- 1.2. Select coaching or mentoring in accordance with identified benefits.
- 1.3. Prepare a checklist to assist in explaining the desired outcomes of the coaching or mentoring arrangement.
- 1.4. Obtain assistance to identify and approach suitable person(s) to request coaching or mentoring.
- 1.5. Negotiate a coaching or mentoring arrangement in accordance with the identified need.

- | | |
|---|--|
| 2. Establish and follow mentoring arrangement | <ul style="list-style-type: none">2.1. Establish ground rules and set realistic expectations.2.2. Explore options to attain goals and prepare a documented plan of the arrangement.2.3. Manage time to achieve learning goals.2.4. Monitor progress, achieve or adjust goals based on outcomes. |
| 3. Maximise coaching or mentoring results. | <ul style="list-style-type: none">3.1. Take the initiative to build and maintain the coaching or mentoring relationship.3.2. Obtain information and feedback from coach or mentor by asking questions.3.3. Use active listening to ensure contact time is used productively and new learning is consolidated.3.4. Use techniques for resolving differences and seek assistance if issues cannot be resolved without damaging the relationship.3.5. Negotiate closure of the coaching or mentoring and arrangement once goals have been met or where either party wishes to withdraw. |

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS

DESCRIPTION

- | | |
|------------------------------------|---|
| Problem-solving skills to: | <ul style="list-style-type: none">• apply appropriate communication techniques to issue and purpose.• recognise situations that could potentially damage the coaching or mentoring relationship and take appropriate action, including seeking assistance if applicable. |
| Planning and organising skills to: | <ul style="list-style-type: none">• plan and implement a coaching or mentoring arrangement.• work with others to ensure goals are achieved or adjusted. |

Unit Mapping Information

Supersedes and is not equivalent to PSPGEN018 Work with a coach or mentor.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623>

Assessment Requirements for PSPGEN121 Work with a coach or mentor

Modification History

Supersedes and is not equivalent to PSPGEN018 Work with a coach or mentor.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and on at least one occasion:

- apply organisational policies and procedures relating to coaching and mentoring arrangements
- plan and set objectives for a coaching or mentoring arrangement
- use communication techniques including active listening, questioning, giving and receiving feedback, negotiation and conflict resolution in relation to discussions within a coaching or mentoring arrangement
- self-assess learning style, skills gaps and ongoing competency development.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- legislation, regulations, policies, procedures and guidelines relating to privacy, confidentiality, equity and inclusive work practices
- the role of coaching and mentoring in competency development and career enhancement
- differences between coaching and mentoring and the benefits of each
- considerations in coaching or mentoring arrangements, including:
 - purpose and goals
 - personal expectations
 - ability and availability of the coach or mentor
 - individual requirements
 - organisational framework
- principles of emotional intelligence and its application to working in a one-to-one relationship with a coach or mentor.

Assessment Conditions

Skills must be demonstrated in the workplace or in a simulated environment that reflects workplace conditions.

Assessment must ensure access to:

- legislation, regulations, policies, procedures and guidelines relating to coaching and mentoring arrangements
- resources and equipment of the working environment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623>