



Australian Government

Department of Education, Employment and Workplace Relations

PSPGOV506A Support workplace coaching and mentoring

Release 3

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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 promotion and support for coaching and mentoring in the organisation. It includes developing a coaching/mentoring strategy, establishing a coaching/mentoring framework, implementing and supporting coaching/mentoring, monitoring coaching and mentoring arrangements and consolidating opportunities for further coaching/mentoring. In practice, supporting workplace coaching and mentoring in the organisation may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, providing client service, leading a group, developing policy, 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
- PSPGOV415A Provide workplace coaching
- 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
1. Develop coaching/ mentoring strategy	1.1 The potential for coaching and mentoring within the work group/organisation is researched. 1.2 A strategy is developed to implement and promote a coaching and mentoring framework, linked to other human resource strategies in the organisation. 1.3 Benefits to all parties involved in coaching and mentoring are clearly outlined, consistent with the organisation's philosophy and goals. 1.4 Ground rules established for coaching and mentoring in the organisation are contained within the strategy. 1.5 Timelines for the implementation of the strategy are developed with key stakeholders. 1.6 Organisational support and resources are obtained for the strategy in accordance with organisational procedures.
2. Establish a coaching/ mentoring framework	2.1 A range of coaching/mentoring models is identified to suit the organisation's needs. 2.2 Training is arranged for those interested in being coaches, coached, mentors and/or mentored. 2.3 The requirements of coaching and mentoring contracts/agreements are developed and monitored in accordance with the coaching and mentoring strategy. 2.4 The range of stages in coaching and mentoring relationships is identified and flexibility is built in to the framework to manage the stages where necessary. 2.5 Protocols for matching participants and dealing with difficulties, disputes and grievances are formalised in accordance with the organisation's existing procedures.
3. Implement and support coaching and mentoring	3.1 The value of coaching and mentoring is promoted at all levels of the organisation in accordance with organisational policy and procedures. 3.2 Opportunities for mentoring and coaching are identified and communicated to interested parties in accordance with the strategy. 3.3 Internal and external networks are used to support coaching and mentoring in accordance with legislation, policy and procedures. 3.4 Techniques and practices are suggested for resolving differences/problems without damaging relationships, or assistance/referral is provided in accordance with organisational policy and procedures.
4. Monitor coaching and mentoring arrangements	4.1 People involved in coaching and mentoring are encouraged to reflect on organisational processes, organisational support and their activities to identify opportunities for improvement and

ELEMENT**PERFORMANCE CRITERIA**

- innovation.
- 4.2 Recommendations made for improvements in the coaching/mentoring strategy are evaluated and implemented as necessary in accordance with organisational policy and procedures.
- 5. Consolidate opportunities for further coaching and mentoring**
- 5.1 The positive contributions of individuals to coaching and mentoring arrangements are recognised and acknowledged.
- 5.2 Positive changes created through coaching and mentoring arrangements are celebrated and rewarded in accordance with organisational policy and procedures.
- 5.3 Ongoing opportunities for coaching and mentoring are identified and promoted in accordance with individual and 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 workplace coaching and mentoring
- undertaking research and analysis
- planning
- networking
- using effective communication with a diverse workforce including active listening, giving and receiving feedback
- responding to diversity, including gender and disability
- applying procedures relating to occupational health and safety and the environment in the context of workplace coaching and mentoring

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to workplace coaching and mentoring including privacy and freedom of information
- equal employment opportunity, equity and diversity principles
- codes of ethics
- code of conduct
- policy and procedures for specific environment
- human resource strategies that link to a coaching/mentoring strategy
- strategic goals and direction/plan
- principles and practices of coaching and mentoring that need to be addressed in the organisational strategy
- coaching/mentoring methodologies and strategies
- public sector legislation such as occupational health and safety and the environment in the context of workplace coaching and mentoring

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:
 - PSPETHC501B Promote the values and ethos of public service
 - PSPGOV502B Develop client services
 - PSPGOV503B Coordinate resource allocation and usage
 - PSPGOV504B Undertake research and analysis
 - PSPGOV505A Promote diversity
 - PSPGOV511A Provide leadership
 - PSPGOV512A Use complex workplace communication strategies
 - PSPGOV516A Develop and use emotional intelligence
 - PSPHR503A Facilitate performance management processes
 - PSPHR504A Implement workforce planning and succession strategies
 - PSPHR508A Coordinate career development
 - PSPLEGN501B Promote compliance with legislation in the public sector
 - PSPOHS501A Monitor and maintain workplace safety

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
- coaching and mentoring supported in the organisation 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 workplace coaching and mentoring
- current theory and practice for workplace coaching and mentoring
- case studies and workplace scenarios to capture the range of situations likely to be encountered when supporting coaching

and mentoring in the organisation

**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 supporting coaching and mentoring in the organisation, including coping with difficulties, irregularities and breakdowns in routine
- coaching and mentoring supported in the organisation 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
- portfolios
- projects
- questioning
- scenarios
- 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.

Coaching:

- 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:
 - provides learning opportunities
 - monitors performance
 - provides constructive feedback
 - maintains confidentiality
 - may have undertaken training/development to undertake the role
- is not necessarily hierarchical

Mentoring:

- generally has a longer-term focus on personal growth and learning
- includes a wide range of learning oriented to:
 - exchange of wisdom
 - support
 - guidance in personal or professional growth.
 - is a relationship, not just a procedure or activity
 - is one person professionally assisting the professional development of another
 - is a developmental effort to build skills and knowledge for advancement based on merit, rather than alliances/politically-based partnerships to advance careers based on politics rather than aptitude
- is provided by a mentor who:
 - facilitates the growth of the person being mentored and professional development
 - provides information, guidance and constructive

comments

- evaluates the plans of the person being mentored, decisions, goals and objectives
- supports, encourages and, where necessary, highlights shortfalls in agreed performance
- maintains confidentiality in the relationship
- does NOT take over problems and try to solve them
- does NOT give advice, criticisms or solutions, but supports the person being mentored to make their own decisions
- is not the direct manager of the person being mentored

Other human resource strategies may include:

- performance management
- learning and development
- succession planning
- career management

Benefits may include:

- for the organisation:
 - increased productivity
 - new competencies available
 - more committed, involved and responsible personnel at all levels
 - personal and trusting developmental relationships
 - knowledge sharing
 - safeguarding investment in high potential people
 - culture change
- for the person being coached or mentored:
 - empowerment
 - opportunity to acquire competencies and professional experience
 - insights into the organisational culture, attitudes, protocols and expected behaviours
 - increased potential for career mobility and promotion
 - a supportive environment in which successes and failures can be evaluated
 - internal and external networking opportunities
 - development of professional abilities and self-confidence
 - recognition and job satisfaction
 - mutual respect
- for the coach/mentor:
 - renewed enthusiasm for the role (if an experienced employee)
 - challenging discussions with people who may have fresh perspectives
 - satisfaction from contributing to another's development
 - opportunities to reflect upon and articulate the role of coach/mentor
 - improved ability to share experiences and knowledge
 - opportunities to test new ideas
 - being of service to others
 - increased self-esteem

Ground rules may include:

- relationship is voluntary, although the requirement to participate in coaching may not be
- mentoring partners should not be in the same chain of

command

- supervisors of both partners must approve, if in-house rather than out-sourced arrangement
- guidance and counsel from a coach/mentor does not supersede that of the supervisor in work-related matters
- training for coaching and mentoring partners
- a formal agreement
- active involvement of both partners in the process
- commitment from the organisation and both parties to the arrangement
- effectiveness measures
- requirements to monitor/evaluate and report on outcomes
- provision for either party can end the relationship any time for any reason, or no reason

Stakeholders may include:

- all those individuals and groups both inside and outside the organisation that have some direct interest in the organisation's behaviour, actions, products and services such as:
 - employees at all levels of the organisation
 - other public sector organisations
 - private sector organisations/businesses
 - non-government organisations
 - union and association representatives
 - boards of management
 - government
 - Ministers

Matching participants may include consideration of:

- age
- cultural background
- educational level
- ethnicity
- expertise
- family responsibilities
- gender
- goals
- interests
- interpersonal approach
- language
- learning/thinking styles
- life experience
- marital status
- personality
- physical ability
- religious belief
- sexual orientation
- socio-economic background
- work experience
- working style
- coach/mentor with particular attributes depending on the purpose and objectives of the arrangement

Mentoring opportunities may include:

- secondments
- relieving opportunities
- work shadowing
- project assignments
- intra- and inter-departmental release

- Networks** may include:
- networks
 - outsourced (paid) - business coach/mentor when none is available internally
 - professional organisations
 - informal common interest groups
 - public sector management consultants
- Legislation, policy and procedures** may include:
- State/Territory and Commonwealth legislation and regulations such as:
 - 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
- Techniques and practices** for resolving differences may include:
- finding a mutually beneficial solution
 - inviting discussion
 - providing explanations
 - not taking it personally when information is rejected
 - not laying blame
 - using 'I' messages
 - self-disclosure

Unit Sector(s)

Not applicable.

Competency field

Working in Government.