



Australian Government

TAEDEL414 Mentor in the workplace

Release: 1

TAEDEL414 Mentor in the workplace

Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 5.0. Supersedes and is equivalent to TAEDEL404 Mentor in the workplace.

Application

This unit describes the skills and knowledge required to establish and develop a professional mentoring relationship with an individual in a workplace. It includes the skills and knowledge to plan and prepare for the mentoring, and implement strategies suited to the mentee, the workplace and the mentoring relationship.

The unit applies to workplace supervisors or other work colleagues who work under limited supervision and have responsibility for mentoring individuals in the workplace. This may include, but is not limited to, those who mentor an apprentice or trainee employed by, or undertaking a work placement within, an organisation.

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

Unit Sector

Delivery and facilitation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Plan and prepare for mentoring relationship	1.1 Identify scope and boundaries of the mentoring relationship according to organisational procedures 1.2 Develop and document mentoring plan according to organisational requirements 1.3 Establish ground rules and negotiate realistic expectations with the mentee 1.4 Establish and maintain confidentiality of the mentoring relationship according to legislative requirements and

ELEMENTS	PERFORMANCE CRITERIA
	organisational policies and procedures
2. Facilitate mentoring relationship	2.1 Undertake activities intended to develop mentee's confidence and trust in the mentoring relationship 2.2 Share personal experiences and knowledge with mentee according to agreed objectives 2.3 Support mentee to develop and use skills in problem solving and decision making 2.4 Use personal and professional networks to assist the mentee 2.5 Provide information, and guidance to enhance engagement in the workplace 2.6 Use techniques for resolving differences without damaging the mentoring relationship, and obtain assistance according to organisational procedures
3. Monitor mentoring relationship	3.1 Provide planning assistance and guidance as requested by the mentee in a form and style to suit their requirements 3.2 Provide feedback to the mentee on progress towards achieving the expectations and goals of the mentoring process 3.3 Recognise and discuss changes in the mentoring relationship with stakeholders 3.4 Negotiate and manage closure of the mentoring arrangement
4. Review mentoring	4.1 Establish and discuss benefits gained from the mentoring process 4.2 Reflect on and articulate the personal benefits gained from providing mentoring 4.3 Identify and report the outcomes of the mentoring arrangement and the benefits to the organisation according to organisational procedures to improve the mentoring system or program

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Digital literacy	Uses main features and functions of digital tools and electronic applications required in own role to access and exchange information
Reading	Sources and interprets texts relevant to mentoring context,

Skill	Description
	including organisational policies and learner information
Writing	• Develops content and documents information relevant to mentoring plan
Oral communication	• Uses appropriate communication techniques to: • build rapport, trust and engagement • provide guidance and feedback
Problem solving	• Identifies and responds to problems, considering options for different approaches
Self-management	• Follows legislative requirements, organisational protocols, policies and procedures in workplace mentoring
Teamwork	• Collaborates with mentee to builds rapport and achieve joint outcomes and effective interaction • Provides mentoring and role modelling to achieve agreed outcomes • Cooperates and consults with mentee to clarify understanding and seek feedback

Unit Mapping Information

Supersedes and is equivalent to TAEDEL404 Mentor in the workplace.

Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

Assessment Requirements for TAEDEL414 Mentor in the workplace

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Performance Evidence

The individual must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- negotiate and document an agreed mentoring plan with 1 mentee that sets out clear objectives and a timeframe for the mentoring relationship
- facilitate at least 3 mentoring sessions of at least 30 minutes each with 1 mentee.

Knowledge Evidence

The individual must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- organisational policies and procedures and codes of practice relating to the provision of workplace mentoring, including:
 - equal employment opportunity, equity and diversity responsibilities
 - work health and safety (WHS) responsibilities
- key features of a mentoring plan suited to mentee needs and workplace context
- key methods and strategies for working with a mentee, including:
 - using active listening and open questions to build rapport
 - encouraging self-reflection and confidence
- acceptable behaviour in a mentoring relationship.

Assessment Conditions

Skills in this unit must be demonstrated in a real or simulated workplace environment. Evidence gathered for assessment may include that collected in real time or via a submitted recording.

This includes access to:

- mentoring plan template

- at least 1 mentee.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

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