

<b>UNIT CODE</b>	<b>PSPGEN048</b>
<b>UNIT TITLE</b>	<b>Support workplace coaching and mentoring</b>
<b>APPLICATION</b>	<p>This unit describes the performance outcomes, skills and knowledge required to promote and support coaching and mentoring in an organisation.</p> <p>This unit applies to those working in generalist and specialist roles within the public sector. Those undertaking this unit would work independently performing complex tasks in a range of familiar contexts.</p> <p>The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.</p> <p>No occupational licensing, certification or specific legislative or certificate requirements apply to this unit at the time of publication.</p>
<b>PREREQUISITE UNIT</b>	Nil
<b>COMPETENCY FIELD</b>	General
<b>UNIT SECTOR</b>	

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b>
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Develop coaching/ mentoring strategy	1.1 Research the potential for coaching and mentoring within the organisation. 1.2 Develop a coaching and mentoring framework for the organisation. 1.3 Promote benefits of coaching and mentoring, ensuring consistency with organisational policies and procedures. 1.4 Establish ground rules for coaching and mentoring in the organisation. 1.5 Develop timelines for the implementation of the strategy. 1.6 Seek organisational support and resources for the strategy.

2. Establish a coaching and mentoring framework	<p>2.1 Identify a range of coaching and mentoring models to suit organisational needs.</p> <p>2.2 Arrange training for those interested in being coaches, coached, mentors and/or mentored.</p> <p>2.3 Develop and monitor the requirements of coaching and mentoring agreements.</p> <p>2.4 Identify the stages in coaching and mentoring relationships and ensure flexibility in the framework.</p> <p>2.5 Formalise protocols for matching participants and dealing with difficulties, disputes and grievances.</p>
3. Implement and support coaching and mentoring	<p>3.1 Promote the value of coaching and mentoring in the organisation.</p> <p>3.2 Identify opportunities for mentoring and coaching and communicate to interested parties.</p> <p>3.3 Use internal and external networks to support coaching and mentoring.</p> <p>3.4 Suggest techniques and practices for resolving differences without damaging relationships.</p>
4. Monitor coaching and mentoring arrangements	<p>4.1 Encourage people involved in coaching and mentoring to identify opportunities for improvement and innovation.</p> <p>4.2 Evaluate and implement recommendations made for improvements in the strategy.</p>
5. Consolidate opportunities for further coaching and mentoring	<p>5.1 Recognise and acknowledge positive contributions of individuals to coaching and mentoring arrangements.</p> <p>5.2 Celebrate and reward positive changes created through coaching and mentoring arrangements.</p> <p>5.3 Identify and promote ongoing opportunities for coaching and mentoring.</p>

<b>FOUNDATION SKILLS</b>	
<i>Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.</i>	
Oral communication skills to:	<ul style="list-style-type: none"> <li>■ give and receive constructive feedback.</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>■ establish and report on coaching and mentoring frameworks.</li> </ul>
Planning and organising skills to:	<ul style="list-style-type: none"> <li>■ use interpersonal skills to work with supervisors and staff to encourage participation in workplace coaching and mentoring program.</li> </ul>
<b>UNIT MAPPING INFORMATION</b>	Release 1: This unit supersedes and is equivalent to PSPGEN048 Support workplace coaching and mentoring.
<b>LINKS</b>	Companion Volume Implementation Guide

<b>TITLE</b>	<b>Assessment Requirements for PSPGEN048 Support workplace coaching and mentoring</b>
<b>PERFORMANCE EVIDENCE</b>	<p>Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:</p> <ul style="list-style-type: none"> <li>■ establish at least one coaching or mentoring framework including: <ul style="list-style-type: none"> <li>◦ applying legislation, regulations and policies relating to workplace coaching and mentoring and</li> <li>◦ undertaking research and analysis to promote the framework to stakeholders.</li> </ul> </li> <li>■</li> </ul>

<b>KNOWLEDGE EVIDENCE</b>	<p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> <li>■ public sector legislation including WHS and environment, regulations, policies, procedures and guidelines relating to workplace coaching and mentoring including privacy and freedom of information</li> <li>■ codes of ethics</li> <li>■ code of conduct</li> <li>■ policy and procedures for the work environment</li> <li>■ human resource strategies that link to a coaching and mentoring strategy</li> <li>■ strategic goals and direction or plan</li> <li>■ principles and practices of coaching and mentoring that need to be addressed in the organisational strategy</li> <li>■ coaching and mentoring methodologies and strategies including: <ul style="list-style-type: none"> <li>◦ key characteristics of coaching and mentoring</li> <li>◦ the difference between coaching and mentoring</li> <li>◦ potential benefits for the organisation</li> <li>◦ potential benefits for the person being coached or mentored.</li> </ul> </li> </ul>
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<b>ASSESSMENT CONDITIONS</b>	<p>Skills must be demonstrated in the workplace or in a simulated environment that reflects workplace conditions.</p> <p>Simulated assessment environments must simulate the real-life working environment where the skills and knowledge within this unit would be utilised, with all the relevant equipment and resources of that working environment.</p> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"><li>■ legislation, policy, procedures and protocols relating to workplace coaching and mentoring.</li></ul> <p>Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.</p>
<b>LINKS</b>	Companion Volume Implementation Guide