

<b>UNIT CODE</b>	<b>PSPGEN036</b>
<b>UNIT TITLE</b>	<b>Provide workplace coaching</b>
<b>APPLICATION</b>	<p>This unit describes the performance outcomes, skills and knowledge required to provide on the job coaching to colleagues. This unit aligns to requirements in workplaces where formal and informal on the job coaching applies.</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. Prepare for coaching	1.1 Confirm the need for coaching according to organisation policies and procedures. 1.2 Identify coaching needs through discussion with the colleague to be coached. 1.3 Undertake self-assessment to confirm compatibility with colleague's needs and learning style. 1.4 Obtain approval for coaching arrangement. 1.5 Negotiate coaching agreement with the colleague.

2. Provide coaching	2.1 Agree upon the principles and application of coaching. 2.2 Demonstrate competencies to be coached. 2.3 Communicate underpinning knowledge and skills in a manner suited to the person's needs. 2.4 Check the understanding of the person being coached. 2.5 Provide the opportunity to practise and ask questions. 2.6 Provide feedback and review goals with the person being coached and adjust as necessary.
3. Follow up coaching	3.1 Monitor progress with new competencies in the workplace and provide supportive assistance. 3.2 Report progress as required in the coaching agreement. 3.3 Identify and rectify performance problems or difficulties with coaching. 3.4 Maintain confidentiality. 3.5 Manage perceptions of those outside the coaching arrangement.

FOUNDATION SKILLS	
<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>question asked open and closed questions to confirm understanding and identify skills progression.</li> </ul>
Initiative and enterprise skills to:	<ul style="list-style-type: none"> <li>adapt communication style and language to accommodate cultural background and language abilities.</li> </ul>
Technology skills to:	<ul style="list-style-type: none"> <li>Use featured and functions of technology and software applications to plan, access and store information about coaching and sessions.</li> </ul>
<b>UNIT MAPPING INFORMATION</b>	Release 1- This unit supersedes and is equivalent to PSPGEN036 Provide workplace coaching.
<b>LINKS</b>	Companion Volume Implementation Guide

<b>TITLE</b>	<b>Assessment Requirements for PSPGEN036 Provide workplace coaching</b>
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<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>■ provide supportive on-the-job coaching with constructive and supportive feedback</li> <li>■ plan coaching content, reviewing and adjusting goals</li> <li>■ seek out and review information related to work activities in which coaching is to occur</li> <li>■ give instructions to those being coached</li> <li>■ seek and provide feedback on coaching session</li> <li>■ self-assess coaching sessions and modify techniques as a result</li> <li>■ dealing with situations where there is a communication breakdown due to language, cultural or other barriers.</li> </ul>
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<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 provision of workplace coaching</li> <li>■ current competency in the area being coached</li> <li>■ basic principles and theory of coaching (explanation, demonstration, review, trainee explanation, trainee demonstration, feedback)</li> <li>■ effective communication techniques: <ul style="list-style-type: none"> <li>○ questioning</li> <li>○ active listening</li> <li>○ verbal and non-verbal communication</li> <li>○ culturally appropriate strategies</li> <li>○ constructive feedback</li> <li>○ paraphrasing</li> <li>○ re-phrasing</li> <li>○ rapport building</li> </ul> </li> <li>■ how coaching can be applied to the following common workplace tasks <ul style="list-style-type: none"> <li>○ service-related competencies including customer service</li> <li>○ technical or practical competencies including those related to operating equipment, following guidelines or completing documentation to achieve workplace outcomes</li> <li>○ competencies related to dealing with people including management, communication</li> <li>○ workplace routines/systems</li> <li>○ new processes introduced to a job role</li> </ul> </li> <li>■ strategies for working with a mentee including encouraging self reflection, confidence and the building of rapport.</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 the provision of workplace coaching.</li></ul> <p>Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.</p>
<b>LINKS</b>	Companion Volume Implementation Guide