UNIT TITLE: PROVIDE PROFESSIONAL SUPPORT TO COLLEAGUES	**NOMINAL HOURS:** 60

UNIT NUMBER: D1.HML.CL10.14   D1.HRM.CL9.05

UNIT DESCRIPTOR: This unit deals with skills and knowledge required to enable experienced supervisors to provide workplace mentoring support to subordinates and their peers

ELEMENTS AND PERFORMANCE CRITERIA	**UNIT VARIABLE AND ASSESSMENT GUIDE**
Element 1: Describe the nature of internal professional support to colleagues **1.1** Identify the *benefits of initiating workplace support* to colleagues **1.2** Identify the *staff who may provide internal professional support* **1.3** Identify the *staff who may receive internal professional support* **1.4** Describe the *resources* that may be required to provide professional support **Element 2: Create and maintain a positive and supportive relationship with colleagues** **2.1** Apply appropriate *interpersonal skills* **2.2** Develop mutual trust, confidence and rapport **2.3** Maintain colleague's privacy **2.4** Share workplace experiences, frustrations and challenges **2.5** Encourage and motivate colleagues **2.6** Address *out-of-work situations* that are	**Unit Variables** The Unit Variables provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. This unit applies to enabling experienced supervisors to provide workplace mentoring support to subordinates and peers within the labor divisions of the hotel and travel industries and may include: 1. Front Office 2. Housekeeping 3. Food and Beverage Service 4. Food Production 5. Travel Agencies 6. Tour Operation *Benefits of initiating workplace support* may be related to: • greater sense of confidence and competence amongst colleagues • greater consistency in customer service delivery • lowered levels of staff turnover • feelings of shared frustrations, concerns and issues

having an impact on-the-job performance	• ability to address workplace issues in a supportive environment
Element 3: Provide structured support to colleagues	• enhanced teamwork
3.1 Identify opportunities and agree on requirements for *structured off-the-job support mechanisms*	• higher levels of understanding of workplace situations and other workers*Staff who may provide internal professional support* might include.
3.2 Develop structured and scheduled off-the-job support mechanisms	*Staff who may provide internal professional support* might include:
3.3 Develop *outlines and objectives* for structured and scheduled off-the-job support mechanisms	• owners
	• managers
3.4 *Modify structured off-the-job support* as required	• supervisors and department heads
	• training officers
Element 4: Provide unstructured support to colleagues	• senior personnel
	• staff with substantial experience within the enterprise.
4.1 Identify opportunities for chance *on-the-job support*	*Staff who may receive internal professional support* might include:
4.2 Deliver appropriate on-the-job support	• operational staff at all levels, all grades, all work classifications, including new and experienced staff
4.3 *Integrate on-the-job support* with off-the-job support	• managers and senior level staff
	• other supervisors
	• staff new to a position.
	Resources required may include:
	• time
	• a suitable venue that enables privacy
	• training support equipment and materials
	• networking facilities
	• enterprise support.
	Interpersonal skills could include:

	• verbal and non-verbal communication skills
	• negotiation and conflict resolution skills
	• training, mentoring and coaching skills
	• listening and questioning skills
	• motivational skills
	• analytical skills
	• ability to empathize with people
	• ability to develop rapport with people and engender trust and confidence
	• ability to maintain confidences
	• tact and diplomacy
	• helping skills.
	Out-of-work situations may include:
	• family/marital issues and problems
	• financial worries
	• personal health issues
	• problems with addiction.
	Structured off-the-job support mechanisms may include:
	• the need to refer colleagues to external support agencies or individuals
	• focus group sessions
	• formal meetings
	• discussion groups
	• counseling sessions
	• development of self-help groups

	• additional and targeted training
	• arranging targeted work experience within the venue
	• one-on-one sessions.
	Outlines and objectives may relate to:
	• personal goal setting
	• career guidance
	• modification of existing training
	• setting timeframes for goal achievement
	• allocating resources to enable goal attainment
	• coordinating out-of-hours ancillary assistance
	• integrating other duties and responsibilities with identified off-the-job support activities
	• revising current outlines and objectives in accordance with individual need.
	Modify structured off-the-job support may refer to:
	• changes in workplace and individual or group interpersonal dynamics
	• emerging issues and changing demands experienced by the facilitator
	• resolution of issue/problem that initiated original contact
	• responding to workplace demands, such as new staff, extra trade, increased trading hours, workplace issues that arise.
	On-the-job support may relate to:
	• provision of workplace mentoring and coaching
	• revision of existing workplace targets and responsibilities
	• arranging supplementary training
	• utilizing other staff to assist in support provision
	• modifications to existing physical workplace, utensils, equipment

	• providing encouragement and motivation
	• recognizing, rewarding and celebrating achievement.
	Integrate on-the-job support with off-the-job support may include:
	• liaising with trainers, supervisors and other staff
	• assisting in the re-scheduling of work
	• modifying current workloads
	• providing additional assistance
	• valuing the employee as an asset to the business
	• catering for individual differences in need, learning preferences, training times and training delivering methodologies.
	Assessment Guide
	The following skills and knowledge must be assessed as part of this unit:
	• knowledge of the enterprise's policies and procedures in regard to staff support, including staff development
	• principles of training, mentoring and workplace coaching
	• ability to use and demonstrate the items, equipment and processes in the nominated enterprise area
	• ability to apply appropriate interpersonal skills especially communication skills.
	Linkages To Other Units
	• Coach others in job skills
	• Manage and resolve conflict situations
	• Work effectively with colleagues and customers
	• Work in a socially diverse environment
	• Develop and supervise operational approaches
	• Manage the effective use of human resources

	• Monitor workplace operations
	• Monitor staff performance.

Critical Aspects of Assessment

Evidence of the following is essential:

- demonstrated ability to organize appropriate off-the-job support for colleagues
- demonstrated ability to organize appropriate on-the-job support for colleagues
- demonstrated ability to address identified colleague issues and, where possible and practical, resolve them
- demonstrated ability to provide sensitive, personal and confidential assistance to colleagues across a range of nominated workplace issues
- demonstrated ability to remain non-judgmental while providing support to colleagues
- demonstrated ability to keep discussions and support, confidential
- demonstrated ability to integrate on-the-job and off-the-job support, where appropriate
- demonstrated ability to refer colleagues to an external professional, as appropriate.

Context of Assessment

Assessment must ensure:

- actual or simulated workplace situations and conditions, including problems and issues, relevant to the appropriate industry sector.

Resource Implications

Training and assessment must include the application of support provision to colleagues in both on-the-job and off-the-job situations; and access to workplace standards, procedures, policies, guidelines, tools and equipment.

Assessment Methods

The following methods may be used to assess competency for this unit:

- observation of practical candidate performance

- role plays
- case studies
- oral and written questions
- third party reports completed by a supervisor
- project and assignment work.

Key Competencies in this Unit

Level 1 = competence to undertake tasks effectively

Level 2 = competence to manage tasks

Level 3 = competence to use concepts for evaluating

Key Competencies	Level	Examples
Collecting, organizing and analyzing information	2	Gather information to assist in defining problems and identifying possible solutions
Communicating ideas and information	2	Talk with colleagues to identify problems and develop acceptable courses of action to achieve resolution
Planning and organizing activities	2	Schedule off-the-job support activities; integrate off-the-job and on-the-job support activities
Working with others and in teams	2	Cooperate and liaise with others, internally and externally, to achieve a satisfactory outcome to identified problems
Using mathematical ideas and techniques	-	
Solving problems	3	Support the resolution of problems, situations, challenges, worries and issues presented by colleagues
Using technology	1	Record arrangements and support details on a secure and internal system