



CDW C09 ELEMENT 3 – PROVIDE MENTORING
PNG National Standard for Community Development Workers (CDWs). Portfolio assessment instrument.

PERFORMANCE CRITERIA TO BE ASSESSED IN THIS ELEMENT

- 3.1 Discuss the purpose of the visit, roles, expectations, and review any mentoring agreement
- 3.2 Assist the mentees to reflect on what they are doing, learn lessons, and plan how to put the lessons into practice
- 3.3 Demonstrate understanding of how people learn (principles of adult learning) while mentoring the mentees
- 3.4 Use effective methods or techniques to mentor the mentees
- 3.5 Adapt the mentoring information to the mentees' situation
- 3.6 Support and encourage effective participation and inclusion during the activities
- 3.7 Work in a way that is appropriate to local culture during the activities
- 3.8 Communicate effectively and respectfully during the activities
- 3.9 Respond to any misunderstanding or confusion while mentoring the mentees
- 3.10 Discuss what the next steps following the visit will be, who will be responsible for making them happen, and who to contact for further support or advice
- 3.11 Discuss with the mentees whether the visit achieved its purpose, and ways it could be improved
- 3.12 Thank the mentees, without rushing, and explain again the purpose of the visit

THE DUTIES OF A CDW WORKPLACE ASSESSOR

DUTY 1: PLAN THE ASSESSMENT

- Step 1.1 Coordinate with the candidate and their line manager to plan the assessment
- Step 1.2 Contact NATTB to let them know a CDW workplace assessment is going to take place

DUTY 2: PRE-ASSESSMENT BRIEFING

- Step 2.1 Explain the National Standard for CDWs and what will be assessed
- Step 2.2 Present your NATTB assessor certificate and NATTB workplace assessor code of conduct
- Step 2.3 Discuss roles and responsibilities
- Step 2.4 Discuss how evidence will be gathered
- Step 2.5 Discuss expectations and possible outcomes of the assessment
- Step 2.6 Explain the importance of doing the assessment properly
- Step 2.7 Read the assessment instructions together and sign the assessment declarations

DUTY 3: CONDUCT THE ASSESSMENT

- Step 3.1 Assess the performance criteria in an Element
- Step 3.2 Assess the candidate without influencing their performance
- Step 3.3 Complete the Element outcome page
- Step 3.4 Follow the CDW workplace assessor code of conduct

DUTY 4: REPORT THE ASSESSMENT

- Step 4.1 Discuss the assessment result with the candidate and their line manager
- Step 4.2 Ask the candidate and their line manager to complete the Element outcome page
- Step 4.4 Place the completed assessment instrument and attachments in the candidate's portfolio
- Step 4.5 Assist the candidate to send a copy of their portfolio to NATTB when a CDW Level is completed
- Step 4.6 Liaise with NATTB to ensure the candidate receives their results and any accreditation

DECLARATIONS

Please note it is an offence to make a false declaration on an official Government document.

By signing, I declare that the candidate is not my family or *wantok*.

By signing, I declare that I have no conflict of interest.

By signing, I promise to follow the CDW Workplace Assessor code of conduct.

Signature of CDW Workplace Assessor: _____ Date: _____
 CDW Workplace Assessor's full name, phone number, and email (if any):

By signing, I declare that the CDW Workplace Assessor is not my family or *wantok*.

By signing, I promise that I will not try to influence the CDW Workplace Assessor.

By signing, I promise to immediately report breaches of the CDW Workplace Assessor code of conduct to my line manager

By signing, I consent to assessment by the workplace assessor.

Signature of candidate: _____ Date: _____
 Candidate's full name, phone number, email, and current CDW level (if any):

By signing, I declare that the workplace assessor is not the candidate's family or *wantok*.

By signing, I declare that there is no pressure for the candidate to be found 'competent'.

By signing, I promise to stop the assessment or discount the assessment if the CDW Workplace Assessor code of conduct is breached.

By signing, I promise to support the candidate whatever the assessment outcome.

Signature of candidate's Line Manager: _____ Date: _____
 Line Manager's full name, position, phone number, email:

ASSESSMENT FOR CDW C09 ELEMENT 3 – PROVIDE MENTORING

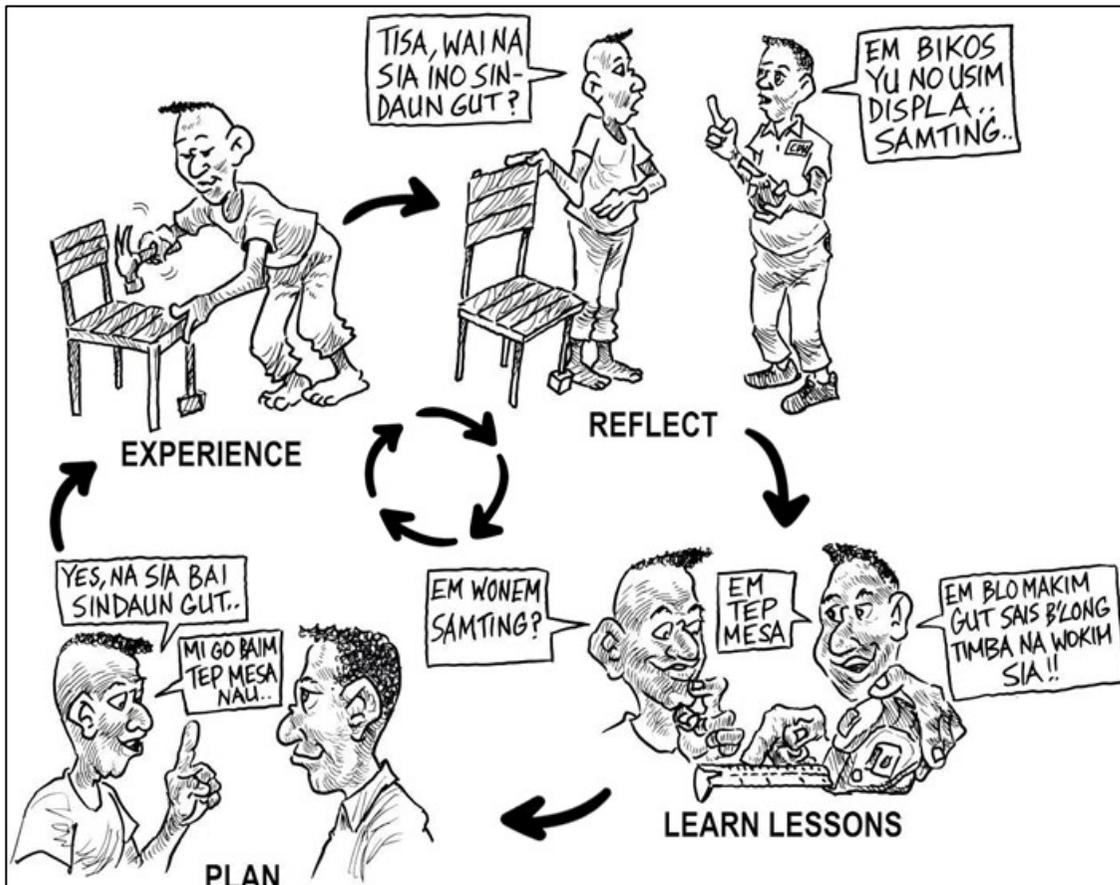
Portfolio evidence to be collected for this assessment ASK THE CANDIDATE TO ANSWER THE QUESTIONS ANYTIME	Guidelines for assessing the evidence (to be used by the assessor). Use a 'Y' for yes or 'N' for no.	Does the NATTB officer agree with the assessment? If not explain why.
<p>3.1 – DISCUSS THE PURPOSE OF THE VISIT, ROLES, EXPECTATIONS, AND REVIEW ANY MENTORING AGREEMENT</p> <p>1) Assessor’s written observations of what the candidate did to perform this performance criterion</p> <p>2) Assessor’s notes on candidate’s answers to the following:</p> <p>a. <i>What is the role of a mentor?</i></p> <p>b. <i>What could go wrong if the mentor and the mentees don’t discuss their expectations before beginning the mentoring?</i></p> <p>c. <i>Why is it a good for the mentor and the mentees to sign a mentoring agreement?</i></p>	<p>Does the portfolio evidence demonstrate that the candidate...?</p> <p><input type="checkbox"/> CAN DISCUSS THE PURPOSE OF THE VISIT, ROLES, EXPECTATIONS, AND REVIEW ANY MENTORING AGREEMENT</p> <p><input type="checkbox"/> a. Knows what the role of the mentor is</p> <p><input type="checkbox"/> b. Knows what could go wrong if the mentor and the mentees don’t discuss their expectations before beginning the mentoring</p> <p><input type="checkbox"/> c. Knows why it is a good idea for the mentor and the mentees to sign a mentoring agreement.</p> <p>Can the candidate perform PERFORMANCE CRITERIA 3.1? <input type="checkbox"/></p>	
<p>3.2 – ASSIST THE MENTEES TO REFLECT ON WHAT THEY ARE DOING, LEARN LESSONS, AND PLAN HOW TO PUT THE LESSONS INTO PRACTICE</p> <p>1) Assessor’s written observations of what the candidate did to perform this performance criterion</p> <p>2) Assessor’s notes on candidate’s answers to the following:</p> <p>a. <i>Why is it important for the mentees to take the lead when you assist them to reflect on what they are doing, learn lessons, and plan how to put the lessons into practice?</i></p> <p>b. <i>Look at PICTURE 1. Does this picture show a good example of a mentor putting this performance criterion into practice?</i></p>	<p>Does the portfolio evidence demonstrate that the candidate...?</p> <p><input type="checkbox"/> CAN ASSIST THE MENTEES TO REFLECT ON WHAT THEY ARE DOING, LEARN LESSONS, AND PLAN HOW TO PUT THE LESSONS INTO PRACTICE</p> <p><input type="checkbox"/> a. Knows why it is important for the mentees to take the lead when they assist them to reflect on what they are doing, learn lessons, and plan how to put the lessons into practice</p> <p><input type="checkbox"/> b. Knows whether PICTURE 1 shows a good example of a mentor putting this performance criterion into practice</p> <p>Can the candidate perform PERFORMANCE CRITERIA 3.2? <input type="checkbox"/></p>	
<p>3.3 – DEMONSTRATE UNDERSTANDING OF HOW PEOPLE LEARN (PRINCIPLES OF ADULT LEARNING) WHILE MENTORING THE MENTEES</p> <p>1) Assessor’s written observations of what the candidate did to perform this performance criterion</p> <p>2) Assessor’s notes on candidate’s answers to the following:</p> <p>a. <i>Look at MULTIPLE CHOICE 1. What is your answer?</i></p> <p>b. <i>Adults learn better if they use what they learn to do something. This is a principle of adult learning called ‘learning by doing’. Give an example of how you could use ‘learning by doing’ to help a mentee learn a skill?</i></p>	<p>Does the portfolio evidence demonstrate that the candidate...?</p> <p><input type="checkbox"/> CAN DEMONSTRATE UNDERSTANDING OF HOW PEOPLE LEARN (PRINCIPLES OF ADULT LEARNING) WHILE MENTORING THE MENTEES</p> <p><input type="checkbox"/> a. Has answered MULTIPLE CHOICE 1 correctly</p> <p><input type="checkbox"/> b. Can provide a suitable example of how they could use ‘learning by doing’ to help a mentee learn a skill?</p> <p>Can the candidate perform PERFORMANCE CRITERIA 3.3? <input type="checkbox"/></p>	

Portfolio evidence to be collected for this assessment ASK THE CANDIDATE TO ANSWER THE QUESTIONS ANYTIME	Guidelines for assessing the evidence (to be used by the assessor). Use a 'Y' for yes or 'N' for no.	Does the NATTB officer agree with the assessment? If not explain why.
<p>3.4 – USE EFFECTIVE METHODS OR TECHNIQUES TO MENTOR THE MENTEES</p> <p>1) Assessor’s written observations of what the candidate did to perform this performance criterion</p> <p>2) Assessor’s notes on candidate’s answers to the following:</p> <p>a. Look at PICTURE 2. It lists different methods or techniques that mentors use to mentor mentees. Choose one method or technique and explain how using it could help the mentees?</p> <p>b. Choose another method or technique (from PICTURE 2 or from your own experience) and explain how you would use it to mentor the mentees?</p>	<p>Does the portfolio evidence demonstrate that the candidate...?</p> <p><input type="checkbox"/> CAN USE EFFECTIVE METHODS OR TECHNIQUES TO MENTOR THE MENTEES</p> <p><input type="checkbox"/> a. Can explain how the method or could help the mentees</p> <p><input type="checkbox"/> b. Can explain how they would use the method or technique to mentor the mentees</p> <p>Can the candidate perform PERFORMANCE CRITERIA 3.4? <input type="checkbox"/></p>	
<p>3.5 – ADAPT THE MENTORING INFORMATION TO THE MENTEES’ SITUATION</p> <p>1) Assessor’s written observations of what the candidate did to perform this performance criterion</p> <p>2) Assessor’s notes on candidate’s answer to the following:</p> <p>a. Look at MULTIPLE CHOICE 2. What is your answer?</p>	<p>Does the portfolio evidence demonstrate that the candidate...?</p> <p><input type="checkbox"/> CAN ADAPT THE MENTORING INFORMATION TO THE MENTEES’ SITUATION</p> <p><input type="checkbox"/> a. Has answered MULTIPLE CHOICE 2 correctly</p> <p>Can the candidate perform PERFORMANCE CRITERIA 3.5? <input type="checkbox"/></p>	
<p>3.6 – SUPPORT AND ENCOURAGE EFFECTIVE PARTICIPATION AND INCLUSION DURING THE ACTIVITIES</p> <p>1) Assessor’s written observations of what the candidate did to perform this performance criterion</p> <p>2) Assessor’s notes on candidate’s answers to the following:</p> <p>a. ‘Effective participation’ is when the mentees are actively involved and taking the lead. Give one good reason why effective participation is important?</p> <p>b. Look at PICTURE 3. It shows a definition of ‘effective inclusion’. Is this a good definition of effective inclusion?</p>	<p>Does the portfolio evidence demonstrate that the candidate...?</p> <p><input type="checkbox"/> CAN SUPPORT AND ENCOURAGE EFFECTIVE PARTICIPATION AND INCLUSION DURING THE ACTIVITIES</p> <p><input type="checkbox"/> a. Can give one good reason why effective participation is important</p> <p><input type="checkbox"/> b. Knows whether the definition of ‘effective inclusion’ is a good definition</p> <p>Can the candidate perform PERFORMANCE CRITERIA 3.6? <input type="checkbox"/></p>	
<p>3.7 – WORK IN A WAY THAT IS APPROPRIATE TO LOCAL CULTURE DURING THE ACTIVITIES</p> <p>1) Assessor’s written observations of what the candidate did to perform this performance criterion</p> <p>2) Assessor’s notes on candidate’s answer to the following:</p> <p>a. Give two examples of things that a mentor could do that would not be appropriate to local culture?</p>	<p>Does the portfolio evidence demonstrate that the candidate...?</p> <p><input type="checkbox"/> CAN WORK IN A WAY THAT IS APPROPRIATE TO LOCAL CULTURE DURING THE ACTIVITIES</p> <p><input type="checkbox"/> a. Can give two examples of things that a mentor could do that would not be appropriate to local culture</p> <p>Can the candidate perform PERFORMANCE CRITERIA 3.7? <input type="checkbox"/></p>	

Portfolio evidence to be collected for this assessment ASK THE CANDIDATE TO ANSWER THE QUESTIONS ANYTIME	Guidelines for assessing the evidence (to be used by the assessor). Use a 'Y' for yes or 'N' for no.	Does the NATTB officer agree with the assessment? If not explain why.
<p>3.8 – COMMUNICATE EFFECTIVELY AND WITH RESPECTFULLY DURING THE ACTIVITIES</p> <p>1) Assessor’s written observations of what the candidate did to perform this performance criterion</p> <p>2) Assessor’s notes on candidate’s answers to the following:</p> <p>a. <i>What can go wrong if a mentor does not communicate effectively with the mentees?</i></p> <p>b. <i>Give one example of how a mentor could communicate with mentees in a way that does not show respect?</i></p>	<p>Does the portfolio evidence demonstrate that the candidate...?</p> <p><input type="checkbox"/> CAN COMMUNICATE EFFECTIVELY AND RESPECTFULLY DURING THE ACTIVITIES?</p> <p><input type="checkbox"/> a. Knows what can go wrong if a mentor does not communicate effectively with the mentees</p> <p><input type="checkbox"/> b. Knows one example of how a mentor could communicate with mentees in a way that does not show respect</p> <p>Can the candidate perform PERFORMANCE CRITERIA 3.8? <input type="checkbox"/></p>	
<p>3.9 – RESPOND TO ANY MISUNDERSTANDING OR CONFUSION WHILE MENTORING THE MENTEES</p> <p>1) Assessor’s written observations of what the candidate did to perform this performance criterion</p> <p>2) Assessor’s notes on candidate’s answer to the following:</p> <p>a. <i>Look at MULTIPLE CHOICE 3. What is your answer?</i></p>	<p>Does the portfolio evidence demonstrate that the candidate...?</p> <p><input type="checkbox"/> CAN RESPOND TO ANY MISUNDERSTANDING OR CONFUSION WHILE MENTORING THE MENTEES</p> <p><input type="checkbox"/> a. Has answered MULTIPLE CHOICE 3 correctly</p> <p>Can the candidate perform PERFORMANCE CRITERIA 3.9? <input type="checkbox"/></p>	
<p>3.10 – DISCUSS WHAT THE NEXT STEPS FOLLOWING THE VISIT WILL BE, WHO WILL BE RESPONSIBLE FOR MAKING THEM HAPPEN, AND WHO TO CONTACT FOR FURTHER SUPPORT OR ADVICE</p> <p>1) Assessor’s written observations of what the candidate did to perform this performance criterion</p> <p>2) Assessor’s notes on candidate’s answer to the following:</p> <p>a. <i>When you discuss what the next steps following the visit will be, why is it a good idea to go over the details of what the mentees plan to do to put what they learned into practice?</i></p>	<p>Does the portfolio evidence demonstrate that the candidate...?</p> <p><input type="checkbox"/> CAN DISCUSS WHAT THE NEXT STEPS FOLLOWING THE VISIT WILL BE?</p> <p><input type="checkbox"/> CAN DISCUSS WHO WILL BE RESPONSIBLE FOR MAKING THEM HAPPEN?</p> <p><input type="checkbox"/> CAN DISCUSS WHO TO CONTACT FOR FURTHER SUPPORT OR ADVICE?</p> <p><input type="checkbox"/> a. Knows why it is a good idea to go over the details of what the mentees plan to do to put what they learned into practice</p> <p>Can the candidate perform PERFORMANCE CRITERIA 3.10? <input type="checkbox"/></p>	
<p>3.11 – DISCUSS WITH THE MENTEES WHETHER THE VISIT ACHIEVED ITS PURPOSE, AND WAYS IT CAN BE IMPROVED</p> <p>1) Assessor’s written observations of what the candidate did to perform this performance criterion</p> <p>2) Assessor’s notes on candidate’s answer to the following:</p> <p>a. <i>If you discuss with the mentees whether the visit achieved its purpose, and ways it can be improved, how will it help you to become a better mentor?</i></p>	<p>Does the portfolio evidence demonstrate that the candidate...?</p> <p><input type="checkbox"/> CAN DISCUSS WITH THE MENTEES WHETHER THE VISIT ACHIEVED ITS PURPOSE, AND WAYS IT CAN BE IMPROVED</p> <p><input type="checkbox"/> a. Knows how discussing with the mentees whether the visit achieved its purpose, and ways it can be improved, will help them to become a better mentor</p> <p>Can the candidate perform PERFORMANCE CRITERIA 3.11? <input type="checkbox"/></p>	

Portfolio evidence to be collected for this assessment ASK THE CANDIDATE TO ANSWER THE QUESTIONS ANYTIME	Guidelines for assessing the evidence (to be used by the assessor). Use a 'Y' for yes or 'N' for no.	Does the NATTB officer agree with the assessment? If not explain why.
<p>3.12 – THANK THE MENTEES, WITHOUT RUSHING, AND EXPLAIN AGAIN THE PURPOSE OF THE VISIT</p> <p>1) Assessor’s written observations of what the candidate did to perform this performance criterion</p> <p>2) Assessor’s notes on candidate’s answer to the following:</p> <p>a. <i>When you thank the mentees, why is it a good idea to explain again what the visit has been for?</i></p>	<p>Does the portfolio evidence demonstrate that the candidate...?</p> <p><input type="checkbox"/> CAN THANK THE MENTEES, WITHOUT RUSHING, AND EXPLAIN AGAIN THE PURPOSE OF THE VISIT</p> <p><input type="checkbox"/> a. Knows why, when they thank the mentees, it is a good idea to explain again what the visit has been for</p> <p>Can the candidate perform PERFORMANCE CRITERIA 3.12? <input type="checkbox"/></p>	

PICTURE 1



PICTURE 2

- Listening
- Asking open questions
- Observation
- Building trust
- Building confidence
- Honest feedback
- Goal setting
- Strengths and weaknesses audit
- Presenting a lesson
- Problem analysis
- Planning

PICTURE 3

'Effective inclusion' is when mentees who are from groups that are normally left behind or excluded are given extra support and encouragement (to help them catch up).

MULTIPLE CHOICE 1

Which of the following statements is true?

- a) Mentees learn better if they use more than one of their senses to learn
- b) Mentees learn better if they feel comfortable, confident and respected
- c) Mentees learn better if they helped decide what they need to learn
- d) Mentees learn better if what they learn connects to what they already know and do
- e) All of the above

MULTIPLE CHOICE 2

Which of the following would help a mentor to adapt the mentoring to the mentees' situation?

- a) Provide mentoring in the mentee's own community (where they will use what they learn)
- b) During community entry, find out from the key people what the mentees situation is like
- c) When you give help or advice, ask the mentees how they can use it in their situation
- d) Encourage the mentees to take the lead.
- e) All of the above

MULTIPLE CHOICE 3

Which of the following are good ways to find out if the mentees misunderstand or are confused?

- a) Ask the mentees if they are confused.
- b) Ask the mentees some questions about the topic.
- c) Check their non-verbal communication.
- d) Encourage the mentees to ask you questions if they are confused.
- e) All of the above.

ASSESSMENT OUTCOME PAGE FOR CDW C09 ELEMENT 3 – PROVIDE MENTORING

As the **CDW Workplace Assessor**, is there sufficient evidence to show that the candidate performed the performance criteria for CDW C09 Element 3? Circle competent or not yet competent. The candidate may be competent even if the candidate could not perform some performance criteria, however you will need to summarise your reasons below. Include any advice for the candidate.

CDW C09 Element 3	
Competent	Not yet competent

CDW Workplace Assessor's name, date, and signature _____

As the **candidate**, I declare that the CDW Workplace Assessor followed the CDW Workplace Assessor code of conduct. Be aware that a NATTB officer may contact you for more information. Please note it is an offence to make a false declaration on an official Government document.

Candidate's name, date, and signature _____

As the **candidate's line manager**, I declare that the CDW Workplace Assessor followed the CDW Workplace Assessor code of conduct. If the CDW Workplace Assessor did not follow the code of conduct, please also notify NATTB. Please note it is an offence to make a false declaration on an official Government document.

Line manager's name, position, date, and signature _____

As the **NATTB officer**, is there sufficient evidence in the candidate's portfolio to show that the candidate can perform the performance criteria for CDW C09 Element 3? Circle competent or not yet competent. If the CDW Workplace Assessor found the candidate to be competent but you did not, you will need to summarise your reasons below.

CDW C09 Element 3	
Competent	Not yet competent

NATTB officers name, date, and signature _____