

## Information and instructions for workplace supervisor / support person

This document provides information and guidance for workplace support persons assisting participants to complete the post-course assessment requirements for the unit **NAT11424002 Coach others in the workplace**. This unit forms part of TSA's nationally accredited **Course in Field-Based Training and Assessment (11424NAT)**.

Your role is to support the participant in planning and conducting structured workplace coaching, to observe aspects of their performance, and to confirm that the coaching is carried out in accordance with your organisation's expectations and standards. The information you provide will be considered alongside other assessment evidence by a Training Services Australia assessor as part of the overall assessment process.

### What is the focus of the unit *Coach others in the workplace*?

This unit describes the skills and knowledge required to coach others in the workplace as a form of structured on-the-job training. The focus is on helping another person develop job-specific skills, knowledge and attitudes through a coaching relationship conducted over a period of time across multiple sessions, rather than a one-off skills or knowledge-based training session.

It applies to one-on-one coaching relationships that involve planning, structured learning activities, performance observation, feedback, progress reviews and a formal close-out meeting. It does not relate to performance management or general mentoring discussions.

Those undertaking this unit are expected to demonstrate that they can:

- Prepare thoroughly for workplace coaching
- Effectively initiate the learning relationship by meeting with the learner, establishing rapport and agreeing on a coaching plan
- Provide clear explanations, demonstrations and supervised practice
- Observe performance and provide constructive feedback
- Monitor learner progress over time and maintain appropriate records
- Conclude the coaching relationship appropriately
- Reflect on their own coaching performance and identify areas for improvement

The unit emphasises structured skill development using workplace documentation, procedures and equipment.

### What are the requirements to be a support person for this unit?

To perform the role of workplace support person for this unit, you should have substantial experience in providing structured workplace coaching or training within your organisation and a strong understanding of your organisation's training systems, processes and performance expectations for workplace coaches. Ideally, you will hold a qualification in workplace training and assessment.

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It is important that you are in a position of appropriate seniority and independence to provide objective and reliable confirmation of the participant's coaching performance.

## What is the candidate required to do for their post-course assessment?

For the post-course component of this unit, the participant is required to demonstrate their ability to coach at least one person in job-specific skills and knowledge in the workplace.

The coaching must:

- Be conducted over a period of at least three days
- Include at least three coaching sessions with a combined duration of at least two hours of coaching time
- Include an initial (introductory) meeting, at least one formal progress review meeting, and a close-out meeting
- Be planned and documented using a coaching plan
- Include observation of the learner's performance and provision of feedback
- Include appropriate records of meetings and coaching activities

The participant must also reflect on their performance as a coach and obtain feedback from the learner.

## How can I support the candidate as they undertake their post-course assessment?

You can support the candidate to undertake this assessment by:

- Assisting them to identify a suitable learner and appropriate workplace tasks for coaching
- Helping them to plan the coaching, and discussing and reviewing their proposed coaching plan before coaching commences
- Ensuring they are given appropriate time and access to resources to conduct the coaching
- Observing at least part of the coaching process, including:
  - An initial meeting
  - A progress review meeting
  - A close-out meeting
  - At least 15 minutes of actual coaching activity
- Confirming that the coaching is structured, planned and conducted over time as a genuine coaching relationship, rather than as a single informal interaction
- Completing the supplied observation and feedback forms honestly and constructively
- Supporting the participant to reflect on their performance and identify areas for improvement

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- Confirming that all required documentation has been completed in accordance with organisational requirements

Your confirmation provides important evidence that the coaching relationship was genuine, structured and conducted to an appropriate workplace standard.

If you have any questions about the requirements of this unit, or how best to support the participant, please contact a TSA Training Advisor on 08 9422 6444 or [tsa@tsa-wa.com.au](mailto:tsa@tsa-wa.com.au).

## What sort of coaching plan is the candidate expected to follow?

As a minimum, the coaching plan must clearly outline what the coaching will cover, including the specific skills and knowledge to be developed. It should include details of the proposed duration of the coaching, how the coaching will be sequenced across multiple sessions, and when formal meetings (initial, review and close-out) will occur.

The coaching plan must demonstrate that the coaching is structured and conducted over a significant period of time (at least three days), and consists of three or more related sessions that build on one another and involve a combined minimum of two hours of coaching time.

If appropriate, the candidate may use a coaching plan developed within the organisation (e.g., by the training department), provided it reflects the above requirements.

Below is an example of a simple coaching plan to provide guidance as to what would be acceptable. Candidates will be provided with a template for writing a coaching plan in this format.

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## Coaching Plan Example: Learning how to Operate a Haul Truck

<b>Name of coach:</b>		Alex Quinn				
<b>Name of learner:</b>		Shannon Sparks				
<b>Coaching objectives</b>						
By the end of the training, the learner will be able to operate a light vehicle safely on site, in accordance with site requirements.						
Planning information					Completion record	
Date	Topic	Content / skills to be covered	Coaching strategies	Estimated time needed	Date completed	Coach's initials
	<b>Session 1:</b>	<b>Safety foundations, pre-start, and basic driving</b>				
21/10/2025	Initial meeting	Introductions, overview, expectations	Explain plan and confirm understanding	30 mins		
21/10/2025	Site hazards and controls	Key site hazards and required controls	Review site layout and key traffic areas, identify hazards, discuss controls	40 mins		
21/10/2025	Pre-start inspection	Full pre-start check	Demonstrate; learner repeats; correct technique	60 mins		
21/10/2025	Cab setup	Seat, mirrors, steering, radio	Demonstrate; learner practises	30 mins		

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Planning information					Completion record	
Date	Topic	Content / skills to be covered	Coaching strategies	Estimated time needed	Date completed	Coach's initials
21/10/2025	Basic driving skills	Starting, braking, steering, low-speed control	Demonstrate in low-risk area; supervise practice	30–60 mins		
21/10/2025	Supervised consolidation	Full pre-start + short drive circuit	Observe, provide feedback, reinforce safety	30 mins		
21/10/2025	Formal review meeting #1	Review progress and confidence level; adjust plan if necessary	Discuss what went well; agree next focus	20 mins		
	<b>Session 2:</b>	<b>Driving systems, defensive driving, and emergency procedures</b>				
22/10/2025	Start-of-day check-in	Review of previous session	Quick discussion and goal setting	10 mins		
22/10/2025	Vehicle systems & controls	Gauges, lights, demister, 4WD, radio use	Explain; learner identifies and operates	45 mins		
22/10/2025	Defensive driving techniques	Safe driving habits and hazard awareness	Explain and demonstrate; learner practises	45 mins		
22/10/2025	Emergency procedures	Breakdown, wildlife strike, radio “stop”, traction loss	Discuss and role-play responses	30 mins		
22/10/2025	On-site driving	Driving through moderate-risk areas	Demonstrate first; coach during live driving	60 mins		
22/10/2025	Reversing and manoeuvring	Using mirrors, camera, spotter	Demonstrate; learner practises under supervision	45 mins		

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Planning information					Completion record	
Date	Topic	Content / skills to be covered	Coaching strategies	Estimated time needed	Date completed	Coach's initials
22/10/2025	Formal review meeting #2	Reflect on progress; confirm readiness for higher-risk areas	Ask learner to identify key hazards and areas to improve	20 mins		
	<b>Session 3:</b>	<b>High-risk areas, refuelling, consolidation, and verification</b>				
23/10/2025	Start-of-day check-in	Confirm route plan and safety focus	Brief discussion	10 mins		
23/10/2025	High-risk area driving	Driving in high-traffic and complex zones	Demonstrate; learner practises with close supervision	90 mins		
23/10/2025	Refuelling procedure	Refuelling safely and managing risks	Demonstrate; learner repeats under supervision	30 mins		
23/10/2025	Consolidation drive	Full cycle: pre-start → operate through varied areas → refuel → park → shut down	Observe with minimal coaching; give feedback after each section	120 mins		
23/10/2025	Independent verification	Final demonstration of competence	Observe and record performance	30 mins		
23/10/2025	Close out meeting	Summary and next steps	Two-way discussion and feedback	20 mins		

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**Coach's comments**

*Coach to provide comments on the learner's performance upon completion of the coaching.*

**Coach's declaration**

*I confirm that all aspects of this coaching plan are complete and that the learner is ready to perform the work covered by this plan.*

**Coach's signature:****Date:**