

# Coaching and Mentoring on the Job

Building confident, capable tradies — one teachable moment at a time

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# Agenda

- Confidence, Motivation, and Mindset Shifts
- Effective coaching on the job
- Learning through action and communicating in different ways
- Assessment, Evidence Collection & Verification
- Understanding Adult Learners
- Supporting learners through life and learning challenges

# Icebreaker - Real-Life Anchors

Think of a time when someone taught you something that made an impact  
***Was it a good learning experience or a challenging one?***

- Write down 1-2 key points
- Share with partner or small group



## **Section 1:**

# Confidence, Motivation, and Mindset Shifts

# Confidence, Motivation & Mindset

- Confidence and motivation are just as important as skills – they drive engagement, risk-taking, and resilience in hands-on learning.

## Motivation types:

**Internal:** pride,  
mastery, purpose

**External:** rewards,  
recognition, avoiding trouble

- Help apprentices connect external goals (e.g. getting signed off) with internal goals (e.g. building confidence and independence).

# Motivation Mapping Activity

## Instructions:

- In small groups or pairs:

Think of one apprentice  
you currently train  
or know well

List 2 x internal  
motivators (e.g. pride,  
purpose, curiosity)

List 2 x external  
motivators (e.g. pay,  
qualification, praise)

What is one training goal  
or expectation that ties  
into these motivators?

- *Brief group share*

# Building Rapport & Psychological Safety

- Create an environment where apprentices feel safe to ask, try, and fail
- Build trust by being approachable, patient, and encouraging
- Focus on progress and effort — not just perfect results
- Key trainer behaviors:
  - Own your mistakes — it shows it's okay to not get it right first time
  - Praise effort and improvement
  - Avoid sarcasm or mockery — even if it's meant as a joke

## Question:

How do you create a welcoming & safe training space for apprentices?

## **Section 2:** Effective Coaching on the Job



# Effective Coaching on the Job

- Coaching helps apprentices **think for themselves**, not just copy others
- It's a practical, on-the-job conversation that supports growth through:
  - ✓ **Demonstrating the task**, then stepping back to observe
  - ? **Asking guiding questions**
  - 💬 **Giving timely feedback** while the task is fresh
  - 🎯 **Setting clear learning goals**
- Encouraging reflection



# Effective Coaching on the Job

## Coaching benefits vs instructing:

- Coaching = guiding through questions, supporting problem-solving
- Instructing = giving direct orders or steps

### INSTRUCTING

- “Watch me do it.”
- Trainer leads
- Task focus

### FEEDBACK

- “Nice work, but you rushed.”
- Trainer reviews
- Performance focus

### COACHING

- “What felt tricky about that?”
- Trainer guides thinking
- Development focus

# The GROW Model Overview

## GROW stands for:

- **Goal:** What do you want to achieve?
- **Reality:** What's happening now?
- **Options:** What could you do differently?
- **Will:** What will you commit to?



# Coaching Role-Play Exercise (GROW)

## Instructions:

- In pairs, one plays coach, other learner
- Trainer uses the GROW model to coach the apprentice
- 5-7 mins each way

## Debrief prompts:

- What worked well?
- What was challenging?
- How did the structured model work?

# Buddy Systems & Coaching Culture

- Apprentices are often coached by **multiple people** — not just their direct supervisor.



- Benefits: peer support, shared learning, motivation

# Buddy Systems & Coaching Culture

## Tips to set up buddy system:

- Choose buddies who are patient, clear, and respected
- Clarify: they guide, **not** do the task for the apprentice
- Offer coaching tips and check in routinely: “How’s it going?”

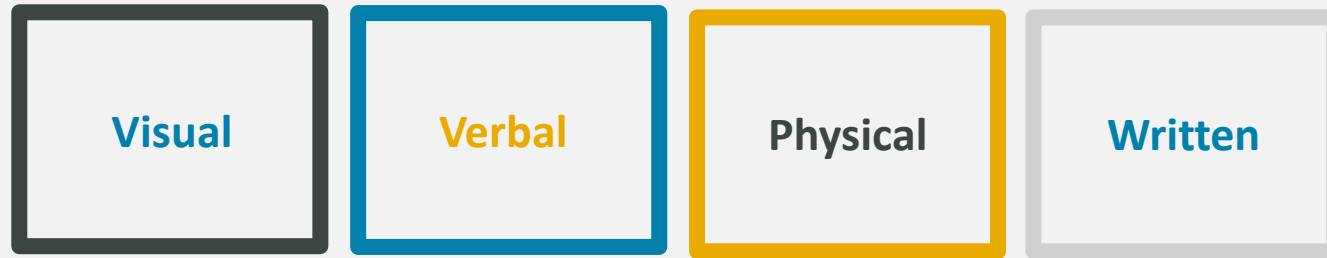
## Question:

How could you implement this where you work?

## **Section 3:** Learning Through Action & Communication

# Learning Through Action & Communication

- Different learning styles



- People may have learning preferences – but no one learns best through just one style
- Apprentices learn most effectively when they **see it, hear it, try it, and reflect on it**
- Use a blended approach based on the skill or task – not just the learner's preference



# Communication Methods Table

| METHOD                                                                                                         | DESCRIPTION                                                                                                                                                  | TIPS FOR TRAINERS                                                                                                                                           |
|----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Visual</li><li>• Verbal</li><li>• Physical</li><li>• Written</li></ul> | <ul style="list-style-type: none"><li>• Diagrams, videos</li><li>• Explanation, discussion</li><li>• Hands-on practice</li><li>• Notes, checklists</li></ul> | <ul style="list-style-type: none"><li>• Use clear images</li><li>• Keep it simple</li><li>• Allow plenty of practice</li><li>• Use clear language</li></ul> |

# Group Discussion Questions (Learning Styles)

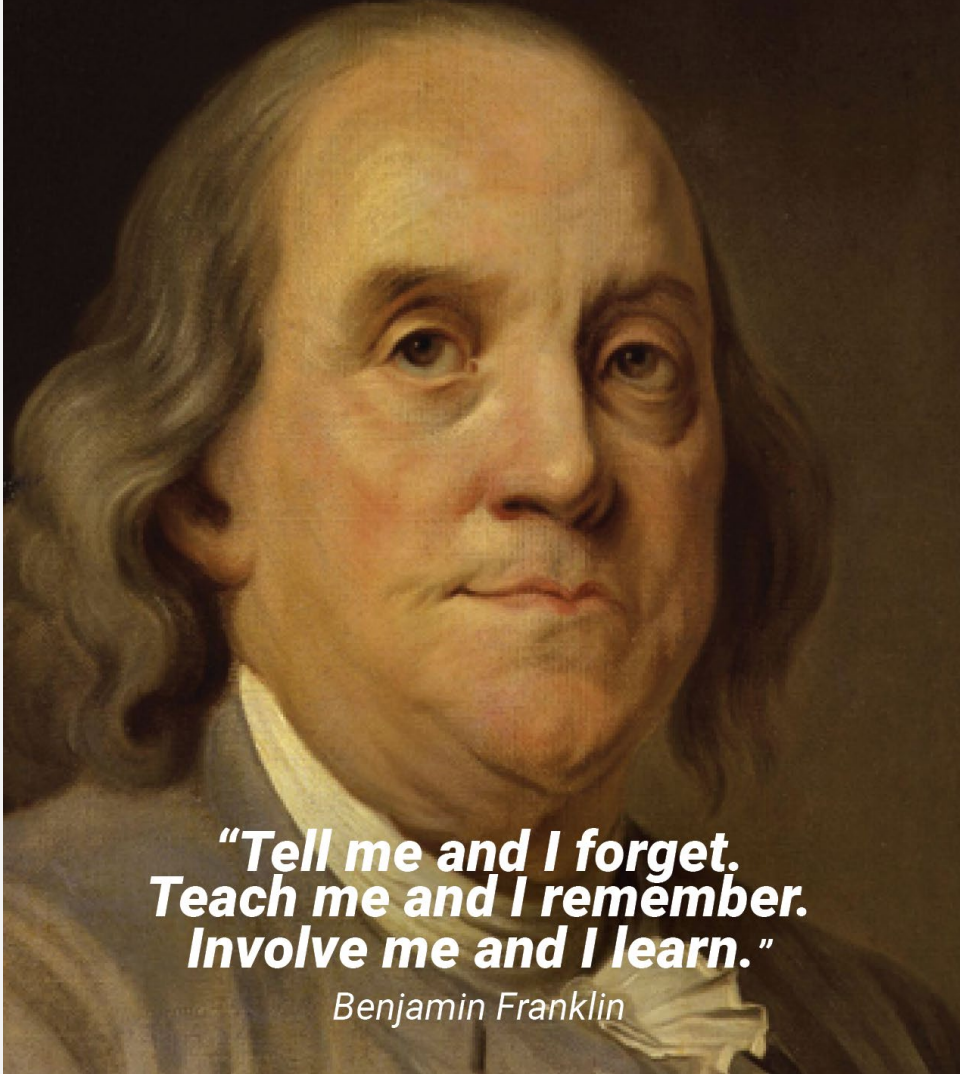
How can you adapt your communication for different learners?

What challenges have you faced teaching different styles?

# Active Learning Importance

## Strategies:

- Gradual release: Move from "I do it" → "We do it" → "You do it"
- Encourage reflection: Ask: "What's working?" "What's tricky?" "What would you do differently next time?"
- Hands-On First: Let them handle tools or materials early
- Use real tasks: Tie practice to actual job tasks — not just demonstrations
- Peer teaching: Have apprentices explain or show steps to each other — it deepens understanding

A portrait of Benjamin Franklin, an older man with long, wavy grey hair, wearing a dark coat and a white cravat. He is looking slightly to the right with a thoughtful expression.

***"Tell me and I forget.  
Teach me and I remember.  
Involve me and I learn."***

*Benjamin Franklin*

# Effective Feedback Characteristics & Reflective Prompts

## Feedback should be:

- Specific & timely
- Balanced (positive + improvement)
- Focused on behavior, not person

## Prompts to encourage reflection:

- “What went well?”
- “What could you try differently next time?”

## **Section 4:** Assessment, Evidence & Verification

# Assessment, Evidence & Verification

- Assessment = checking skills & knowledge meet standards

***Competence = the right skill, done the right way, at the right level — consistently.***

- What's the Difference? Verifier vs Assessor

## Verifier

- ✓ A qualified tradesperson or supervisor
- ✓ Observes tasks in the workplace
- ✓ Provides feedback and records evidence
- ✓ Signs off observations that will support formal assessment

## Assessor

- ✓ Holds a recognised assessor qualification
- ✓ Evaluates all submitted evidence against the unit standard
- ✓ Makes the final judgement: competent or not yet competent
- ✓ Ensures assessment meets national consistency and quality standards

# At Competenz: We Have a Process to Support You

- To ensure high-quality assessment and verification practices that meet NZQA requirements, Competenz has a formal process to register and support both workplace verifiers and assessors.

## **This helps:**

- Maintain national consistency in how qualifications are awarded
- Meet quality assurance standards set by NZQA
- Ensure all learners are being assessed fairly, accurately, and with integrity
- Provide you with clear guidance, tools, and ongoing support in your verifier or assessor role.

# Valid & Reliable Evidence + Types of Evidence

## Valid

- Clearly linked to the unit standard or learning outcome
- Real work, done by the apprentice
- Shows the right level of independence

## Reliable

- Consistent — learner can repeat the skill over time
- Observed by someone qualified to judge it (e.g. trainer, supervisor)
- Supported by clear records or documentation

**Ask yourself:** Does this evidence prove the apprentice can do the job — safely, correctly, and more than once?



# Valid & Reliable Evidence + Types of Evidence

## Types:

- Direct observation
- Work products
- Questioning
- Photo's/video
- Third-party feedback



# Evidence Collection Tips + Reminder

## Encourage apprentices to:

- Take photo's of their work
- Keep samples, records, or job sheets
- Collect evidence regularly (don't wait till end)
- Document everything clearly: date, context, outcome
- Reflect on what they've done — and how it links to unit standards
- Ask you for observation or sign-off when they feel ready

# Evidence Exercise Instructions

- Scenario-based group work

**Review evidence  
samples**

**Decide if valid &  
sufficient**

**Discuss gaps &  
next steps**

- Debrief with whole group

## **Section 5:** Understanding Adult Learners



# Understanding Adult Learners

## Adults are:

- Self-directed
- Bring experience
- Goal-oriented
- Need relevance



## **Section 6:**

Supporting learners through life  
and learning challenges

# Understanding life outside of the workshop

- Not every apprentice shows up in the same headspace. Some are juggling more than we realise.

- In your group, review the scenario

- Discuss the signs, how it will affect their learning and possible support approaches

- Share ideas with group

# Understanding life outside of the workshop

## **Scenario A – Transport Trouble:**

Your apprentice is late 2–3 times a week. You find out their car is unreliable, and they rely on a mate for a lift.

## **Scenario B – Housing Instability:**

An apprentice seems tired and unfocused. They mention quietly that they're crashing on a couch since their flat situation broke down.

## **Scenario C – Family Pressure:**

One learner is regularly distracted, on their phone during breaks, and seems stressed. They're helping to care for younger siblings after hours.



# Supporting Diverse Learners: Language

## Signs to look for:

- Misunderstanding spoken instructions
- Nodding along without really understanding
- Struggling with written forms, labels, or job sheets

## Tips:

- Demonstrate first, then have them do it
- Use simple, direct language — avoid slang or jokes that don't translate
- Use pictures, diagrams, or real-life examples
- Encourage them to ask questions, and praise when they do

# Supporting Diverse Learners: Neurodiversity

## Signs to look for:

- Needs more time to process information or instructions
- Struggles to stay focused for long periods
- Very strong on practical tasks, but struggles with paperwork
- Sensitive to noise, lighting, or change in routine

## Tips:

- Break instructions into clear, small steps — not long lists
- Allow them to repeat tasks to build confidence
- Use written checklists or diagrams if reading is easier than listening
- If possible, create routines (e.g., same way to start a job each day)

# Supporting Diverse Learners: Literacy & Numeracy

## Common Signs:

- Difficulty reading job sheets, safety signs, or instructions
- Avoids filling out forms or writing tasks
- Struggles with measuring, basic calculations, or interpreting drawings
- Often says "I forgot" or "I didn't get that" when tasks involve reading or maths

## What You Can Do:

- Read instructions aloud or go through them together
- Use visuals, templates, and real examples rather than written theory
- Provide measuring guides, calculators, or jigs to reduce pressure
- Give them time — and avoid putting them on the spot
- Encourage questions, and normalise needing help — many skilled workers have the same challenges

# Balancing Training & Job Pressure + When to Involve Others

## Trainer Tips

- Align training tasks with real production
- Plan ahead for apprentice involvement
- Use buddy systems to support learning
- Avoid letting pressure lead to poor shortcuts
- Stay consistent — standards matter more under pressure

**You're not alone – support is available**



# Revisit Learning Outcomes:

Before we wrap up, let's take a moment to revisit the learning outcomes we set for today's workshop. Our goal was to help you:

- Understand effective coaching techniques on the job
- Use practical models like GROW to support apprentices
- Build a coaching culture with buddy systems and diverse support networks
- Assess and verify apprentice competency with confidence
- Adapt your training approach for diverse learners and real-world challenges

We hope today's session has given you practical tools and insights to achieve these outcomes. How do you feel about your confidence in these areas now? Any takeaways or challenges you want to share?"

# Action Planning & Reflection

What's one thing you will try next week to improve your coaching?

Write it down and share with a partner

# Feedback & Follow-up:

“Your feedback is important to us and helps improve future workshops. Please take a moment now to complete a quick survey via this QR code. It only takes a minute!

Additionally, your Training Advisor will follow up in about 3 months to check in on how you’re applying what you’ve learned and to offer any further support.”



## Final Thought:

“Remember, every apprentice remembers the person who showed them how to do it right. You have a real impact on their journey—thank you for investing your time and care into developing the next generation of skilled workers.”





## Next steps:

- Follow-up sessions
- Resources
- Support contacts