

StayLive Work Authority Recipient: Provisional

Guide for Issuers and Field Staff required to provide general supervision.

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Guide Purpose

As an Issuer or experienced Recipient / field staff member, your guidance plays a key role in helping new Work Authority (WA) Recipients build their capability and confidence during the Provisional period.

This guide has been developed to support you in providing effective general supervision and on-the-job coaching. It is designed to make every learning opportunity count and ensure a consistent, high-quality experience across the industry.

The guide has three main aims:

1. **Set the scene** - outlining the context, key considerations, and responsibilities involved in providing general supervision and coaching.
2. **Support effective coaching** - with practical prompts you can use while coaching WA Recipient Provisionals to get the most from each interaction.
3. **Build consistency** – by defining benchmarks for what good practice looks like and promoting a shared, performance-focused approach to developing new WA Recipients.

Who the Guide is for

This guide is for **StayLive Work Authority (WA) Issuers** and **experienced field staff (usually experienced Recipients)** who coach **Provisional WA Recipients** working under general supervision.

It provides **practical coaching prompts, model discussion points, benchmarks for good practice, and recommended follow-up actions** to support consistent, capability-focused development throughout the provisional period.

How to use the Guide

The WA Recipient Provisional to Work Capable process is a collaborative effort between the Provisional Recipient, Issuers, and other experienced support staff. This collaboration ensures the process remains manageable and fair, while delivering an authentic, valid experience that produces reliable outcomes.

This guide is your reference to industry-agreed best practice relevant to the WA Recipient certification and references both StayLive specific and general learning concepts.

Use the **Provisional Coaching – Practical Steps** at the end of this document, to guide you through.

For best results, use in conjunction with:

- StayLive Work Control Procedure: Work Authority
- SM-EIs
- StayLive Training & Competency Guideline

Together, these resources ensure a supported, consistent, and capability-focused pathway from Provisional to Certified WA Recipient.

Context

StayLive and the Work Control Procedures

The **Work Control Procedures** (WCPs) working group's mandate is to set out requirements for applying SM-EIs and WCPs to generating plant and facilities to ensure consistent interpretation and practical compliance across the NZ generation sector. The group has representation from the following: Meridian, Genesis, Contact, Manawa, Nova, Mercury & Pioneer.

The main purpose of the StayLive Work Control Procedures is as our primary system for safe access to work on plant and equipment.

- They cover WorkSafe legislative requirements.
- Are aligned to the SM-EI Safety Rules for Generation, Transmission and Distribution.

The WCPs:

- Provide guidance where it doesn't exist or is not to the required standard.
- Support a risk-based approach to safe plant access.
- Are structured to aid understanding & application for newbie to experienced practitioners.
- Prescribe common practices, transferable across WCP member companies.

StayLive and the WCP working group have agreed to an industry-wide solution to WCP competency, developing a strategic approach to WCPs competency to a defined standard ensuring consistent application from Work Party Member through to Permit Issuer. **By doing the following, we endeavour to keep people and plant safe - meeting PCBU obligations, adding value, and keeping provision efficient.** Ensuring:

- **Managed risk** for people and plant safety.
- It's **learner-paced**, allowing individuals to confirm their understanding and revisit any areas of uncertainty.
- It **fits into the workflow** as much as possible.
- Everyone is clear about the level of training provided.
- Competency is **transferrable** and workable for internal and external resource.

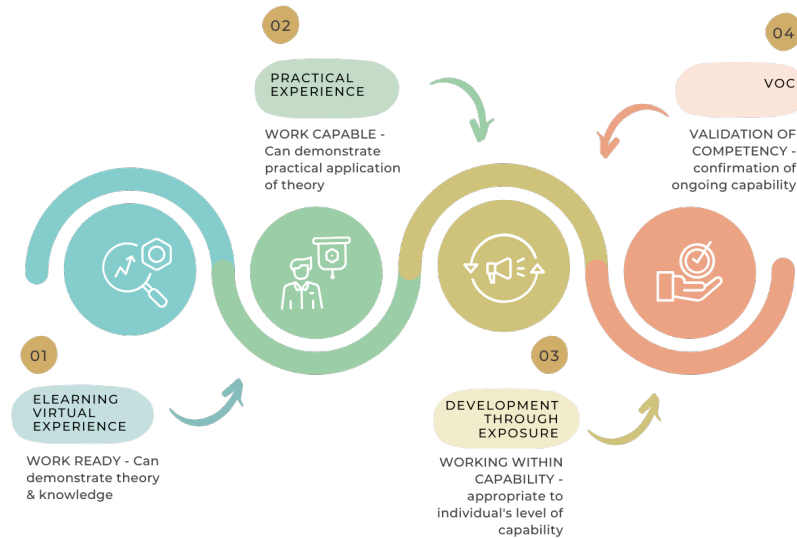
StayLive Work Ready / Work Capable

The StayLive WCP competency pathways are aligned to the StayLive Training & Competency Guideline¹ and reflect the Work Ready / Work Capable format.

Work Ready - Can demonstrate theory and knowledge

¹ StayLive Training & Competency Guideline available on the StayLive website

Work Capable - Can demonstrate **practical application** of theory



Achieving StayLive WA Recipient Certification

StayLive WCP certification pathways have been designed as a straightforward, consistent way to get up to speed and stay on track with the work control system and procedures, from Work Party Member to Permit Issuer.

Work Ready: eLearning Module: Work Authority Recipient

The StayLive WA Recipient eLearning module is made up of introductory concepts delivered via scenario-based experiences and is the next best thing to on-the-job exposure.

Work Capable: Provisional coaching on-the-Job

We know from experience that people build on their formal learning once they are on site working alongside experienced staff, such as local operators. This is the foundation of the Work Capable / Provisional approach for the StayLive WA Recipient certification, ensuring that learning continues through real-world practice and guidance under general supervision.

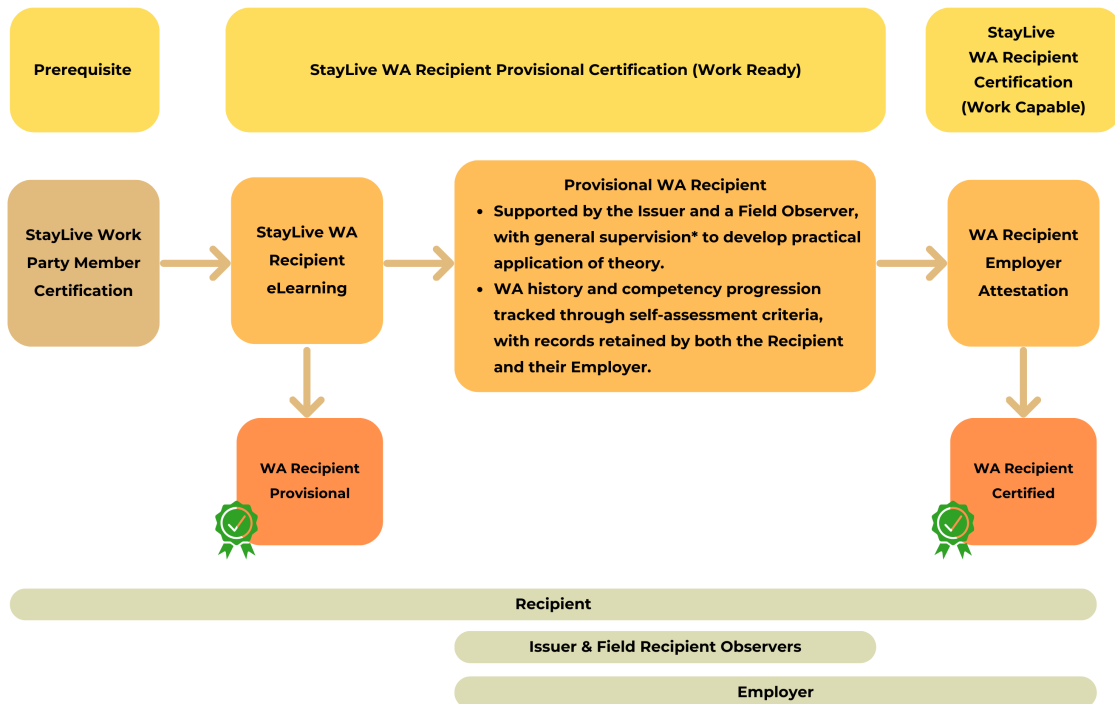
'I found talking with the operators on the station more intuitive than the training because they can explain in relation to my role and made it easier.' StayLive WCP Competency *Deep Dive* survey

WA Recipient Provisional to Work Capable

The Provisional period serves as a support phase for applying the eLearning concepts in real-world practice.

After completing the eLearning, the individual may perform the role of WA Recipient under general supervision and close guidance of the Issuer and other experienced Recipients in the field.

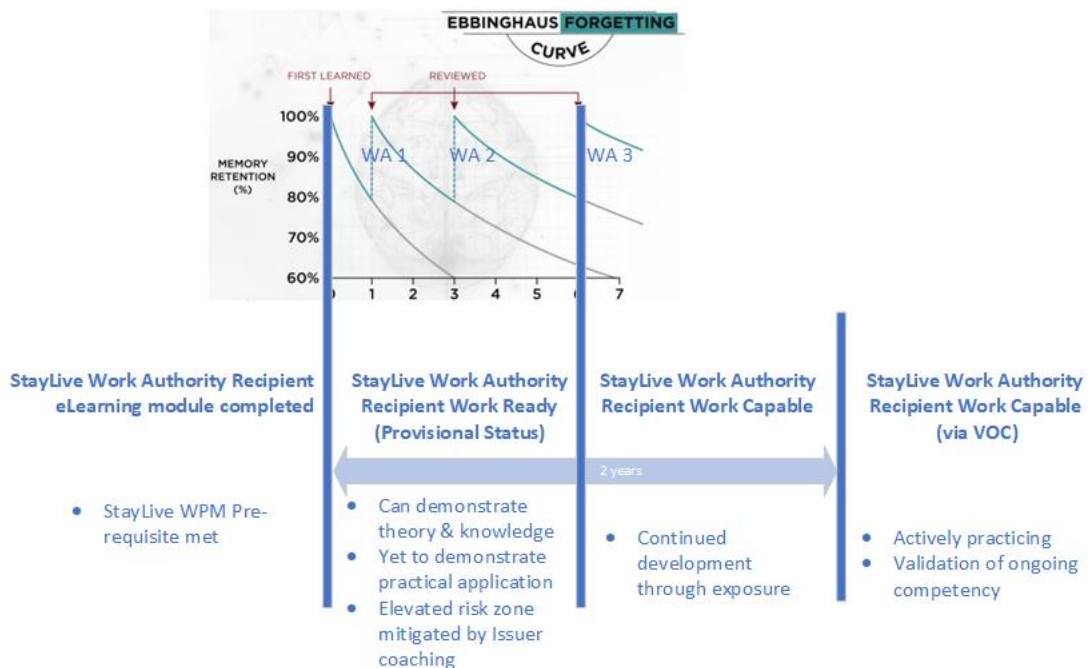
Newbie Work Authority (WA) Recipient Process



*EEA Guide to Supervision for Health & Safety

General supervision: Where the Work Party or Worker being supervised is under such control and direction to the extent necessary to ensure the work is carried out competently and while the work is being undertaken, all appropriate health and safety requirements are being implemented.

Provisional status is clearly communicated to the Issuer and remains in effect until they have successfully completed the responsibilities of a Recipient for at least three different Work Authorities within a twenty-four-month period.



This process reinforces and formalises practices already proven effective in the field by:

- Adapting to individual learning needs.
- Integrating seamlessly into existing workflows and processes.
- Supporting just-in-time learning for specific tasks — improving both efficiency and outcomes.
- Acknowledging that Issuers are well placed to identify Recipients who may need additional support or guidance.
- Strengthening the capability of Issuers as well as Recipients — we learn through teaching.

Supporting people to carry out their job as they need it results in the highest possible level of performance. The urge to learn is strongest when you are confronted with a problem to solve!



Performance support is most relevant when we put something into practice but are uncertain how, when a problem arises, or something goes wrong or when something changes within an organisation, e.g. new operating procedures or a new IT system.

Issuer / Field Recipient Responsibilities

Coaching and Oversight

As an Issuer, you are responsible for ensuring that the Recipient understands the Work Authority (WA) requirements and is capable of taking on Recipient responsibilities while under general supervision.

Use your existing approach of asking probing questions to gauge understanding and provide guidance where needed — this coaching role simply formalises what effective Issuers already do.

General Supervision

If you are **providing general supervision as a Field Recipient**, adjust your level of coaching and oversight based on the Recipient's prior experience and starting point. Their Self-Evaluation can provide insights also.

General supervision must ensure that the Provisional Recipient is under appropriate control and direction to confirm the work is carried out competently and that all health and safety requirements are implemented while the work is underway.

Employer Responsibility

It is the employer's responsibility to ensure that general supervision is provided. In practice, this works best when a member of the work party can fulfil this role.

Purpose of the Provisional Period

The Provisional period provides a structured opportunity for the Recipient to consolidate and apply their learning in real work situations, supported and guided by you.

Preparing New Recipients

Where possible, encourage new Recipients to gain early exposure to the system and the Recipient function as part of a work party before stepping fully into the role. This helps them arrive well prepared — having completed the eLearning, they are Work Ready, with the foundational understanding needed to put their learning into practice.

Managing Concerns about Recipient Competency: Opportunity to Revoke Certification if ‘Not Yet Competent (NYC)’

At any time, where an Issuer is concerned that the certified individual does not meet the standard required to carry out their Recipient role, they shall follow the following process:

- **Do not issue** the WA to the individual in question.
- **Arrange for an alternative Recipient** to carry out the role for this WA.
- **Communicate your concerns clearly**, using specific evidence and examples, and recommend ongoing development.
- **Report the issue** to the individual’s direct manager for further review.

Appeals Process

If an individual is refused a sign-on to a WA and disagrees with the decision, they have the right to dispute it. In such cases, they may request further assessment or evaluation.

All disputes regarding sign-on refusal will be subject to review by the site owner.

Best Practice Principles for Coaching Individuals on-the-Job

Professional discussion is a form of coaching and offers an opportunity to refresh areas with prompting questions to the individual during this process.

Additionally, both training and coaching others is recognised as a key enabler to progress of a wider team. We not only learn through receiving coaching but also as we coach others.

To get the most out of a coaching opportunity, it is useful to recognise three key stages:

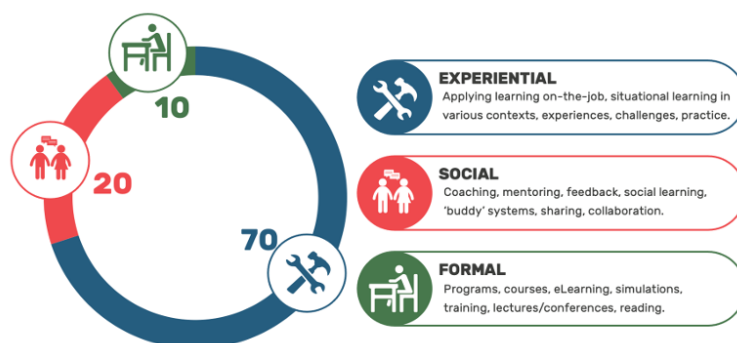
- Getting prepped and framing up the activity
- Optimising the coaching during the activity
- Wrapping it up with reflection and planning to put new skills into practice to cement the learning.

StayLive recognises that adopting a coaching approach when developing Work Capable individuals brings clarity, purpose, and ongoing communication. It helps people understand *what* they're doing and *why* it matters, while creating an environment that encourages open questioning and active listening.

Applying a coaching mindset when issuing work controls or providing general supervision turns everyday activities into valuable on-the-job learning opportunities, reinforcing key safety and procedural practices in real time.

This aligns with the **70:20:10 model** of workplace learning — where roughly 70% of learning happens on the job and 20% through interactions with others. Strong mentoring and coaching during these moments are essential to helping less-experienced Recipients thrive. Coaching supports the consolidation of learning on site by encouraging discussion, asking questions, and providing timely feedback.

70:20:10 MODEL IN PRACTICE



According to the 70:20:10 model of learning, effective learning and development occurs through a combination of:

- 70% experiential learning on the job
- 20% social learning through being coached, mentored, sharing and collaboration
- 10% formal learning such as classroom events or courses

WA Recipient Provisional Summary

The StayLive WA Recipient Provisional / Work Capable process has been developed by technical experts from across industry and validated and approved by your peers and senior management. It reflects the WA Recipient role.

Use the **WA Recipient Self-Evaluation** to gain insight into the Recipient's current capability, and refer to the **Prompted Coaching Guidance for WA Recipient – Provisional** at the end of this guide to help ensure valid assessment and strong on-site performance.

Always make sure that you yourself are competent in the subject matter you are about to coach, and that the Recipient is ready and clear on what's expected of them and the process.

When you're ready to begin, confirm that the conditions, environment and required resources are adequate and that you will be free from distraction for the coached sign on period.

Stick to the performance objectives, take notes and give constructive feedback to support continuous learning and development where required.

You are helping to build a capable team and it's important that you reach out if you need any further help or guidance.

Coaching Notes

Issuer / Field Staff Coaching Criteria

To be able to carry out Provisional coaching the Issuer / field staff must:

- be a competent WA Issuer / Recipient (appropriate to process)
- understand StayLive best practice Provisional coaching principles as outlined in this guide,
- be familiar with the local StayLive WA system and process.

Continuous Improvement

It's important to note, that the process of Provisional coaching is identify opportunity for improvement and filling of any competency gaps during the WA cycle.

What Makes for a Good Coaching Experience

It is important to **apply the same, nonbiased criteria to every Recipient equally**. It's a good idea to reflect on your coaching experiences regularly to keep things in check. Even get a peer to review your coaching.

- **Prepare and frame up** the activity – clarify purpose, expectations, and outcomes.
- **Coach during the activity** – observe, prompt, and guide performance in real time.
- **Reflect and plan** – discuss what went well, identify next steps, and reinforce new learning.

Make sure the Recipient is ready. The Recipient must have **completed the StayLive WA Recipient eLearning Module** and be Work Ready / **Provisional**. They may even have already been practicing. Their self-assessment will give you a good steer as to where they may need additional support. Check in with them, do they feel ready? Acknowledge that they may need support.

Ensure the scene is set and the Recipient understands and agrees with what's happening. Make sure you're both on the same page. Let them know they have support during the entire WA lifecycle and who else they can call on out on the job.

Allow plenty of time when planning and issuing. Where possible plan this time in advance to make sure that you don't feel the urge to rush through important points. Regularly check comprehension, fill any gaps as needed using prompted questions.

Establish the appropriate level of support and supervision required in the field and communicate with colleagues as to how that will be provided.

Observe for confidence cues. Pay close attention to signs that may indicate the Recipient's true level of confidence in their role. A lack of questions is often a red flag—they may not yet know what they don't know.

Additional indicators of uncertainty include:

- Apparent unfamiliarity with the work to be done
- Hesitation or vague responses
- Blank stares or visible confusion

These cues suggest that further probing and support may be necessary before proceeding.

To ensure best practice recipient applied safety measures (RASMs) & other Recipient responsibilities are followed, the Issuer and nominated field staff should work together to provide the appropriate level of general supervision. This is not to monitor the technical skills of the individual, rather support the WCP aspect of the work.

Always give feedback to the Recipient. A coached Provisional WA is a process, good feedback better enables the Recipient to use the experience as an opportunity to develop their knowledge and skills further. Even if they don't need much support, it is still important to let them know what they are doing well.

Definitions

Appeal: A process which allows a person who has been refused sign on to dispute a decision and to have an opportunity for further assessment / evaluation. Disputes over these decisions shall be subject to site owner review.

Assessment: The process of collecting evidence about competency and making judgement about whether or not competency has been achieved and if further learning is required.

Coach: A person recognised as being competent in terms of this guide, who carries out coaching to support individual development. They will be competent in the subject area being coached or work with a subject expert.

Certification: Shows that an individual has reached a certain level of technical proficiency which often allows them to carry out a designated task.

Competency: The ability to perform to a level as specified by a standard. It is the demonstration of skill, knowledge and behaviours and their application and incorporates in addition to task skill and knowledge, task management skills (managing a range of tasks within a job), contingency management skills (dealing with changes and problems) and work environment skills (dealing with responsibilities and expectations).

Current competency: Competencies need to be reviewed through assessment to ensure that the person is competent in terms of the most recent standards. It is possible that people having been competent in the past or with a different employer may need further training and practice to demonstrate competency.

Evaluation: A step-by-step process of measuring and observing, governed by specific criteria resulting in a final decision / result.

Evidence: Information gathered through the use of a variety of assessment tools which will provide proof from which the assessor can make a judgement about competency. In most assessments evidence is gathered from more than one source, in more than one situation and can have many forms. Direct evidence is observation of performance often in the field, indirect evidence can include evaluation of simulations or skills tests, questioning or reports from others.

Field Staff / Field Recipient: Additional personnel beyond the Issuer, such as maintainers, operators, OMs, PTs, or GCs, and who are role-appropriate for providing coaching to the WA Recipient in the field. Most commonly experienced Recipients.

General Supervision: The EEA definition of General Supervision is: 'Where the Work Party or Worker being supervised is **under such control and direction to the extent necessary** to ensure the work is carried out competently and while the work is being undertaken, all appropriate health and safety requirements are being implemented.'

Note: It is the employer's responsibility to ensure general supervision is provided. This works best when a member of the work party can provide it.

Performance objective: Represents the application of specific skills, knowledge and abilities in the workplace and specifies the required level of performance and set outcomes by which competency can be established.

Self-evaluation: A process that enables an individual to assess their own performance against predefined criteria.

Validation of Competency (VoC): Acknowledges a candidate's continuous practice and provides an opportunity to review performance objectives, ensuring their competency is verified.

Provisional Coaching – Practical Steps

The WA Recipient Provisional to Work Capable journey comprises:

1. **Recipient Self-Evaluation** – following the WA Recipient eLearning
2. **On-Job coaching** from an Issuer / field staff - when the Recipient signs on to and during WA life cycle.

First touchpoint – Recipient Self-Assessment

The first reference point you'll usually see is the **Self-Assessment**. Treat it as a quick **snapshot** to start the professional discussion and tailor coaching—not as a pass/fail.

- Scan for obvious strengths and uncertainties.
- Agree 1–2 priority focus areas.
- Capture next steps and follow-ups in the WA Tracker.

Recipient Self Evaluation Rating

The rating provides the Recipient with an initial idea as to what they may require additional support and guidance on during the WA cycle from the Issuer and field staff as well as giving them time to reflect on their capability. It will prepare them for the WA Recipient process and give you an idea as to where the Recipient perceives themselves to be.

The rating reflects the Recipient's confidence to carry out the performance objective.

1 = I'm not very confident

2 = I'm mostly confident

3 = I'm confident to do this

Issuer Instructions – A Step-by-Step Guide

1. **Review the Recipient self-evaluation rating** – Begin by assessing the Recipient’s self-evaluation.

This will provide insight into how they perceive their own competency and help gauge the level of coaching support they may require.

Note: If the Recipient has given themselves a high number of low (“1. not very confident”) ratings, this may indicate they are not yet ready to assume the WA Recipient role. Further investigation is recommended before proceeding.

2. **Use prompted questions during WA sign-on** - During the WA sign-on process, apply prompted questions to guide and support the Recipient.

Refer to the **Prompted Coaching Guidance for WA Recipient Provisional** (at the end of this document) to ensure consistency and effectiveness.

3. **Determine field support requirements** – Identify the appropriate level of support the Recipient may need throughout the WA lifecycle. Identify who will be providing general supervision in the field and communicate with them to coordinate this support, ensuring best practice is followed for RASMs and all other Recipient responsibilities.

4. **Use prompted questions during WA sign-off** - During the WA sign-off process, apply prompted questions to guide and support the Recipient.

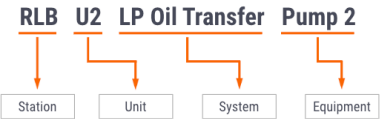
Refer to the **Prompted Coaching Guidance for WA Recipient Provisional** (at the end of this document) to ensure consistency and effectiveness.

5. **Provide constructive feedback** – Offer timely and specific feedback to reinforce strengths and address any areas for improvement. Encourage reflection and continued development.

Prompted Coaching Guidance for WA Recipient Provisional

The following table is designed to be used as a reference for Issuers and other field staff. It is recommended that prompted questions are used to coach the Recipient through the process as needed both during the sign-on and out in the field. We have provided some examples to get you started. This is purely a tool to help get the prompting going.

These sections are aligned to the WA Recipient Self-Evaluation. Where the Recipient is less confident, the Coaching Guidance section provides question examples and industry agreed best practice for reference and direction.

Self-Evaluation Section	Performance Objective	Coaching Guidance: Issuer / Field Support
1. Preparing for the task	Identify equipment to be worked on. Describe work to be done. Ensure WA form is completed correctly.	- Use a top-down format to identify equipment to be worked on. e.g. Station + Unit + System + Equipment. - Recipient to provide a detailed enough description of the work to be done that the Issuer can apply their expertise and knowledge of plant, equipment and other site activities to identify any necessary precautions. - The consequences of not being prepared could result in conflicts with other work parties which may then result in delayed issuing of the WA. 
Question Examples	- Can you explain the work that you are going to be carrying out and the plant or equipment that you'll be working? - Are you familiar with the site? Do you know where and how to access the worksite and equipment? - Do you have all the specific tools you need for the job? - Do you need someone to show you where the equipment is out on site?	

2. Collaboration	Develop a shared understanding and agreement with the Issuer on the correct WCP to use and the provisions it will contain.	○ To ensure integrity of the WCP, the Recipient and Issuer have a conversation to discuss the work and agree on the correct WCP. ○ Understand that ultimately, the final decision will be at the discretion of the Issuer because they have the bigger picture to consider.
Question Examples	• Can you explain why this work will be carried out under a Work Authority? • When can we use a WA as opposed to a Permit?	
Self-Evaluation Section	Performance Objective	Coaching Guidance: Issuer / Field Support
3. Risk Mitigation	Demonstrate understanding of the Work Authority as a minor works management system.	○ Risks associated with a WA and how to mitigate them ○ The Work Authority is a minor works management system, for work near in-service or available-for-service equipment where that work may present a risk to equipment operation or affect resource consent compliance. ! It's important to understand the minor works management system does not necessarily mean low risk as the work may be near live or energised plant, or the task could be notifiable work to WorkSafe NZ.
	Understand WA-specific precautions.	○ The Issuer may add a precautions statement. They'll combine information gathered through collaboration with the Recipient and their own knowledge of the plant or site including work activities that could affect or be affected by planned tasks under this WA. ○ Precaution statements are commonly used to advise of: ○ Other active parties on nearby plant

		○ Nearby plant / equipment in-service or energised
Question Examples		• Tell what your understanding of a ‘minor works management’? • What are the risks associated with this work and how do you plan to mitigate them? • Do you know what the “precautions” statements are for and how we divide them?
4. RASMs	Agree Recipient Applied Safety Measures (RASMs) with the Issuer referencing P&IDs / SLDs. Describe an isolation point and isolation method. Agree on the hardware needed and how to apply it out on plant. Ensure RASMs are recorded appropriately.	○ Issuer-endorsed, RASMs are applied to isolation points to make equipment or systems safe to work on. ○ Isolation Point: An isolation point is a facility to safely disconnect, separate (isolate), or provide a barrier between an energy source and an untended work area. ○ Safety Measure: Actions taken to present equipment in an agreed state. ○ The isolation method described in the RASM section of the WA form will determine the RASM hardware selection for each isolation point. ○ The industry agreed format for this is Isolation Point Description + Plant / Equipment ID + Isolation Method. e.g. LP OIL TRANSFER PUMP 2 SUPPLY VALVE ↓ Isolation Point Description 02/MEX30/AP020/KA01 ↓ Plant/Equipment ID CLOSED, LOCKED AND TAGGED ↓ Isolation Method
	Apply and remove RASMs and update records as required.	○ RASMs may be removed and re-applied as work progresses. Record each action. ○ Local staff will guide the Recipient on how RASMs are to be recorded and the use of hardware appropriate to plant and equipment.

	Demonstrate understanding of location-specific requirements (e.g. RASM register, appropriate safety measures, lock numbering etc.). Manage RASMs as work progresses.	○ No work is permitted on equipment being used as an isolation point where that work may compromise integrity of the isolation. ○ RASMs shall comprise a lock and or tag. Where it is not practical to use a lock, a tag or tape must be used and must be uniquely identifiable. ○ All RASM locks shall be red and must not be used for any other purpose than to lock out isolation points, earthing, and plant status control. ○ No spare keys shall be given for any RASM locks. ○ RASM tags shall be red and white with DO NOT REMOVE in black text.
Question Examples	• What are RASMs and will you need to apply any for this job? Do you know what hardware you'll need, where to get it and how to apply it? • Show me where you'll record any RASMs and how. • Can you explain what an "isolation point" and "isolation method" are? • Do you need someone to show you where and / or how to apply the RASMs for this job?	

Self-Evaluation Section	Performance Objective	Coaching Guidance: Issuer / Field Support
5. Responsibilities	Demonstrate understanding that the Recipient is the Work Party Supervisor and outline the responsibilities of that role.	○ Demonstrate understanding of their supervision role: ○ Remain contactable and at the worksite. ○ Understand the state of equipment, risks to people and plant and precautions required to mitigate them.

		○ Complete hazard ID and risk management with the work party before starting work, at least daily. ○ Provide clear and effective ongoing instruction to the work party. ○ Additionally, the Recipient: ○ Manages the application and removal of RASMs. ○ Ensures the status of the WA can be determined at any time. ○ Keeps the WA, RASM register and all related documents at the worksite. ○ Ensures the WIP board or equivalent is updated.
	Explain what an appropriate level of supervision provided at all times means - consider work party capabilities and risks associated with the work.	○ Direct supervision is required when members of the work party are either in training or not site inducted. ○ General supervision may include being on site, nearby but not direct and is appropriate when the work party members are skilled, and site inducted.
	Explain how the recipient being unable to carry out responsibilities will impact the work to be done under a WA.	○ Stop work if the recipient has to leave the worksite. ○ Transfer the WA to another recipient.
Question Examples	● Explain your responsibilities as work party supervisor for this job. ● Do you know how to make sure the WIP / Hazard Board is up to date here? ● What's your understanding of direct and general supervision and what's appropriate for this work? ● What will you do if you're unable to carry out any or your WA Recipient responsibilities?	

6. Close-out	Explain the recipient responsibilities prior to returning the WA.	○ Restore state of the work site - remove tools, tidy up. ○ Complete preservice checks. ○ Advise the work party that the WA is to be returned. ○ Remove any RASMs and update the register.
Question Examples	• Explain what you'll do before returning the WA.	
7. Return the WA	Return the WA as agreed: Daily or a specified date / time within 14 days. Demonstrate understanding of other situations that would require the WA to be returned.	○ The Issuer and Recipient will determine whether the return should occur at the end of each day or work period. A 'daily return' provides the operator with closer control over plant and equipment for operational purposes. ○ If a WA is required to be returned daily and it's not, station and plant security could be compromised, particularly when the station is left unattended. ○ The WA should be returned to the Issuer as soon as possible after completing the work and restoring the worksite, allowing the Issuer to return the equipment to service as early as possible, if required.
Question Examples	• What are the WA return requirements for this job? Do you know why? • Why do you think some WAs require a "daily return"? • We'd like the WA returned as soon as you're done, do you know why that might be?	
Self-Evaluation Section	Performance Objective	Coaching Guidance: Issuer / Field Support

Remember to **observe for confidence cues**. Pay close attention to signs that may indicate the Recipient's true level of confidence in their role. A lack of questions is often a red flag—they may not yet know what they don't know.

Additional indicators of uncertainty include:

- Apparent unfamiliarity with the work to be done
- Hesitation or vague responses
- Blank stares or visible confusion

These cues suggest that further probing and support may be necessary before proceeding.

Further Reference

Latest StayLive WCPs: <https://www.staylive.nz/Site/staylive/Working-Groups/current-working-groups/work-control-procedures.aspx>

*StayLive Training & Competency Guideline: <https://www.staylive.nz/Site/staylive/guidelines/training-and-competency/>