

30/60/90-day transition tool

A tool for trainers and assessors in automotive and mining Vocational Education and Training (VET) contexts

Part of the AUSMASA VET Workforce Blueprint Guidance Suite



About this assessment tool

Consultations highlighted that transitions into within and across training roles often rely on people "coping through" increased effort, even when they are capable and experienced. This tool addresses the transition and workload risks described in the Wellbeing and Support Guidance document by supporting structured reflection and timely support during periods of change, rather than assuming immediate confidence or full capacity.

Who the tool is for

Trainers and assessors, with support from supervisors, mentors or capability advisors.

Use this tool during periods of transition, including:

- entry into VET from industry
- movement between career phases
- changes in role, delivery context or workload
- return from leave, illness or organisational change.

How to use this tool

Use the guide to pause, reflect and plan support over time rather than assuming immediate confidence or full capacity. It can be used informally as a conversation prompt or integrated into induction, reentry or transition processes, depending on organisational context.

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Name: _____

Role: _____

Date: _____

Organisation: _____

Complete the self-assessment below based on your current role and experience.

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Use this guide flexibly. Not all sections will be relevant in every context.

1. Transition snapshot – Complete this section briefly before you start.

What is changing for me in this transition? (For example, new role, new cohort, new delivery mode, new site, return from leave, increased responsibility)

Which career phase best reflects what I am stepping into right now? (New entrant, establishing, advanced, expert, noting that movement is not linear)

Who are my current support contacts?
 Teaching and assessment: _____
 Systems and admin: _____
 Wellbeing and boundaries: _____

One thing that will make the biggest difference in the next month is:

A note before you begin

During transitions, many trainers and assessors experience increased effort, uncertainty or pressure, even when they are capable and experienced. These experiences are common during change. They do not need to be justified, compared or minimised. They are useful signals about where support may help work feel more sustainable.

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2. First 30 days — Orientation and grounding

What is this stage for?

In the early weeks of a transition, it is common to work harder than needed because systems, expectations, and boundaries are still forming. Support at this stage reduces uncertainty and helps you build confidence without rushing independence.

Reflect

Answer the questions that feel most relevant. Short notes are fine.

Clarity and expectations

- What do I understand well about what is expected right now?
- What is still unclear, confusing, or inconsistent?
- What do I think I should be able to do already, even if no one has said that?

Systems and daily work

- What tasks are taking the most mental effort now?
- Where am I spending extra time because I do not yet have a routine?
- What do I keep double-checking because I do not want to get it wrong?

Support and connection

- When I am unsure, do I ask early, or do I wait until I feel more confident?
- Do I know who to go to for quick questions, and does that feel safe?
- What kind of support tends to help me most at this stage (talking it through, watching someone, examples, step-by-step guidance)?

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<p>Boundaries and well-being</p> <ul style="list-style-type: none"> • What parts of the role feel emotionally heavy or hard to hold alone? • Am I clear on what sits within my role and what should be escalated or referred? • Am I using unpaid time to keep up, avoid mistakes, or reduce anxiety? 	
<p>Map your answers to support that may help Choose one or two support areas to focus on first.</p> <ul style="list-style-type: none"> • If expectations feel unclear, I may need staged expectations and clear priorities, including what is not expected yet. • If systems feel heavy, I may need task-based guidance, short examples, and someone to walk through the first few times. • If I am holding back questions, I may need a safe check-in point that is clearly supportive, not evaluative. • If boundaries feel unclear, I may need clear guidance on escalation and referral, including what to do and what happens next. • If I am relying on unpaid time to cope, I may need workload pacing or redesign support, not just personal time management. 	
<p>My next step for the next week</p> <ul style="list-style-type: none"> • The one support I will ask for is: ____ • Who I will ask is: ____ • Why this support matters for sustainable practice is: ____ 	

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3. Days 31 to 60 — Building confidence and consistency

What is this stage for?

At this stage, confidence often improves in some areas while workload and complexity increase in others. This is where workload creep and silent coping can begin if support drops away by default.

Reflect

Answer the questions that feel most relevant. Short answers are fine.

Clarity and expectations

- What is starting to feel clearer now than it did at the beginning?
- What expectations have increased since the first month, and were those changes explicit?
- What parts of the role still feel unclear, even though I am not new anymore?

Workload and sustainability

- What is taking most of my energy each week?
- What work is becoming invisible or easy for others to overlook?
- What tasks are pushing into evenings or weekends, and why?

Support and development

- What support has helped most so far, and what support has faded?
- Am I getting practical feedback that helps me improve, or am I mostly relying on trial and error?
- Do I feel comfortable naming what I still need, or do I feel pressure to appear fully capable?



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<p>Boundaries and well-being</p> <ul style="list-style-type: none"> • What situations increase emotional load for me (learner distress, conflict, isolation, unclear expectations)? • Do I know when to escalate and refer, and do I trust what happens after referral? • What would help me feel more confident setting boundaries without feeling uncaring? 	
<p>Map your answers to support that may help Choose one or two support areas to focus on first.</p> <ul style="list-style-type: none"> • If workload is growing without redesign, I may need prioritisation support and clarity about what matters most. • If I am doing a second shift of admin, I may need workflow fixes, templates, and task-based system support. • If I am not sure about teaching or assessment decisions, I may need capability coaching that is practical and specific. • If I feel pressure to cope quietly, I may need regular check-ins that normalise questions and reduce fear of judgement. • If boundaries are still hard, I may need clear referral pathways and a shared understanding of what I hold and what I hand over. 	
<p>My next step for the next week</p> <ul style="list-style-type: none"> • The one support I will ask for is: ____ • Who I will ask is: ____ • What will be different if I get this support ____ 	
<p>4. Days 61 to 90 — Consolidation and forward planning</p> <p><u>What is this stage for?</u> This stage is about consolidating what is working, naming what still needs support, and planning sustainable practice. A common risk here is that support is withdrawn too early, even though things look stable on the surface. If confidence or workload shifts again due to a change in role, cohort, systems, or responsibilities, this guide can be revisited rather than starting from scratch.</p> <p><u>Reflect</u> Answer the questions that feel most relevant. Short answers are fine.</p>	

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<p>What is working</p> <ul style="list-style-type: none"> • What parts of the role now feel more stable or manageable? • What supports have made the biggest difference during this transition? • What would I want to keep doing because it helps me sustain the role? 	
<p>What still needs support</p> <ul style="list-style-type: none"> • What is still taking more effort than it should? • What do I still avoid or delay because it feels uncertain or risky? • What support do I still need, even if I look more confident now? 	
<p>Sustainable boundaries and shared responsibility</p> <ul style="list-style-type: none"> • Where am I at risk of taking on extra responsibility because I am becoming capable and reliable? • What boundaries do I want to hold so the role stays sustainable? • What are the early signs that I am shifting from development into overload? 	
<p>Looking ahead</p> <ul style="list-style-type: none"> • What is coming next that may change my confidence or workload? (For example, new cohort, new delivery mode, new systems, more autonomy, mentoring others) • What support should continue, and what support should shift at this point? • If I needed support again later, would I feel safe to ask for it? 	

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Map your answers to support that may help

Choose one support focus for the next month.

- If support is fading by default, I may need an intentional review of what continues and what changes.
- If I am becoming a go-to person, I may need role clarity and boundaries, so responsibility does not quietly accumulate.
- If the upcoming change is likely, I may need planned re-orientation, not reactive support.
- If I still carry uncertainty, I may need ongoing coaching or peer connection, not a sudden shift to independence.

My next step for the next week

- The one support I want to continue or introduce is: ____
- Who I will ask is: ____
- The benefit for my well-being and sustainable practice is ____

Learn more about the Trainer and Assessor VET Career Framework

Explore more practical tools, guides and resources supporting VET capability, wellbeing, industry engagement and career development