



Allround Cleaner IC

**Practical workbook
Supervisor**

Practical workbook Allround Cleaner IC – version Practical supervisor

Introduction

The participant will practice in company with skills for the profession of Allround Cleaner IC. The participant practices the skills by carrying out various practical assignments. By performing these assignments several times, the participant learns to perform the work increasingly well.

The practical supervisor (mentor) guides and coaches the participant. That means you:

- Instruct and explain the practical assignments to the participant
- Listen to and understand the learner
- Are not immediately ready with a judgment
- Analyze and see where the participant still has difficulties
- See mistakes as opportunities to learn
- Encourage the participant when he does well
- Specifically point out things that are not going well yet
- Give feedback to help a participant improve
- Ask open questions to the participant
- Are a support and refuge for the participant

Guidance in carrying out the practical assignments

The participant will work on various practical assignments in the workplace. First, he performs an introductory assignment. In this assignment, the participant gets an idea of what the Allround Cleaner IC profession entails, collects contact details and makes a step-by-step plan with your help. The nature of the work of the company and the client is examined.

Discuss the detailed assignment with the participant. Is everything clear? Does the participant know which step to take? Is the schedule realistic?

Also discuss at what times the participant can come to you with questions and when you will give him feedback on his work.

There are ten different practical assignments for the Allround Cleaner IC participant that he must perform at least 3x. As a supervisor, you provide feedback and suggest points for improvement on the basis of each assignment performed.

You base the feedback on the professional competences and criteria that go with it. That way you can easily substantiate your opinion.

Professional competences Allround Cleaner IC

Competency 1. Works safely, hygienically, cost-effectively and environmentally conscious *Behavioral criteria*

- Identifies and reports unsafe situations and non-environmentally conscious actions.
- Responds alertly and actively to the emergence of unsafe situations.
- Acts appropriately in emergency situations.
- Deals efficiently and consciously with the material/raw materials.

- Keeps the workplace tidy and clean.
- Uses materials, tools and prescribed PPE correctly.
- Checks own PPE.
- Addresses colleagues on careless use of PPE.
- Collects waste/residual material and sorts it according to regulations.
- Disposes of waste/residual material in accordance with regulations.
- Performs all work in accordance with the applicable regulations for safety, working conditions and the environment.
- Points out the risks of unsafe situations to others.
- Suggests improvements for non-environmentally aware actions.
- Addresses others on unsafe and/or non-environmentally aware behavior.
- Uses equipment correctly.
- Makes suggestions for improvement to the responsible person.
- Works cost-consciously.

Competency 2. Plan and organize the work

Behavioral criteria

- Uses relevant information, such as instructions and work order.
- Prepares materials, tools and equipment for use.
- Works according to safety procedures regulations and work instructions.
- Calls in the manager or colleagues if necessary.
- Plans and organizes own work.
- Gathers the right materials, tools and resources.
- Collects and interprets relevant information.
- Organizes own work.
- Checks whether company and safety regulations have been followed.
- Determines the resources and people required to perform work.
- Sets clear goals.
- Sets priorities.
- Monitors the progress of the execution of the work.
- Plans and organizes the work of colleagues.

Competency 3. Uses the right materials and resources

Behavioral criteria

- Knows the uses of materials and resources.
- Selects the right materials and resources to carry out the work.
- Makes responsible use of materials and resources.
- Handles materials and resources efficiently.
- Does not make improper use of materials and resources.
- Stores materials and resources in a clean and safe place.
- Performs (daily) maintenance of materials and resources according to company standards.

Competency 4. Maintains Equipment

- Performs easy minor maintenance.
- Signals deviations in equipment.

- Consults with colleagues and supervisors if necessary.
- Works according to procedures and regulations.
- Uses the right tools.
- Keeps the workplace tidy and clean.
- Uses the prescribed PPE .
- Consults the manual.
- Checks the safety devices on the equipment.

Competency 5. Communicates with colleagues, supervisor and external parties

Behavioral criteria

- Uses correct manners.
- Adapts to company culture.
- Makes work arrangements with colleagues.
- Fulfills work agreements made or informs in a timely manner that this is not possible.
- Listens carefully and shows patience.
- Asks for necessary information.
- Asks colleagues for help if he can't figure it out.
- Presents a problem in a clear manner to supervisor or those involved.
- Actively participates in work discussions.
- Works in good harmony with colleagues and supervisor.
- Contributes to a positive work atmosphere.
- Asks for clarification if necessary.
- Shows interest in (the work) of others.
- Gets a message across briefly and clearly.

Competency 6. Collaborates with others

Behavioral criteria

- Keeps to the agreements.
- Asks colleagues for help if he can't figure it out himself.
- Shows motivation.
- Treats all colleagues equally.
- Shares relevant information with colleagues.
- Is flexible in the execution of tasks.
- Holds colleagues accountable for their responsibilities.
- Considers differences between people and their way of working.
- Gives feedback to colleagues.
- Receives feedback from colleagues.
- Handles feedback from colleagues constructively.
- Focuses on team results.
- Stimulates collaboration.
- Motivates and stimulates colleagues.

Competency 7. Ensures quality of work performed

Behavioral criteria

- Consults with colleagues, managers and external parties about the work to be performed.

- Signals deviations and reports this.
- Works according to procedures and regulations.
- Checks own work during and after the performance of tasks.
- Addresses colleagues about non-quality-conscious actions.
- Checks the work of others during and after the performance of tasks.
- Supports colleagues in solving quality problems.
- Evaluates the work process and makes suggestions for improvement.

Competence 8. Works on own development

Behavioral criteria

- Maps out with the manager what is going well and what could be done better at work.
- Determines with the manager which professional competencies he must further develop.
- Determines with the manager which activities he must undertake for this purpose.
- Undertakes the activities agreed with the manager.
- Applies new working methods in consultation.
- Follows training sessions and/or courses.
- Keeps up to date with documentation.
- Is open to personal development and acts accordingly.
- Encourages colleagues to continuously develop themselves.

Competence 9. Handles changes well

Behavioral criteria

- Deals with ambiguity and uncertainty in the right way.
- Adapts to changing circumstances.
- Makes an active contribution to the implementation of changes and innovations.
- Keeps informed about changes.
- Follows new developments.
- Advises on activities for further development.
- Contributes to innovation and improvement.
- Takes the initiative to follow new developments.

Competency 10. Supervises colleagues

Behavioral criteria

- Ensures a good introduction to new colleagues.
- Provides instructions on work to be performed.
- When instructing, connects with the knowledge and experience of colleagues.
- Demonstrates how best to carry out professional operations.
- Gives colleagues space to ask questions and checks whether colleagues understand the explanation.
- Observes colleagues when performing the instructed professional action.
- Gives colleagues clear, honest and constructive feedback about their professional actions.
- Stimulates and motivates colleagues.
- Handles confidential information with care.
- Takes the situation of the individual employee into account.

- Conducts work conversations with colleagues he supervises.
- Pays attention to non-verbal communication.
- Takes action when the situation calls for it.
- Evaluates the course of supervision.

Select three competences that the participant still needs to work on and indicate for each competence which behavioral criteria are the most important points for attention for this participant. Share this as feedback with the participant.

In addition, indicate which competencies the participant already does well. Motivate your choice with some behavioral criteria that the participant already demonstrates very well.

An example:

In the assessment of participant 1 you noticed that he works sloppily and does not know exactly how the aids work.

You select from three competencies that this participant must work with: 1. Works safely, hygienically, cost- and environmentally consciously, 3. Uses the right materials and resources and 6. Works together with others.

The next step: You determine for each competency which behavioral criteria the participant should improve. For competency 1. This is, for example: keeps the workplace clear and clean and Collects waste and sorts it according to regulations.

You make the following overview of this feedback.

| Competence | What requires attention |
|--|--|
| | |
| <i>1. Works safely, hygienically, cost and environmentally conscious</i> | <i>Keeps the workplace tidy and clean</i> |
| | <i>Collects waste and sorts it according to regulations.</i> |
| | |
| <i>3. Uses the right materials and resources</i> | <i>Handles materials and resources efficiently.</i> |
| | <i>Knows the uses of materials and resources.</i> |
| | |
| <i>6. Collaborates with others</i> | <i>Asks for help if he can't figure it out on his own</i> |
| | <i>Shares relevant information with colleagues</i> |
| | |

Participant 1 also showed his strengths. Also mention that in the feedback.

You select 2 or 3 competences on which this participant scores well. For example: 2. Plans and organizes the work and 5. Communicates with colleagues, supervisors and external parties.

The participant shows the strengths per competency in the following behavioral criteria. At Competency 2. Uses relevant information, such as instructions and work order and Works according to safety procedures, regulations and work instructions.

You can also put this feedback in an overview:

| Competence | What are you good at |
|--|--|
| | |
| <i>2. Plans and organizes the work.</i> | <i>Uses relevant information, such as instructions and work order</i> |
| | <i>Works according to safety procedures, regulations and work instructions</i> |
| | |
| <i>5. Communicates with colleagues, managers and external parties.</i> | <i>Uses correct manners.</i> |
| | <i>Contributes to a positive working atmosphere.</i> |
| | |

Give the participant feedback in the overviews and explain it orally. The participant knows that he has to pay extra attention to the points of attention indicated. The participant also knows what he scores particularly well on.

When the participant does the assignment for the second and third time, take this feedback back. Is there improvement? If so, in which parts?

Evaluate the program regularly with the participant's manager.

If the participant is not skilled enough after performing the same practical assignment 3 times, you can decide in consultation with the manager to have the participant perform this assignment a fourth or fifth time.

If you think that the participant is not suitable for the profession, you should also discuss this with the participant's manager.

Completion of practical assignments and planning of the final test

The participant who has shown that he can perform all practical assignments well, may take a final test.

In the final test, the participant carries out a practical assignment.

The company determines where the participant can perform the final test and chooses an assignment that is relevant for an Allround Cleaner IC and in which the participant can show all his skills.

During the final test, the participant carries out the assignment completely independently, without further guidance.

You assess the completed assignment on the basis of the assessment form below.

| Core task: Carry out cleaning work | | | |
|--|---|---|---|
| 1.1 Prepares for the work | I | G | N |
| Coordinates the execution with the manager and/or Operator/Machinist and colleagues. <ul style="list-style-type: none"> Determines the resources and people required for implementation Sets goals and priorities Gets along well with colleagues and supervisor | | | |
| Gathers the right materials and tools <ul style="list-style-type: none"> Prepares materials, tools and equipment for use Checks own PPE Knows the possible uses of materials and resources | | | |
| Collaborates with the Operator/Machinist when preparing the installation <ul style="list-style-type: none"> Knows the uses of the installation Prepares the installation for use Checks the safety devices on the equipment | | | |
| Checks the security of the location <ul style="list-style-type: none"> Identifies and reports an unsafe situation Responds alertly and actively to unsafe situations Points out the risks of unsafe situations to others | | | |
| 1.2 Cleans the object according to the instruction | I | G | N |
| Performs cleaning tasks. <ul style="list-style-type: none"> Makes surfaces clean and ready for the next treatment Uses materials, tools and equipment correctly Handles materials and resources efficiently | | | |
| Works according to instruction. <ul style="list-style-type: none"> Works according to safety procedures, regulations and work instructions Handles feedback from colleagues constructively Shares relevant information with colleagues | | | |
| Works accurately and within the agreed time. <ul style="list-style-type: none"> Fulfills work agreements made or informs you in a timely manner if this is not possible Keeps the workplace tidy and clean | | | |
| 1.3 Safe disposal and clean up | I | G | N |
| Disposes of the residues according to regulations. <ul style="list-style-type: none"> Disposes of waste/residual material in accordance with regulations Addresses others about unsafe and/or non-environmentally conscious behaviour Makes suggestions for non-environmentally conscious actions | | | |
| Cleans up the used materials and tools. <ul style="list-style-type: none"> Cleans used tools after use Checks whether tools are still functioning properly Checks if materials are not exhausted Safely stores materials and resources | | | |
| Performs daily maintenance on equipment and tools | | | |

| | | | |
|--|--|--|--|
| <ul style="list-style-type: none"> • Signals deviations in equipment • Consults the manual • Performs daily maintenance of materials and resources according to company standards | | | |
| <p>I: Insufficient G: Good N: Not observed</p> <p>Total assessment final test: Pass / Fail*</p> | | | |

The participant must score Good for all parts to pass the final test.

A maximum of 3 underlying points of attention may be given the score 'N: Not observed.

Discuss the assessed assignment with the participant afterwards. Then you also give the result of the final test to the participant.

If the participant has passed the final test, the Allround Cleaner IC module has been completed.

If the participant has not passed, you discuss which practical assignments the participant can perform again in the workplace to gain even more experience.

*If you assess the final test with two people, the first step is to compare the scores of both assessors and arrive at a common point of view. You discuss this common position with the participant.