



Expert Supervisor Asbestos Removal (DTA)

Practical workbook Supervisor

Introduction

The participant will practice skills for the profession of Expert Asbestos Removal Supervisor (DTA) in practice at the company. The participant practices these 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 profession of Expert Asbestos Removal Supervisor (DTA) entails, the participant collects contact details and the participant 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 give him feedback on his work.

There are 12 different practical assignments for the participant, Expert Asbestos Removal Supervisor, which he must perform at least 3 times. As a supervisor, you provide feedback and suggest points for improvement based on each assignment performed.

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

Professional competences Expert Asbestos Removal Supervisor (DTA)

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

- Checks the water for legionella
- Signals and reports unsafe situations and non-environmentally aware 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.
- Uses equipment correctly
- 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.
- Addresses colleagues about careless use of PPE .
- 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.
- 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.
- Maintains materials and resources according to company standards.
- Does not make improper use of materials and resources.
- Stores materials and resources in a clean and safe place.

Competency 4. Minor maintenance and checking equipment

- Performs simple maintenance.
- Checks the technical condition of the equipment.
- Signals deviations in equipment.
- If necessary, consults with colleagues and immediate supervisor.
- Works according to procedures and regulations.

- Consults the manual.
- Uses the right tools.
- Keeps the workplace tidy and clean.
- Uses the prescribed PPE.
- Initiates ad hoc maintenance.

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 for clarification if necessary.
- Gets a message across briefly and clearly.
- Asks colleagues or DTA 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.

Competency 6. Collaborates with others

Behavioral criteria

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

Competency 7. Ensures quality of work performed

Behavioral criteria

- Consults with colleagues, managers and external parties .
- Signals deviations and reports this.
- Addresses colleagues about non-quality-conscious actions.
- Works according to procedures and regulations.
- Checks own work during and after the performance of tasks.

- 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.
- Works accurately.

Competency 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.
- Attends training sessions and/or courses.
- Is open to personal development and acts accordingly.
- Encourages colleagues to continuously develop themselves.

Competency 9. Handles changes well

Behavioral criteria

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

Competency 10. Supervises colleagues

Behavioral criteria

- Ensures a good introduction of new colleagues.
- Prepares instructions.
- Transfers professional expertise in an understandable manner.
- When instructing, links up 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.
- Adjusts the guidance to the wishes and needs of the colleagues in relation to the company's goals.
- Takes the situation of the individual employee into account.
- Conducts work conversations with colleagues he supervises.
- Pays attention to nonverbal communication.

- Takes action when the situation calls for it.
- Evaluates the course of supervision.

Competency 11. Directs colleagues

Behavioral criteria

- Defines assignments for employees.
- Takes into account the qualities of employees when distributing the work.
- Monitors the progress of the work and sets priorities.
- Provides employees with the necessary information.
- Clearly states what is expected of employees.
- Holds employees accountable for their responsibility.
- Involves employees in the organization of the work process.
- Signals tensions and acts accordingly.
- Discusses problems and looks for solutions.
- Creates working conditions with optimally functioning employees.
- Takes differences between employees into account when interacting with them.
- Evaluates own work.
- Administers matters related to personnel.
- Makes plans, progress and final reports.

Competency 12. Reports data

Behavioral criteria

- Provides clear, complete and relevant information.
- Reports data and findings to manager, colleagues and /or possibly other parties involved.

Competency 14. Monitors the work process

Behavioral criteria

- Signals deviations in the process flow.
- Determines when deviations or malfunctions must be reported.
- Works according to procedures and regulations.
- Exchanges information with colleagues and/or supervisor.
- Takes responsibility for the work process.
- Takes responsibility for quality and safety.
- Oversees the consequences of interruptions and malfunctions on safety, quality and process progress
- Interprets the information correctly.
- Helps colleagues to solve problems.
- Ensures correct use of correct PPE .
- Coordinates and monitors the work performance of colleagues.

Competency 15. Acts customer-oriented

Behavioral criteria

- Is representative.
- Shows interest and listens actively.
- Clearly indicates what can and cannot be done.

- Responds to the changed situation and adjusts the working method accordingly in consultation with the manager.
- Refers to (specialised) colleagues if necessary.
- Provides advice when asked.
- Limits nuisance as a result of the work to a minimum.
- Ensures a tidy workplace after the work is completed.
- Prevents causes for complaints as much as possible.
- Takes every complaint seriously and ensures that the complaint is dealt with.

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. Give this back to the participant as feedback. 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 in particular. 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
2. Plans and organizes the work.	Uses relevant information, such as instructions and work order
	Works according to safety procedures, regulations and work instructions
5. Communicates with colleagues, managers and external parties.	Uses correct manners.
	Contributes to a positive working atmosphere.

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 earlier feedback into account. 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 a DTA and in which the participant can show all his skills.

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

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

Core task 1: Preparation of the asbestos removal work			
1.1 Assess the situation and give instructions	I	G	N
Analyzes the situation by comparing the documents and the actual situation. <ul style="list-style-type: none"> Collects and interprets relevant information Prioritizes Determines the resources and people required for work performance 			
Instructs the employees according to the work plan. <ul style="list-style-type: none"> Transfers professional expertise in an understandable manner Prepares instructions Makes work appointments with colleagues 			
1.2 Setting up the work area	I	G	N
Have barriers and markings installed. <ul style="list-style-type: none"> Knows the uses of materials and resources Chooses the right materials and resources to carry out work Verifies that company and safety regulations have been followed 			
Test whether the containment equipment is ready for use. <ul style="list-style-type: none"> Checks the water for legionella Checks the work of others Signals deviations and reports this 			
Ensures that equipment is inspected and properly connected. <ul style="list-style-type: none"> Checks the technical condition of the equipment Prepares equipment and tools for use Works accurately 			
1.3 Ensuring personal safety	I	G	N
Ensures correct PPE for employees. <ul style="list-style-type: none"> Ensures correct use of the correct PPE Interprets the information correctly Takes responsibility for quality and safety 			
Ensures that employees wear suitable respiratory protection masks. <ul style="list-style-type: none"> Ensures correct use of the correct PPE Helps colleagues solve problems Oversees the consequences of disruptions on safety and quality 			
Remains with the containment during work. <ul style="list-style-type: none"> Clearly indicates what is possible and what is not possible Works according to procedures and regulations Takes responsibility for quality and safety 			
Core task 2: Coordination of the asbestos removal activities			
2.1 Guiding the work to be performed	I	G	N
Let employees perform work with selected equipment and tools. <ul style="list-style-type: none"> Observes employees as they perform their work Coordinates and monitors the work performance of colleagues Takes action when the situation calls for it 			

Ensures that the work is carried out according to the work plan. <ul style="list-style-type: none"> • Monitors progress and sets priorities • Holds employees accountable for their responsibility • Involves employees in the organization of the work process 			
Monitors the safe performance of the work. <ul style="list-style-type: none"> • Discusses problems and looks for solutions • Creates working conditions with optimally functioning employees • Takes differences between employees into account when interacting with them 			
2.2 Disposal of waste containing asbestos	I	G	N
Ensures that waste is safely packed and labeled. <ul style="list-style-type: none"> • Checks the work during and after the execution • Calls colleagues to account for non-quality-conscious actions 			
Ensures that work is done safely. <ul style="list-style-type: none"> • Works according to procedures and regulations • Stimulates cooperation • Considers the consequences actions may have on others outside the team 			
2.3 Completion of the work	I	G	N
Performs a visual inspection of the work performed. <ul style="list-style-type: none"> • Keeps the workplace tidy and clean • Identifies and reports unsafe situations and non-environmentally conscious actions • Works in accordance with applicable regulations for safety, working conditions and the environment 			
Informs the client and the supervisory authority about the work performed. <ul style="list-style-type: none"> • Conveys a message concisely and clearly • Shows motivation • Evaluates the work process and makes suggestions for improvement 			
2.4 Minor maintenance and remedying (minor) faults	I	G	N
Provides instructions for correcting minor faults. <ul style="list-style-type: none"> • Performs easy maintenance • Signals deviations in equipment • Consults the manual 			
Reports malfunctions and necessary technical maintenance. <ul style="list-style-type: none"> • Checks the technical condition of the equipment • Initiates ad hoc maintenance • Presents a problem in a clear manner 			
2.5 Have a decontamination procedure carried out	I	G	N
Has the decontamination procedure done correctly. <ul style="list-style-type: none"> • Provides feedback to colleagues • Responds alertly and actively to the emergence of unsafe situations • Ensures proper use of materials, tools and PPE 			
Has the decontamination procedure done correctly in transit. <ul style="list-style-type: none"> • Ensures working according to procedures and regulations 			

<ul style="list-style-type: none"> • Responds alertly and actively to the emergence of unsafe situations • Holds colleagues accountable 			
Ensures quality of work performed. <ul style="list-style-type: none"> • Works accurately • Treats all colleagues equally • Checks the work of others during and after the performance 			
Core task 3. Provides functional leadership			
3.1 Provides instruction and guidance	I	G	N
Informs and instructs employees about the work and safety. <ul style="list-style-type: none"> • When instructing, links up with the knowledge and experience of colleagues • Demonstrates how professional actions can best be performed • Prepares instructions 			
Is open to questions from employees. <ul style="list-style-type: none"> • Shows interest and actively listens • Gives colleagues the space to ask questions and checks whether colleagues understand the explanation • Pays attention to nonverbal communication 			
Ensures quality of work performed <ul style="list-style-type: none"> • Works accurately • Evaluates the work process and makes proposals for improvement • Handles confidential information with care 			
3.2 Checks and resolves issues	I	G	N
Checks the work performed regularly. <ul style="list-style-type: none"> • Stimulates and motivates colleagues • Checks the work of others during and after the performance • Works according to procedures and regulations 			
Investigates problems and solves them in collaboration with the employees. <ul style="list-style-type: none"> • Shows interest and actively listens • Stimulates cooperation • Is flexible in the execution of tasks 			
O: Insufficient G: Good N: Not observed			
Total assessment final test: Pass / Fail*			

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 DTA module is 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.