



# Respiratory Air Specialist

## Practical workbook Supervisor

## Introduction

The participant will practice at the company with skills for the profession of Respiratory Air Specialist. 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 a picture of what the profession of Respiratory Air Specialist 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 13 different practical assignments for the participant, 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 Respiratory Air Specialist**

#### ***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.
- Uses equipment correctly.
- Checks own PPE .
- Addresses colleagues about 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.
- Suggests improvements to the responsible person.
- Works cost-consciously.
- Handles life-saving resources and equipment responsibly.
- Always checks members of the team for proper use of respiratory protection and life-saving equipment.

### ***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.
- Performs the LMRA before starting work.
- Discusses with the team who will take on which role.

### ***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.
- Performs (daily) maintenance of 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.
- Sets up the equipment responsibly.

- Reports flaws and defects in the LSU logbook.

#### ***Competency 4. Maintains Equipment***

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

#### ***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 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.
- Shows interest in the work of others.
- Communicates professionally and correctly with the communication equipment.
- Communicates clearly in emergency situations.
- Provides colleagues with necessary information.

#### ***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.
- Handles feedback from colleagues constructively.
- 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.

- Shares relevant information with colleagues.
- Holds colleagues accountable for their responsibilities.
- Motivates and stimulates colleagues.
- Considers the consequences actions may have for others outside the team.
- Identifies tensions in the team and acts accordingly.
- Discusses problems and seeks solutions.

**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.
- Provides correct information to clients or, in case of doubt, refers to the person responsible.

**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.
- Keeps up to date with documentation.
- Attends training sessions and/or courses.
- Is open to personal development and acts accordingly.
- Inquires regularly about and is open to new developments.
- 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.
- Follows new developments.
- Makes an active contribution to the implementation of changes and innovations.

**Competency 10. Supervises colleagues**

### *Behavioral criteria*

- Ensures a good introduction to new colleagues.
- Provides instructions on work to be performed.
- 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.
- 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.
- Contributes to ensuring that new team members are properly integrated into the team.

### **Competency 12. Registers data and reports**

#### *Behavioral criteria*

- Records relevant data in the applicable documents.
- Provides clear, complete and relevant information.
- Reports complete and accurate.
- Works according to procedures and regulations.
- Reports data and findings to those 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 solve problems.
- Ensures correct use of correct PPE .
- Oversees the coherence between the parts of the work process.

### **Competency 15. Acts customer-oriented**

#### *Behavioral criteria*

- Is representative.
- Inventorizes the wishes and needs of the customer.

- 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.
- Thinks along, also gives unsolicited advice.
- 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 follow-up.

**Competency 16. Acting risk-aware**

*Behavioral criteria*

- Always shows the awareness that acting in the course of work can have immediate life-threatening consequences.

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.*

<b>Competence</b>	<b>What requires attention</b>
<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>

6. Collaborates with others	Asks for help if he can't figure it out on his own
	Shares relevant information with colleagues

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 Respiratory Air Specialist and in which the participant can demonstrate 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.

<b>Core task 1: Performs reactor work</b>			
<b>1.1 Prepares the catalyst handling</b>	I	G	N
Provides instruction and discusses safety plans <ul style="list-style-type: none"> <li>Actively participates in work discussions</li> <li>Determines the resources and people required for implementation</li> <li>Sets goals and priorities</li> </ul>			
Prepares the necessary materials and equipment with the team <ul style="list-style-type: none"> <li>Prepares materials, tools and equipment for use</li> <li>Organizes the work of colleagues</li> <li>Sets up the equipment responsibly</li> </ul>			
Goes through work permit and TRA and checklist IDLH and performs tests <ul style="list-style-type: none"> <li>Performs the LMRA before the work is started</li> <li>Signals deviations and reports these</li> <li>Always shows the awareness that acting on work activities can have immediate life-threatening consequences</li> </ul>			
<b>1.2 Unloads the reactor</b>	I	G	N
Attaches fall protection <ul style="list-style-type: none"> <li>Works according to safety procedures regulations and work instructions</li> <li>Uses the prescribed PPE</li> <li>Does not make improper use of materials and resources</li> </ul>			
Cooperates when unloading the reactor <ul style="list-style-type: none"> <li>Always checks team members for proper use of respiratory protection and life-saving equipment</li> <li>Communicates professionally and correctly with the communication equipment</li> <li>Adapts to changing circumstances</li> </ul>			
Sucks up the catalyst from the reactor <ul style="list-style-type: none"> <li>Identifies and reports an unsafe situation</li> <li>Uses the right tools</li> <li>Performs all work in accordance with the applicable regulations for safety, working conditions and the environment</li> </ul>			
<b>1.3 Loads the reactor</b>	I	G	N
Loads the reactor according to the loading diagram <ul style="list-style-type: none"> <li>Checks the work of others during and after the performance</li> </ul>			

<ul style="list-style-type: none"> <li>• Checks own work during and after the performance</li> <li>• Provides colleagues with necessary information</li> </ul>			
Uses the correct catalyst method <ul style="list-style-type: none"> <li>• Chooses the right materials and resources to carry out the work</li> <li>• Handles life-saving resources and equipment responsibly</li> <li>• Discusses with the team who will take on which role</li> </ul>			
<b>1.4 Completes the work</b>	<b>I</b>	<b>G</b>	<b>N</b>
Dispose of the catalyst according to regulations <ul style="list-style-type: none"> <li>• Disposes of waste/residual material in accordance with regulations</li> <li>• Addresses others on unsafe and/or non-environmentally conscious behaviour</li> <li>• Performs all work in accordance with the applicable regulations for safety, working conditions and the environment</li> </ul>			
Clears the barrier and fall protection <ul style="list-style-type: none"> <li>• Stores materials and resources in a clean and safe place</li> <li>• Reports flaws and defects in the LSU log</li> <li>• Takes responsibility for quality and safety</li> </ul>			
O: Insufficient G: Good N: Not observed  Total assessment final test: Pass / Fail*			

The participant must have a 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 Respiratory Air Specialist 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.