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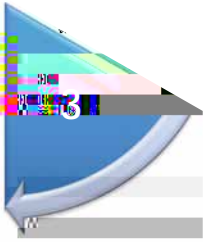




# Guidance: the six steps of the competency cycle

## Establish roles

LHs consider the particular role and personal development needs of each employee



## Collect evidence

Organisations are already collecting evidence, monitoring and recording performance issues on a day-to-day basis; this may provide much of the evidence required for a competency



## Produce a Training Needs Analysis (TNA)

Training Needs Analysis (TNA) involves a continuous comparison between the existing knowledge (or behaviours or skills) and desired knowledge. It will often be informal and will

## Provide Training

Training is delivered to fulfil individual needs: both content and method of delivery will vary depending on the nature of those needs. For example, for those with extensive training requirements, training may involve formal classroom teaching combined with practical training.

Individual training needs should be met on an ongoing basis; training will be delivered as and when required. LHs should not wait for 'annual refresher' dates to address performance







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## Appendix: using the competency guidance

The following are illustrative examples of how the guidance might be used, in practice. The examples are intended to promote discussion rather than act as a precise model to follow; they give a skeleton overview of the process when applied to (1) a Contract Manager in a small licensed company and (2) an experienced Operative working in a large organisation. They are intended to illustrate broader points about the process that will be applicable to many different situations.

### Example 1 **Contract Manager**

X has worked for the same small licensed contractor for many years. He reports directly to the Managing Director. There



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As a starting point, the Managing Director and X develop a matrix of relevant competency elements for X's role. They make reference to appropriate supporting material and this forms a basic 'performance agreement'. They will use it as a cover page form/ ma2 tiloagrve re rs



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## Example 2 Experienced Operative

Y is an experienced Operative working for a large contractor; the employer runs a number of regional offices each supporting a number of operational teams. Operatives will work with various supervisors, depending on the needs of particular jobs; they are line managed by Supervisors on individual jobs, but report to Contract Managers for the purposes of appraisals. The organisation has dedicated H&S and Quality Managers.

### 1. Establish roles

Y doesn't want to be a Supervisor, but in reality he does take on 'senior' responsibility on site. He often sets up DCUs, and organises paperwork for his Supervisor. He often takes responsibility for checking an area is visually clean, before four stage clearance and frequently takes on responsibilities associated with feeding back site issues to the Contract Manager.

- ◆ Table 1 – all competency elements are relevant, apart from 3.4 (ancillary work). Under the 'controls' topic,





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## ***6. On-going assessment***

The evidence gathering methods described above are used on a continual basis. Recent training and appraisals are used to guide the focus of on-going assessment. For example, when injection equipment is required, Y's Contract Manager is keen to ensure that Y is on the job with an experienced Supervisor who will instruct, monitor and assess how his training is put into practice. When auditors are considering Y's performance at future visits they are looking for evidence that his work is

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	SITUATION	POTENTIAL PERFORMANCE GAPS	ACTION (IMMEDIATE & FOLLOW UP)
1	Analyst fails visual inspection	<p>The Analyst's "stage 2" failure means that Supervisor's visual inspection has not been done to the required standard; the area has not been cleaned as far as reasonably practicable (Table 2, 4).</p> <p>This situation is linked to many other potential performance gaps. Perhaps the supervisor hasn't implemented the plan properly (Table 2, 2.1 and 2.2) and has failed to keep it clean and orderly (Table 3, 3.1). Perhaps the Supervisor has set a poor standard about the expected standard of cleaning (leadership, Table 3, 4.1).</p> <p>The gaps may be at Contract Manager level: its possible that the plan itself needed to be clearer about areas that would be problematic for clearance and the Contract Manager failed to establish and agree standards before the job started; there was not proper discussion between assessor, client and analyst (Table 3, 4.3, table 3, 2.2). It's also possible that the team simply didn't have time &amp; resources to clean the area properly (Table 3, 2.4).</p> <p>There may be an underlying problem where routine management expectations for planning, monitoring etc do not expect plans to address 'difficult' to clean situations. In this case, the</p>	





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