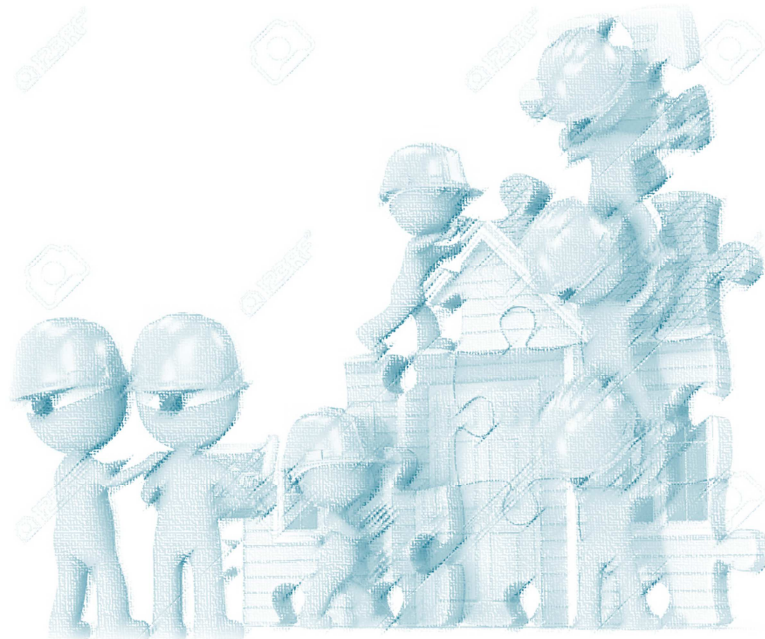


Middle Management in the Building Sector

Agreement N°: 2015-1-FR01-KA202-015054

Team leaders and worksite supervisors: Contents for vocational training

Project Intellectual Output O2



Fundación Laboral de la Construcción, Spain
CCCA-BTP, France

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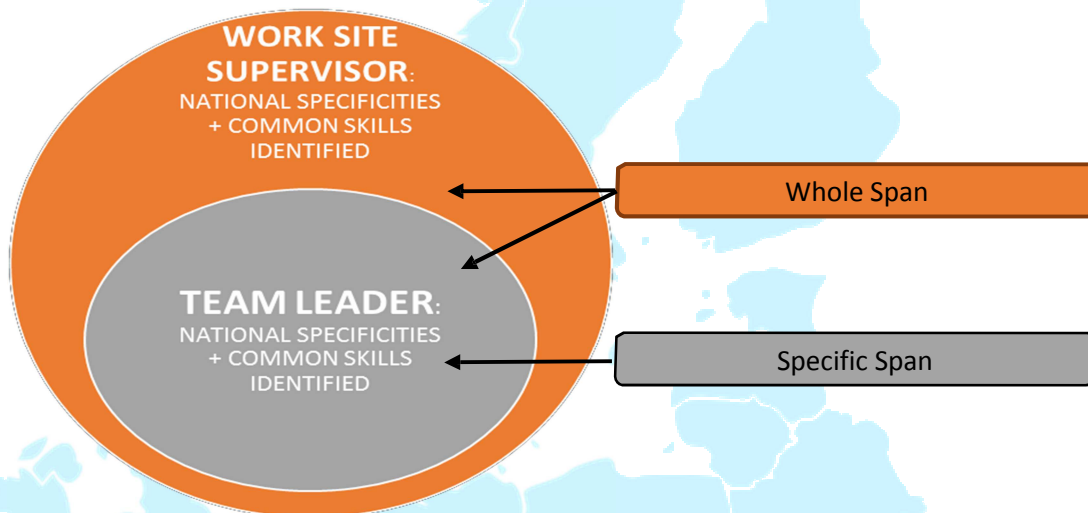
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INTRODUCTION



The previous phase of the ConstructyVET project was based on the identification of company needs in terms of knowledge, skills and competence, especially transversal and soft, in line with the evolution of the jobs of worksite supervisor and team Leader. To carry out the Phase 2 of the project, it was very important to adopt common definitions, explanations and examples of each concept, especially by taking into account the definitions proposed for each concept used in the classification and development of each component associated to the soft and transversal skills identified in the previous phase. Thus, the basic concepts consist in the definitions, proposed to establish a common starting point in those elements that will be taken into consideration during the second phase of the project and which priority is determining the training modules that define the formative itinerary of the worksite supervisor and the team leader.



The first work consisted in the review of national training paths related to the profiles of worksite supervisors and team leaders. After that, the partners produced a matrix with legal references to a professional certificate or qualification, theoretical contents, experience needed, range of occupations, etc.

The second step consisted in a review and analyse of job offers, which main objective was to identify the companies' demands to the profiles under review. The method for the IO2: Each of the statements proposed in the job offers has been related to a soft- transversal skill to observe the most commonly present in the text of these jobs offers therefore the most demanded by the companies.

The third initial step was the compiled report of the answers and opinions collected further to individual interviews and work in focus groups, enabling the partners to build up, further on, learning itineraries based on:

- ✚ Trades-occupations-jobs corresponding to appropriate qualification levels in line with National Qualification Frameworks (NQF).
- ✚ Some technical, but mostly Soft/transversal skills pointed out by the companies as essential for worksite supervisors and team leaders.
- ✚ Indication of main contents for training.

EVOLUTION OF COMMON CHARACTERISTICS OF WORKSITE SUPERVISORS AND TEAM LEADERS

WORKSITE SUPERVISOR

↪ Main characteristics of worksite supervisor in the partner countries



In every country it was pointed out that worksite supervisors must have global and integrated vision of the worksite and of the staff placed under their responsibilities. Their first legitimacy is based on their solid technical and technological knowledge, plus environmental, health and safety standards and formal regulations, but even if it is essential, it is not considered as sufficient. In fact, the investigation demonstrates clearly that worksite supervisor must possess **transversal and combined skills where many components are blended** to give him capacities of anticipation, organisation, negotiations, communication (with customers, hierarchy and staff), controlling and speed reactions in complex situations. S/he must consider and manage worksites as projects by looking ahead and mobilizing people for the achievement of planned

results. **Human resources management** is the aspect that becomes ever more complex and demands specific communication skills to make staffs adhere to the objectives given. Contacts with customers and subcontractors also gain in importance. Thus, his/her **first competence is above all managerial** with a level of complexity steadily increasing that includes management of resources of any kind, respect of contractual obligations and norms, as well dealing with a significant number of unforeseen situations. For all these reasons, work supervisors must be able to manage their own stress and to decrease stressful situations of their staffs.

↪ Main evolutions of the worksite environment and sustainable changes at worksite

Once again, the investigation results show clearly an increasing degree of complexity of the changing environment and work situations the worksite supervisors face in the partner countries. Steady cost pressure, more competition, ever shorter deadlines, as well as more and more formal regulations and new norms related to health and safety prescriptions, environmental and energy saving requirements, technical and technological change, as well as ICT evolution determine organisation and work conditions at worksites. **Therefore, worksite supervisors must be able to adapt to new materials, new techniques, new standards, new methods and new organisations by getting regular information and appropriate training.** The main change consists in the fact that worksite supervisors do not manage different means of production as a first goal of their activity, but **they are in charge of respect of objectives in terms of contractual final results** as agreed with customers, with respect of the means (human, financial and material) attributed.

↪ Participation in organisational, financial and human resources management

Worksite supervisors are considered by their hierarchy as operational worksite **managers with an increasing degree of autonomy and responsibility**. They are in charge of process planning and scheduling, as well as of the organisation of appropriate means, in line with the instructions received from the head of the company. Within this framework, **they rely on team leaders to coordinate workers**. Their contacts with subcontractors and suppliers are increasing, as well as controlling activities.

But the core of their activity remains, according to the results of the investigation carried out, human resources management that becomes ever more complex given that the work itself becomes more and more complex from legal, technical, organisational, financial and human points of view.

Thus, as an operational manager at worksite, s/he is involved in the whole management of the production process, even if s/he follows the instructions given by hierarchy (total control over the project by using both responsibility and independence when managing worksites).

The activities of mediation (with staff, with clients and with other external partners) **are also gaining in importance and become key actions**, in parallel with activities of permanent controlling and final evaluation of contractual results. Besides, in many partner countries, worksite supervisors are more and more involved in financial planning as interface between company head office and operational level.

Relationships between worksite supervisors and team leaders

The first aspect pointed out by the partners after the investigations is a mutual trust between worksite supervisor and team leaders as a necessary condition of a smooth organisation of activities. This demands from worksite supervisors to be **good communicators, open minded and technically at the forefront**. His/her legitimacy towards team leaders is based on clear hierarchical relation where s/he is fully recognised as skilled professional from technical, organisational and human points of view, **capable to build up cohesion of staffs**, to implement a good understanding of objectives to be achieved and to guarantee an efficient external/internal communication/mediation with all the partners and with hierarchy. Listening skills and capability to be understood and followed by team leaders are considered as essential to succeed in this function.

TEAM LEADER

↳ Main characteristics of a team leader



The main common characteristic pointed out by the project partners further to the investigations is the increasing requirement of **autonomy** at work with more and more pronounced **leadership**, as a principal support of worksite supervisor. Concerning other characteristics,

transversal skills are tackled more frequently than technical competences. Both are necessary and technical knowledge remains a basis of the team leader legitimacy, but the interlocutors interviewed underline that technical aspects are easier to learn, whereas transversal skills are less linked to knowledge and depend more on abilities and professional/human behaviour. Thus, they stress the increasing importance of **communication** to understand and support workers, to control the production process and to evaluate results, as well as to make staff adhere to collective projects with their advantages and constraints. Otherwise, team leaders do not have to be only followers of the decisions taken by the others, but they must have the ability to foresee and to plan ahead. Besides, team leaders must be at ease in multifunctional environment with multiple activities, which demands comprehensive views of the construction process, independence and thoroughness (technical, normative, legal and organisational) with a certain will to manage and motivate people. His/her role is often difficult as s/he is at the same time a “chief” and a “fellow”. Therefore, s/he must be **able to negotiate** and to make accept his/her natural authority, with mutual respect and trust.

6

↳ Main evolutions of the worksite environment and sustainable changes at worksite

All the partners stress that worksites have become more complex nowadays and new requirements in terms of legislation and norms are more and more numerous. Moreover, technological, organisational and behavioural evolutions are very fast, which requires a great capacity of adaptation to changing contexts, where productivity with deadlines always shorter and quality always higher are the main criteria of performance for customers and for hierarchy. Besides, team leaders are more and more involved in administrative procedures to which they are not always well prepared. Today’s environment demands in fact not only an in-depth knowledge of technics and norms, but a new professional culture where energy saving, health & safety at work or ICTs are fully assimilated as steady components of activities undertaken.

↳ Participation in the organisation of the worksite

The first contribution of team leaders to the organisation of the worksite is to explain work and processes to their crew, including all the formal requirements. **They also organise each worker’s tasks and proceed with quality check.** By encouraging participative management of staffs, they listen to the workers and take into account their opinions when organising and controlling activities and final outcomes.

The degree of their autonomy has increased and they are more and more responsible for deadlines, problem solving, motivation of staff, safety & health, waste treatment, as well as for administrative and even for some financial aspects of their activities. Being “in the middle” between head office and directly operational level

coordinated by worksite supervisor, team leader is gaining in importance on worksite and becomes a partner who really contributes to its organisation, given that s/he remains in charge of execution of the project and of coordination of his/her staff.

Relationships between team leaders and other workers

In the partner countries team leaders are clearly situated as supervisors of their crews who have hierarchical legitimacy and authority. But they must chose themselves necessary means to make them respected by the workers, starting from their technical and technological knowledge, but also trough their transversal skills: especially communication, mediation, spirit of cooperation, motivation, conviction, as well as **ability to make adhere to projects and activities**. To build up positive relationship with other workers, team leaders must be open minded and attracted by mutual trust and confidence where potential conflicts could find positive end quickly. Main characteristics required therefore are: diplomacy, clarity, respect, natural authority, capacity of delegating and controlling, acceptance of criticism and capability of sending signs of recognition

SUGGESTED LEARNING OUTCOMES, ASSESSMENT CRITERIA AND POTENTIAL LEARNING UNITS

1. TEAM BUILDING FOR SUCCES ORIENTATION (for TEAM LEADERS)

Publics: Team Leaders



| 1.1 Regulatory environment and standards of safety on worksite. | |
|--|--|
| DESCRIPTION | ASSESSMENT CRITERIA |
| <ul style="list-style-type: none"> ☞ Knowledge of the Labour Code and of the Collective Agreement in relation to the management of a team on worksite. ☞ Knowledge of the standards relating to safety and health at work. | <ul style="list-style-type: none"> ☞ The parts of the Labour Code and of the Collective Agreement essential to managing a team on worksite are known. ☞ The standards relating to safety and health at work, as well as prevention plans are mastered. |

| 1b. Definition of human resources and principles of organization of work team for the objectives. | |
|--|---|
| DESCRIPTION | ASSESSMENT CRITERIA |
| <ul style="list-style-type: none"> ☞ Implementation of the procedures, from the documentation of the work and applying the rules of hygiene, safety and health protection at work. ☞ Preparation of daily intervention of the team, including external teams, to ensure the execution of the works, by developing documents of organization of daily operations. | <ul style="list-style-type: none"> ☞ The constitution of the team is in line with the requirements of the site, abilities and personalities of individuals. ☞ The procedures can be understood by the team and are usable. ☞ Daily schedules respect dates and deadlines. ☞ Daily schedules are in line with the general schedule and the resources of the company. ☞ Daily schedules are detailed by basic tasks and specify a logical planning. ☞ Control of tasks and performance measures are put in place. |

| 1.2 Techniques of communication and solving problems within the team and on site. | |
|--|---|
| DESCRIPTION | ASSESSMENT CRITERIA |
| <ul style="list-style-type: none"> ☞ Knowledge of the techniques of communication and of team leadership for the proper performance of the tasks assigned. ☞ Speaking in public. ☞ Preparing and conducting a meeting. ☞ Resolving relational incident. ☞ Knowing the basics of motivation. | <ul style="list-style-type: none"> ☞ The speech is suited to different audiences and remarks are positive. ☞ The criticisms are made in a justified and positive way; they are accompanied by relevant proposals. ☞ The preparation and carrying out of meetings allow to transmit and to collect information useful to the progress of teamwork. ☞ Relevant and constructive comments of the workers are taken into account. ☞ Decisions made are communicated by ensuring their understanding and adhering to their execution. ☞ The notes are written in plain language, avoiding jargon and without spelling and syntax errors. |

1.3 Autonomy, flexibility and adaptability.

| DESCRIPTION | ASSESSMENT CRITERIA |
|---|--|
| <ul style="list-style-type: none"> ☞ Empowering the team leader in the management of the workers. ☞ Capacity of anticipation. | <ul style="list-style-type: none"> ☞ The decisions concerning team are made autonomously. ☞ Evidence of anticipation is given. ☞ Responsibility for decisions lies. |

1.4. Interpersonal skills to collaborate and lead a team.

| DESCRIPTION | ASSESSMENT CRITERIA |
|--|---|
| <ul style="list-style-type: none"> ☞ Preparing the team to the reactivity, while getting personally involved in the building process. ☞ Developing a sense of the communication by entering more easily in relation to workers. ☞ Mastering professional and personal stress. ☞ Finding solutions to difficult interpersonal situations. ☞ Motivating the team and boost membership of the production objectives. | <ul style="list-style-type: none"> ☞ The instructions are directive, clear, unambiguous, coherent and intelligible, allowing a good understanding. ☞ The speech is suited to different audiences and circumstances. ☞ The criticisms are made in a justified and positive way; they are accompanied by relevant proposals. ☞ The preparation and carrying out of meetings allow to transmit and to collect information useful to the progress of teamwork. ☞ Relevant and constructive comments of the workers are taken into account. ☞ Decisions made are communicated by ensuring their understanding and adhering to their execution. |

1.5 Exercise of its role of middle management.

| DESCRIPTION | ASSESSMENT CRITERIA |
|---|--|
| <ul style="list-style-type: none"> ☞ Identifying and mobilizing resources to build a team. ☞ Leading independently a team for common and individual production targets, ensuring to establish healthy relationships. ☞ Listening to, adopting and passing on orders from superiors. ☞ Coordinating tasks. ☞ Managing the interfaces between various stakeholders and team. ☞ Leading by example. ☞ Sharing the responsibility for a team. ☞ Streamlining the organization of work, adapting the planning of daily intervention to the team depending on the vagaries of site (climatic, technical or human). ☞ Transmitting the standards, the specifications, the organisation of the work, deadlines, etc. ☞ Locating activities in multi-professional contexts | <ul style="list-style-type: none"> ☞ The parameters of building a team for the defined objectives are well taken into account. ☞ The instructions are sent in a way that is clear and understood by the workers. ☞ The workers are advised in the execution of their tasks and activities. ☞ Daily individual objectives are met. ☞ Daily schedules are in line with the general schedule and the resources of the company. ☞ The constitution of the team is in line with the requirements of the site. ☞ The organization of the workstation is rational and does not create noise or disturbance in the work process. ☞ The workstation respect individual and collective safety rules. ☞ Assistance for people to accompany is planned. |

| 1.6 Communication by ensuring good understanding of instructions and membership in their execution. | |
|--|---|
| DESCRIPTION | ASSESSMENT CRITERIA |
| <ul style="list-style-type: none"> ✎ Maintaining a good working climate, favouring speed and productivity. ✎ Using sketches and guidelines that facilitate the understanding of the activities and tasks by the team. ✎ Guaranteeing the first point of contact to address any type of conflict and ensuring the best climate within their teams. ✎ Mastering methods of mediation to resolve conflicts. | <ul style="list-style-type: none"> ✎ It is created a climate of confidence and neutrality to facilitate communication. ✎ Methods of mediation to reassure worried workers are planned. ✎ A misunderstood decision is identified, clarified and justified. ✎ Listening and taking into account the opinion of each worker are effective. ✎ Relational type problems are resolved: individual or collective latent problems are identified and solutions contributing to the harmony of relationships are found. |

| 1.7 Transmission of technical and organizational knowledge. | |
|--|---|
| DESCRIPTION | ASSESSMENT CRITERIA |
| <ul style="list-style-type: none"> ✎ Updating their own knowledge. ✎ Welcoming a newcomer in a team. ✎ Training colleagues and learners to new products, new standards and new working methods. ✎ Create learning situations with workers. | <ul style="list-style-type: none"> ✎ Answers to the technical questions are formulated with technical words adjusted to the capacities of stakeholders, a clear, concise and complete understanding. ✎ Information or gesture to convey are presented clearly. ✎ Caring for the learner. ✎ Ability to repeat or reformulate the action by the learner, as well as ability to check the acquisition by the learner knowledge and know-how. |

POTENTIAL LEARNING UNITS:

1. TLU.01

Social regulation and safety standards in the management of the teams on worksite:

- ✎ Knowledge of the Labour Code and of the Collective Agreement in relation to the management of a team on worksite.
- ✎ Knowledge of the standards relating to safety and health at work.

2. TLU.02

Organization of the work for a team on worksite:

- ✎ Relationship between the procedures to be implemented and the human resources available.
- ✎ Modes of adequacy between skills and the individual profiles on the one hand and the tasks to run on the other.
- ✎ Control of the tasks performed rules and feedback to workers.
- ✎ Autonomy in making decisions and in the organization of the work of the team
- ✎ Ability to anticipate.
- ✎ Autonomy in the work and in the project.



3. TLU.03

Techniques of communication and solving problems within the team and on worksite:

- ↔ Information channels on the technical, human and administrative environment of work.
- ↔ Preparation and carrying out of meetings.
- ↔ Methods and techniques of mediation with the teams, the hierarchy and the subcontractors.
- ↔ Empathy and flexibility in managing team.
- ↔ Openness, sense of human contact.
- ↔ Communication skills.
- ↔ Resistance to the stress related to the management of difficult human situations.

4. TLU.04

Proximity management function to achieve the production objectives:

- ↔ Balancing profitability, respect for deadlines and standards with a healthy team management.

5. TLU.05

Team leader as a tutor:

- ↔ Act as company tutors.
- ↔ Train teams by encouraging individual professionalism at the service of common goals.
- ↔ Find synergies between the professional growth of people and productivity.



2. MANAGEMENT OF HUMAN RESOURCES AND TEAM BUILDING FOR SUCCES ORIENTATION

Publics: Worksite Supervisors



| 2.1 Planning and organization of human resources. | |
|---|---|
| DESCRIPTION | ASSESSMENT CRITERIA |
| <ul style="list-style-type: none"> ☞ Knowing the activities and roles of different stakeholders in the building process. ☞ Assessing the level of competence of the members of the team, as well as the collective performance. ☞ Preparing and organizing the work of the teams following the rules of the general organization of the company. ☞ Understanding the profiles of people to avoid to set up teams to problems. ☞ Developing a methodical, precise and rigorous approach in the organization of his own work and the work of employees. ☞ Managing the interfaces between different stakeholders and teams. ☞ Ensuring the respect of the planning and of the deadlines. | <ul style="list-style-type: none"> ☞ The method for estimating labour needs is under control in view of the constraints of the site. ☞ The qualification of employees is coherent with the nature of the site. ☞ In-depth knowledge of the timeline and of construction techniques is demonstrated by a description of the work to be done to workers, team leaders and subcontractors. ☞ Daily schedules provide a good positioning of the teams while respecting the dates and deadlines. ☞ Operating modes are in line with methods of execution. They are understood and useful to teams. ☞ Techniques and organizational options taken are relevant. ☞ Schedules specify a logical chain and respect the contractual commitments. |

| 2.2 Social regulation. | |
|---|---|
| DESCRIPTION | ASSESSMENT CRITERIA |
| <ul style="list-style-type: none"> ☞ Knowing in depth the parts of social regulation, especially labour code, work contact and collective agreement essential to good management of teams on worksite. | <ul style="list-style-type: none"> ☞ Social regulation and especially labour code, work contact and collective agreement essential to good management of teams on worksite are mastered. |

| 2.3 Strategies, methods and techniques of communication to achieve production targets. | |
|--|---|
| DESCRIPTION | ASSESSMENT CRITERIA |
| <ul style="list-style-type: none"> ☞ Knowing the techniques of communication and animation to the control of the progress of the construction site. ☞ Using information and communication tools and technology. ☞ Mastering the methods and techniques of organizing meetings to better coordinate teams. ☞ Speaking in front of a group. ☞ Resolving incidents of relational type. ☞ Producing documents that facilitate understanding the worksite and activities by workers and team leaders. | <ul style="list-style-type: none"> ☞ Work instructions are sent without ambiguity. ☞ The speech is suited to different audiences and remarks to pass are positive. ☞ The criticisms are made in a justified and positive way; they comprise relevant proposals. ☞ Documents facilitate the understanding of the site and of the activities by workers and team leaders. ☞ The preparation and animation of a meeting allows to transfer and collect information useful to the progress of the construction site. ☞ Constructive comments from employees are taken into account. ☞ Decisions taken are given by ensuring their understanding and adherence of teams in their execution. ☞ The notes are written in plain language, avoiding jargon and without spelling and syntax errors. |

| 2.4 Time management. | |
|--|---|
| DESCRIPTION | ASSESSMENT CRITERIA |
| <ul style="list-style-type: none"> ☞ Identifying and scheduling priorities to manage them efficiently. ☞ Establishing realistic schedules, in connection with the activities shared on site to also take into account the constraints of the other teams. ☞ Controlling the timing of scheduled operations and implement corrective actions if necessary. | <ul style="list-style-type: none"> ☞ The priorities are correctly identified. ☞ The scheduling of activities, tasks and singular interventions is properly established. ☞ Coordination rules and the explanation of the sequence of the work are given to teams. |

| 2.5 Methods and techniques of welcome for new employees on worksite. | |
|---|---|
| DESCRIPTION | ASSESSMENT CRITERIA |
| <ul style="list-style-type: none"> ☞ Establishing a welcome process for a new worker entering a construction site, in line with the recommendations of the company. ☞ Conceiving or use welcome folders for new incomers. ☞ Establishing a constructive relationship for a good professional and human integration of newcomers in a team. | <ul style="list-style-type: none"> ☞ The expectations of new employees are taken into account. ☞ The integration of the new employee plan is clear and accepted as well by the company as by himself. ☞ The assessment of the integration process are communicated and accepted. |

| 2.6 Authority and rigour in the management of human resources, relying on closed and open dialogues. | |
|--|--|
| DESCRIPTION | ASSESSMENT CRITERIA |
| <ul style="list-style-type: none"> ☞ Developing a sense of command. ☞ Developing self-control. ☞ Putting the authority at the service of the objectives to be achieved, by creating favourable production conditions at work. ☞ Passing the instructions emanating from the site manager. ☞ Maintaining and developing their own motivation and the teams to sign up to the professionals to achieve objectives, including to the quality approach. ☞ Speaking in public effectively. ☞ Identifying obstacles and threats that may endanger the production process. | <ul style="list-style-type: none"> ☞ The worksite supervisor behaves professionally and he is recognized by employees. ☞ The language used with the staff is professional. ☞ Employees are empowered to the achievement of the objectives and the quality of the work to provide. ☞ The criteria for assessment of the quality of the work are clearly communicated and observed their respect. ☞ The mechanisms at stake among teams are observed, understood, analysed and taken into account in the action. ☞ The levers of motivation are used. ☞ Frames of reference (organizational, administrative, safety, technical standards, rules of art, etc.) are recalled regularly. |

2.7 Ability to communicate, the conviction and the creation of the membership, by establishing relationships based on mutual trust.

| DESCRIPTION | ASSESSMENT CRITERIA |
|--|--|
| <ul style="list-style-type: none"> ✎ Knowing the techniques of communication and animation for the control of the progress of the construction site. ✎ Using information and communication tools. ✎ Mastering the methods and techniques of organizing meetings to better coordinate teams. ✎ Speaking in front of a group. ✎ Resolving incidents of a relational type. ✎ Producing documents that facilitate the understanding of the site, the activities and the tasks to be performed by the workers and team leaders. | <ul style="list-style-type: none"> ✎ Work instructions are sent without ambiguity. ✎ The speech is suited to different audiences and remarks to pass are positive. ✎ The criticisms are made in a justified and positive way; they are accompanied by relevant proposals. ✎ Documents facilitate the understanding of the site, the activities and the tasks to be performed by the workers and team leaders. ✎ The preparation and animation of meetings allow to transmit and to collect information useful to the progress of the construction site. ✎ Relevant and constructive comments of workers are taken into account. ✎ Decisions made are communicated by ensuring their understanding by the team, to guarantee their involvement in the execution process. |

2.8 Resistance to pressure and stress.

| DESCRIPTION | ASSESSMENT CRITERIA |
|---|---|
| <ul style="list-style-type: none"> ✎ Developing observational skills, analysis, deduction, anticipation and organization to better withstand the pressure and stress. ✎ Developing the ability to anticipate conflicts to establish constructive relationships at work. | <ul style="list-style-type: none"> ✎ Stress situations are identified, understood and analysed to diminish their scope. ✎ Comments made by employees related to actual or potential conflicts are taken into account. |

2.9 Setting objectives and taking decisions concerning teams.

| DESCRIPTION | ASSESSMENT CRITERIA |
|--|--|
| <ul style="list-style-type: none"> ✎ Processing information to make decisions. ✎ Collecting and communicating information. ✎ Select the right information. ✎ Giving directions to employees by appealing to the anticipation. ✎ Scheduling tasks. ✎ Presenting activities on a daily basis. ✎ Identifying risks that can cause problems or danger and propose remediation measures to be implemented. ✎ Evaluating potential gaps, to reorganize activities and readjust the schedule. | <ul style="list-style-type: none"> ✎ The instructions are expressed in a direct, clear way, unambiguous, coherent and intelligible, allowing a good understanding and commitment to the production process. ✎ The location of the points of tension is exhaustive. ✎ Potentially problem situations, such as putting in danger, failure to meet the standards, guidelines or specifications, relational or social conflicts, etc. are identified and improvement solutions are proposed, e.g. outreach teams, vocational training, formal warning, etc. ✎ Feedback is relevant and given in a detailed way, transferable and usable not only by the person concerned, but also by other services of the company. ✎ Corrective actions to be implemented according to the differences noted are well understood by the team. ✎ Accession of the persons concerned to the process of improvement of the results is verified. |

| 2.10 Establishment of clear reporting relationships. | |
|---|---|
| DESCRIPTION | ASSESSMENT CRITERIA |
| <ul style="list-style-type: none"> ↗ Leading teams effectively in respect of procedures and safety instructions. ↗ Making decisions in an independent manner, taking into account the context, resources and constraints. ↗ Following the instructions of the hierarchy. | <ul style="list-style-type: none"> ↗ A proof of listening to the teams is given. ↗ Comments and decisions regarding site issues, activities, and tasks are likely to soothe and reassure workers to better motivate them. |

| 2.11 Transmission of technical knowledge and methods of work to the teams. | |
|---|--|
| DESCRIPTION | ASSESSMENT CRITERIA |
| <ul style="list-style-type: none"> ↗ Knowing how to update one's own knowledge. ↗ Create situations of learning with the workers. ↗ Have the reflex to train workers and team leaders to new technique or to new organization of work. | <ul style="list-style-type: none"> ↗ Answers to the technical questions are formulated with technical words adapted to the capacities of stakeholders, they are clear, concise and give a complete understanding. ↗ Information or gesture to convey are presented clearly. ↗ Caring for the learner. ↗ Ability to repeat or reformulate the action by the learner, as well as ability to check the acquisition by the |

POTENTIAL LEARNING UNITS:

1. WSLU.01

Planning and organisation of human resources:

- ↗ Coordination of activities and tasks.
- ↗ Assignment of responsibilities.
- ↗ Methods of recruitment.
- ↗ Building up teams.
- ↗ Methods and techniques of delegation, relying on autonomy and the co-responsibility of the staff.
- ↗ Time management on worksite.
- ↗ Welcome for a new employee within a team on a construction site.

2. WSLU.02

Social regulation for the management of the teams on worksite:

- ↗ Labour code.
- ↗ Work contract.
- ↗ Collective agreement.

3. WSLU.03

Strategies, methods and techniques of communication to achieve production objectives and quality control:

- ↗ Information channels on the technical, human and administrative environment of work.
- ↗ Preparation and carrying out of meetings.
- ↗ Production of communication material that facilitates the understanding of the worksite and of the production process.
- ↗ Methods and techniques of mediation with the teams, with the hierarchy and with subcontractors.
- ↗ Sense of listening and responsiveness, to create confidence.
- ↗ Ability to convince and motivate to the objectives defined in the contract documents.
- ↗ Building up good interpersonal relationships, while anticipating the behaviour of employees and subcontractors in work situations.
- ↗ The quality control of the work of staff, based on objective indicators (technical standards, security, environmental, aesthetic, specifications, etc.).



4. WSLU.04

Building and maintaining his leadership of worksite supervisor:

- ↔ Establishment of the authority, taking into account the complexity of human relationships.
- ↔ Assertiveness as a superior hierarchical in a work situation.
- ↔ Ability to develop self-reliance and the shared responsibility of employees, while preserving its authority.
- ↔ Credibility, clarity and diplomacy in action.
- ↔ Good ability for analysis and synthesis.
- ↔ Interacting, understanding and motivating workers for planned accomplishments, appealing to the capacity to behave "boss" on the site towards its employees and subcontractors: assigning tasks, creating and developing day deadlines, checking the quality of the work done by transferring employees to a job to another, etc.
- ↔ Master professional and managerial stress: Anticipation of conflict and tension situations due to objective and subjective factors.
- ↔ Natural management of tension situations.

5. WSLU.05

Worksite supervisor as a tutor

- ↔ Act as company tutors.
- ↔ Train teams by encouraging individual professionalism at the service of common goals.
- ↔ Find synergies between the professional growth of people and productivity.





3. MENTORING – COACHING

Publics: Team Leaders and Worksite Supervisors

| 3.1 Individual support and the group to make it aware of its potential in order to develop and achieve personal goals | |
|--|--|
| DESCRIPTION | ASSESSMENT CRITERIA |
| <ul style="list-style-type: none"> ↻ Tracing elements of interpersonal communication. Basic elements of interpersonal communication. ↻ Making use of principles and techniques of management and motivating. ↻ Managing interpersonal communication. ↻ Combining knowledge of individual and group communication techniques as well as knowledge of context in work in order to improve individual and collective performance. ↻ Recurrently motivating the individual and the group through various work stages. | <ul style="list-style-type: none"> ↻ Ability to trace elements of interpersonal communication. ↻ Ability to make use of principles and techniques of management and motivating. ↻ Manage efficiently interpersonal communication. ↻ Ability to combine individual and group communication techniques as well as work contexts to improve individual and collective performance. ↻ Ability to motivate individuals and groups through various work stages. |

| 3.2 Assisting the individual in his/ her career, development and learning progression | |
|---|--|
| DESCRIPTION | ASSESSMENT CRITERIA |
| <ul style="list-style-type: none"> ↻ Knowledge of skill definition methods. ↻ Knowledge of learning assessment tools. ↻ Knowledge of tools for assessing performance potential. ↻ Knowledge of learning and outcomes assessment techniques, tests and assessment grids. ↻ Applying performance indicators. ↻ Combining technical skills in in order to assess worker and group progress, thus determining the limits. | <ul style="list-style-type: none"> ↻ Describing knowledge of the building labour market. ↻ Ability to identify skills, knowledge and competences with appropriate methods. ↻ Ability to assess skills, knowledge and competences with appropriate methods, techniques, tests and assessment grids. ↻ Ability to apply and interpret performance indicators. ↻ Ability to combine technical skills in in order to assess worker and group progress, thus determining the limits. |

POTENTIAL LEARNING UNITS (each with two levels: Team Leaders and Worksite Supervisors)

1. MCLU.01

Communication:

- ↻ Communications styles
- ↻ Observation
- ↻ Listening

2. MCLU.02

Interview management techniques:

- ↻ Orientteering interviews
- ↻ Motivational interviews



3. MCLU.03

Capacity building processes:

- ↔ Building sector qualifications and construction of a profile
- ↔ Referential of National qualifications, Regional and EQF
- ↔ Assessment
- ↔ Learning assessment techniques
- ↔ Performance assessment
- ↔ Construction of performance indicators



4. DEVELOPING LEADERSHIP AUTONOMY

Publics: Team Leaders and Worksite Supervisors



| 4.1 Guiding the work of the team, based on the objectives defined | |
|--|---|
| DESCRIPTION | ASSESSMENT CRITERIA |
| <ul style="list-style-type: none"> ☞ Identifying specific and essential goals to be achieved by the team. ☞ Recognizing results oriented and people centred leadership strategies. ☞ Different leadership strategies and their adaptation to various teams. ☞ Applying various leadership strategies. ☞ Blending various leadership strategies. ☞ Taking into account specific characteristics of individuals at different stages of achievement processes. ☞ Acting according to the characteristics of the team, maintaining cohesion and focussing on the achievement of objectives. | <ul style="list-style-type: none"> ☞ Ability to indicate coherently and clearly what must be accomplished. ☞ Identify key differences in various styles of leadership and ability to apply them in work situations. ☞ Ability to share the steps for achieving the objectives with sequences of tasks, organizing timelines and attributions. ☞ Ability to adjust planning and attributed tasks to changing situations and demands. ☞ Make know and optimise a work culture proper to the company. ☞ Ability to build positive and constructive dialogues based on potentialities and constraints identified during the steps leading to the achievement of objectives. |

| 4.2 Motivate the team and be proactive | |
|--|--|
| DESCRIPTION | ASSESSMENT CRITERIA |
| <ul style="list-style-type: none"> ☞ Distinguishing the importance of personal and social skills as facilitators of energy orientation to achieve objectives. ☞ Recognizing the importance of leadership and the figure of the leader as a catalyst for a change. ☞ Recognizing the importance of individual growth of team members and knowledge of appropriate methods. ☞ Applying appropriate communication techniques with clear and compelling messages matching personal and social skills of each team member. ☞ Demonstrating initiative and creativity to function as a change agent. ☞ Fostering growth and enhancing autonomy of teams. | <ul style="list-style-type: none"> ☞ Knowledge the techniques of motivation, personal and social influence, conflict resolution, collaboration in cooperation, optimism, trust or others. ☞ Ability to position the team leader role in the company or sector hierarchy and to recognize his/her attributions. ☞ Ability to discourage behaviours of resistance with objectivity. ☞ Providing feedback and promoting mutual trust to maintain performance and high level of satisfaction. ☞ Demonstrating a vision of the future through objective and clear communication. ☞ Ability to produce a positive impact on the team, with emotional self-mastery and empathy. |

| 4.3 Motivate the team and be proactive (cont.) | |
|--|--|
| DESCRIPTION | ASSESSMENT CRITERIA |
| <ul style="list-style-type: none"> ☞ Demonstrate ability to use motivational techniques and interact with emotional intelligence by inspiring team members / staff. | <ul style="list-style-type: none"> ☞ Knowledge the techniques of motivation, personal and social influence, conflict resolution, collaboration in cooperation, optimism, trust or others. ☞ Involve the team in changes that occur, collecting suggestions to clarify and develop the planned tasks, knowing how to manage new situations. ☞ Demonstrate a vision of the future through objective and clear communication that everyone's work is important. ☞ Redefine strategies and work plans, listening to suggestions and taking advantage of the talents of team members, with dynamics and attitude. ☞ Demonstrate commitment and awareness of the impact it can have on mobilizing the group through actions that demonstrate initiative and creativity. |

| 4.4 Evaluate/monitor and propose improvement actions | |
|---|---|
| DESCRIPTION | ASSESSMENT CRITERIA |
| <ul style="list-style-type: none"> ☞ Distinguish self-evaluation models. ☞ Recognize strengths and points to be developed as a result of self-assessment. ☞ Apply self-assessment tools. ☞ Draw improvement actions resulting from self-assessment. ☞ Actively demonstrate the importance of using self-assessment mechanisms for team members. ☞ Interpret the results of self-assessment mechanisms and communicate them to the team. ☞ Design plans of actions further to self-assessments. | <ul style="list-style-type: none"> ☞ Demonstrate commitment and awareness of the impact it can have on mobilizing the group through actions that demonstrate initiative and creativity. ☞ Demonstrate the usefulness of using improvement action plans based of self-assessment models. ☞ Demonstrate to the team what should be maintained or revised in individual and collective performance further to self-assessment actions. ☞ Ability to use self-assessment tools. ☞ Be able to analyse the information received, to sum up and to frame its impact on the teams. |

POTENTIAL LEARNING UNITS (each with two levels: Team Leaders and Worksite Supervisors)

1. LALU.01

Leadership Processes:

- ☞ Theories and styles of Leadership
- ☞ Situational Leadership
- ☞ Leadership vs. Management
- ☞ Dynamics of teams
- ☞ Result driven Leadership
- ☞ Motivation and Leadership styles



2. LALU.02

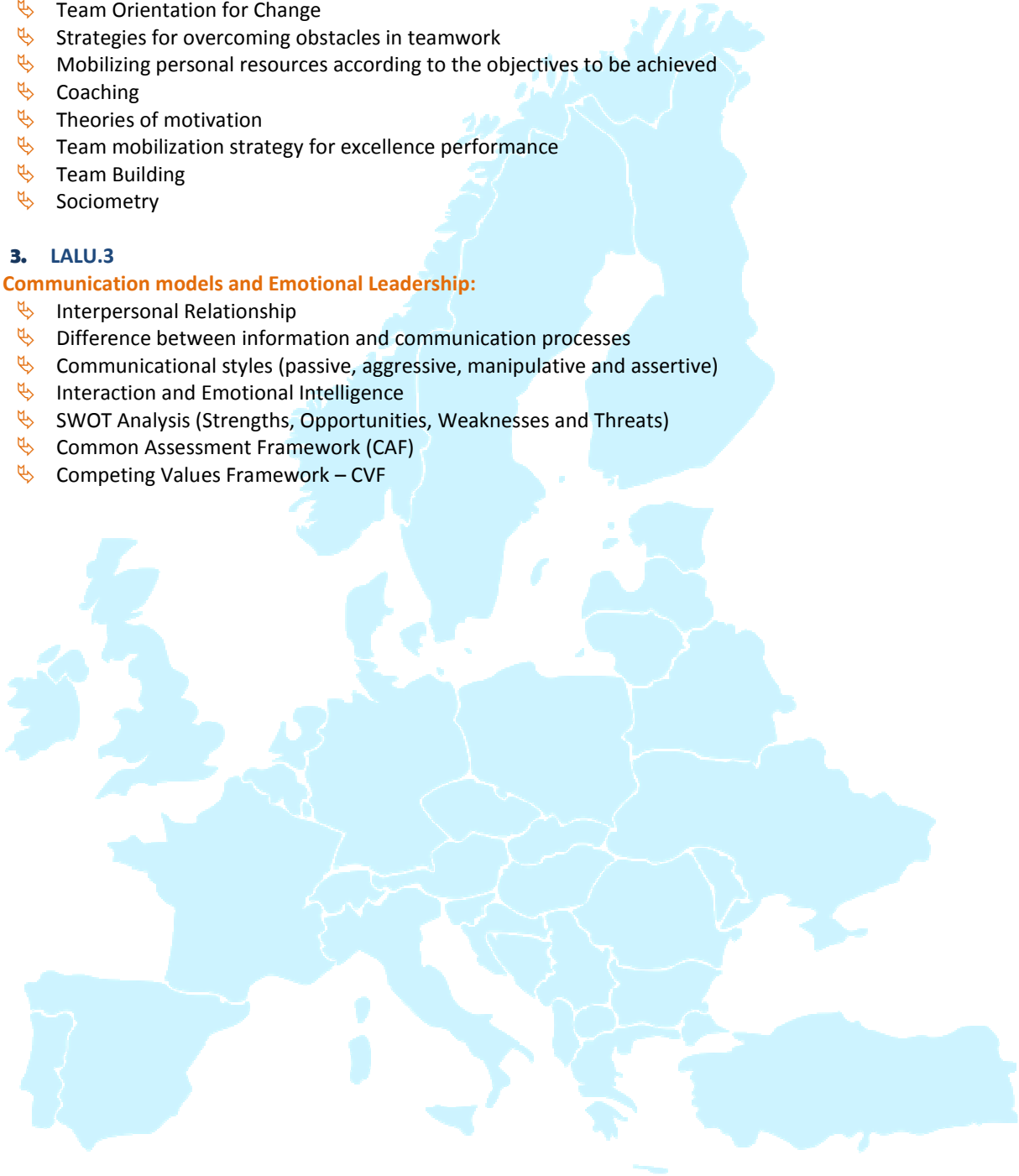
Optimization of teams:

- ↗ Team Orientation for Change
- ↗ Strategies for overcoming obstacles in teamwork
- ↗ Mobilizing personal resources according to the objectives to be achieved
- ↗ Coaching
- ↗ Theories of motivation
- ↗ Team mobilization strategy for excellence performance
- ↗ Team Building
- ↗ Sociometry

3. LALU.3

Communication models and Emotional Leadership:

- ↗ Interpersonal Relationship
- ↗ Difference between information and communication processes
- ↗ Communicational styles (passive, aggressive, manipulative and assertive)
- ↗ Interaction and Emotional Intelligence
- ↗ SWOT Analysis (Strengths, Opportunities, Weaknesses and Threats)
- ↗ Common Assessment Framework (CAF)
- ↗ Competing Values Framework – CVF





5. WORKING RISK PREVENTION (Health & Safety)

Publics: Team Leaders and Worksite Supervisors

5.1 Prevent eventualities related to the occupational risks in the surroundings, the facilities and conditions of the designated work(s) to carry out the required checks.

| DESCRIPTION | ASSESSMENT CRITERIA |
|--|--|
| <ul style="list-style-type: none"> ☞ Identify the activities pertaining to work safety and health in the basic normative framework that regulates the construction sector. ☞ Recognize the occupational risks of a general character in work environments, as well as the prevention systems. ☞ Be able to distinguish the different preventive concepts (the risk concept in contrast with danger). ☞ Infer with autonomy and responsibility the occupational risks in construction works, basing on the related general risks reviewed in this topics. | <ul style="list-style-type: none"> ☞ Indicate what is understood by occupational risks control, specifying when the collective protection equipment has to be used and, in which cases and conditions, an individual protection equipment has to be employed. ☞ Explain the importance of the workers duties regarding the utilization, usage, storage and report of any visible defect, fault or damage in the individual protection equipment. ☞ Identify the characteristic occupational risks of a particular work, indicating other works with which it can be related (previous, subsequent and simultaneous) and valuing the effect over the risks that this relation can cause, especially in the simultaneous ones. ☞ Specify the common occupational risks in construction works, associating the prevention and protection measures related to these. |

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5.2 Monitor and control basic preventive actions according to the Health and Safety Plan of the work and the specific regulations for construction works, checking the proper use of equipment and labour resources.

| DESCRIPTION | ASSESSMENT CRITERIA |
|--|--|
| <ul style="list-style-type: none"> ☞ Observe the required documentation regarding risk prevention. ☞ Associate the risk prevention documentation (specific in construction sector) with the work site organization (phases) and functions. ☞ Trace the protection measures with the information content in the documentation. | <ul style="list-style-type: none"> ☞ Ability to classify the different Health & Safety mandatory documentation at a construction work site. ☞ Put in order the following official documentation: Project Description, Safety and Health Study, Safety and Health Plan, various appointments, Incident Book, Subcontracting Book. ☞ Determine the provisional installations, signalling, auxiliary measures and collective protection measures required. |

5.3 Act in emergencies and first aid situations, in order to minimize damage and meet fast, effective and safe way to injured workers, communicating and coordinating with the established leaders and emergency services, and managing the first interventions for that purpose.

| DESCRIPTION | ASSESSMENT CRITERIA |
|---|---|
| <ul style="list-style-type: none"> ☞ Content of the emergency plan. ☞ Steps to be taken in an emergency situation. ☞ Different stages of an emergency situation. | <ul style="list-style-type: none"> ☞ Ability to link emergency risks to persons in charge of emergency plans. ☞ Starting from a specific emergency situation, propose the most appropriate actions. ☞ Mastering behavioural aspects to action in emergency situations. |

POTENTIAL LEARNING UNITS (each with two levels: Team Leaders and Worksite Supervisors)

1. WRPLU.01

Safety and health at work. General risks and prevention:

- ✚ The work and the health: definition and components of the health, occupational risks, risk factors.
- ✚ Damages related to work: occupational accidents and occupational diseases; incidents; other pathologies caused by the work.
- ✚ Security techniques: prevention and protection.
- ✚ Health techniques: industrial hygiene, ergonomics, occupational medicine, training and information.
- ✚ Basic normative framework in occupational risks prevention issues. Rights (protection, information, training on risk prevention, consult and participation) and basic duties in this matter.
- ✚ Check that the workers and the groups under their charge have become on site the instructions about their specific risks and the preventive measures to adopt on it.
- ✚ General risks and their prevention: risks linked to security conditions; risks related to the working environment; workload and fatigue; basic risk control systems; collective and individual protection.
- ✚ The health control of workers.
- ✚ Basic management elements of risk prevention: public organizations related to safety and health at work; representation of workers; rights and obligations.
- ✚ Organization of preventive work: basic routines.
- ✚ Documentation: collection, elaboration and filing.

2. WRPLU.02

Safety in construction:

- ✚ Basic normative framework of the safety in construction: safety managers of the works and functions (developer, health and safety coordinator during the execution of the works, faculty management, contractor, subcontractor and self-employed worker).
- ✚ Common risks in the construction sector: ways of accident, associated prevention and protection measurements.
- ✚ Risks prevention in building works (works description, support facilities and machinery employed, development phases, previous, subsequent and simultaneous works, characteristic risks and protection measurements) in: auxiliary works; demolitions; ground movements; foundations; concrete structures; metallic structures; enclosures and partitions; roofs; finishes; carpentry; locksmithing and glassworks; installations.
- ✚ Risks prevention in urbanisation works: levelling; drainages; surfaces; pedestrian precincts; walls and defence works; bridges and footbridges; urban services network; signposting and beaconing.
- ✚ Prevention of characteristic risks of underground, hydraulics and maritime works.
- ✚ Dangerous conditions and practices characteristics in the construction sector.
- ✚ Preventive importance of the implementation of works: perimeter fences; entry and exit gates and traffic of vehicles and people; location and operating range of cranes; rush and distribution networks; affected services; sanitary-hygienic premises; temporary facilities; workshops; ; works' supplies; signage of works and machines.
- ✚ Personal protective equipment: placement; uses and obligations; maintenance.
- ✚ Collective protection equipment: placement; uses and obligations; maintenance.
- ✚ Auxiliary means: placement; uses and obligations; maintenance.
- ✚ Concurrence of work on site. Risks arising from the interference of activities. Identification and prevention.
- ✚ Safety in the Construction Project. Analysis of safety and health studies.
- ✚ Safety and health plans. Content. Documents.



3. WRPLU.03

Emergency plans and first aid:

- ↻ Emergency and evacuation plans.
- ↻ First Aid: basic performance criteria.
- ↻ Information channels for emergency action and first aid, determining the means of contact with those responsible for the work.
- ↻ The means of emergency - first aid, evacuation, extinguisher and others are identified in advance, determining the position and checking that they are the planned - in number, type and location – and that they are in good condition.



6. MANAGEMENT - COMMUNICATION CONFLICTS RESOLUTION AND NEGOTIATION TECHNIQUES - PROBLEM SOLVING

Publics: Team Leaders and Worksite Supervisors



| 6.1 Develop trust-based relationships | |
|--|---|
| DESCRIPTION | ASSESSMENT CRITERIA |
| <ul style="list-style-type: none"> ☞ Know the basic concepts of conflict resolution: conflict and performance. ☞ Be able to analyse our own feelings and emotions ☞ Recognize through the respect for others and through positive thinking. | <ul style="list-style-type: none"> ☞ Identify the main emotions and reactions, expressions generated. ☞ Explain through the analysis of a case study the feelings and emotions produced. ☞ Explain the importance of emotional balance. |
| 6.2 Development of emotional balance | |
| DESCRIPTION | ASSESSMENT CRITERIA |
| <ul style="list-style-type: none"> ☞ Understand emotions. ☞ Recognize the power of emotions, experience of managing them. ☞ Respect for others as a key of conflict resolution. | <ul style="list-style-type: none"> ☞ Describe our own emotional profile through analysis of case studies. ☞ Check interpersonal communication practices for mutual understanding. ☞ Identify his/her own positive aspects and those of the teams and other business partners. |
| 6.3 Conflict management | |
| DESCRIPTION | ASSESSMENT CRITERIA |
| <ul style="list-style-type: none"> ☞ Getting to know methods for resolving conflicts. ☞ Cope with conflictive situations. ☞ Self-control. | <ul style="list-style-type: none"> ☞ Describe the basic elements in conflict resolution. ☞ Check teamwork approach to analyse case studies and achieve a consensus. ☞ Check the controlling of emotions and anger. |
| 6.4 Negotiate effectively to achieve objectives | |
| DESCRIPTION | ASSESSMENT CRITERIA |
| <ul style="list-style-type: none"> ☞ Knowing the key elements of a negotiation to achieve positive results. ☞ Adding value to the elements of communication and to the strategies for success in a negotiation. ☞ Understanding the effects provoked by various negotiation techniques. ☞ Knowing different phases in the negotiating process. | <ul style="list-style-type: none"> ☞ Ability to identify the personal traits of the participants in a negotiation and the different negotiation styles used. ☞ Ability to set up communication techniques and appropriate strategies. ☞ Ability to make a right choice of techniques that can be used in a negotiation process. ☞ Ability to identify each element a negotiation process. |

POTENTIAL LEARNING UNITS (each with two levels: Team Leaders and Worksite Supervisors)

1. RNTLU.01

Emotion, conflict and performance:

- ✦ Take an interest in emotions and conflicts: The benefit of emotions. The expression of emotions. Resolve conflicts.
- ✦ The virtuous triangle model: Develop emotional balance. Develop relationships of trust. Ways of controlling conflicts. A new approach to emotions.
- ✦ Understand the relationship between emotions, stress, conflict and self-confidence: Stress, fear and emotions. Self-confidence and emotions.
- ✦ Discover the role of the brain.
- ✦ Identify emotions: The six basic emotions. Characteristics of emotions. Factors which trigger emotions. Primary and secondary emotions. Sentiments and states of mind.
- ✦ Recognize the role of emotions: The hidden meaning of emotions. Adapt our behaviour.

2. RNTLU.02

Developing emotional balance:

- ✦ Develop your emotional awareness: Identify your emotional profile.
- ✦ Live emotions: Become familiarized with your own emotions. Recognize the power of an emotion.
- ✦ Managing incoherent emotional reactions: Understanding of inconsistencies. Modification of reactions. Develop self-confidence and self-esteem.
- ✦ Use emotions to establish relationships of trust and understand the benefits of trust: Levels of cooperation. Trust.
- ✦ Positive thinking.
- ✦ Respect others and their emotions.
- ✦ Expressing and sharing resentment.

3. RNTLU.03

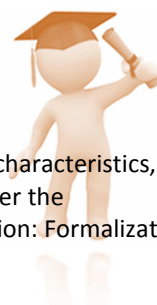
Resolve conflictive situations:

- ✦ Methodology for conflict resolution: Control emotions in stressful situations. Understand someone else's point of view. Find common solutions.
- ✦ Know how to cope with conflicts: Recognize emotions. Deal with the other person's incoherent reactions. Cope with the other person's anger.
- ✦ Behaviours that prevent conflict: Master your stress. Understand others. Be proactive. Develop self-control.
- ✦ Learn to control yourself: It is possible to control yourself. Control of emotions. Think positively.
- ✦ Control your anger: Causes of anger. Ways of reacting. Expression of anger.

4. RNTLU.04

Negotiation styles and techniques:

- ✦ Get to know oneself as a negotiator: identify your strengths and weaknesses.
- ✦ Identify the negotiating style of the other parties.
- ✦ Know how to conduct yourself and adapt your style to the different moments of the negotiation process. Communicate efficiently in negotiation
- ✦ Introduction to non-verbal neuro-linguistic programming techniques.
- ✦ Direct and indirect communication when making proposals.
- ✦ Listening and its strategic value in negotiation. Promote positive strategies
- ✦ Presentation and analysis of different strategies.
- ✦ Manipulation or transparency?
- ✦ Be creative in finding solutions.
- ✦ Identify our success strategies in negotiation.
- ✦ Identification of negotiation tactics.
- ✦ Tactical strategies.
- ✦ Use of techniques for neutralization.
- ✦ Phases of the negotiation process: Prepare for negotiation: analysis of the other party: characteristics, traits, interests, background. Determine the objectives and the concession strategy; Steer the negotiation: ways of doing it. Adopt a flexible and creative attitude. End of the negotiation: Formalization



of the agreement and follow-up.

7. ORGANIZATION AND PLANNING (for TEAM LEADERS)

Publics: Team Leaders



| 7.1 Participate to the organization of the worksite | |
|---|---|
| DESCRIPTION | ASSESSMENT CRITERIA |
| <ul style="list-style-type: none"> ☞ Reading and analysing the planning. ☞ Identifying the activities and determining their right duration. ☞ Defining the needs regarding human resources, material and tools. ☞ Foreseeing the materials' orders according to the work planning. ☞ Coordinating the activities of the team and embedding them to a larger coactivity at worksite. | <ul style="list-style-type: none"> ☞ Ability to understand various and complementary planning methods. ☞ Ability to understand various and complementary planning components: activities and their duration, human resources, material needs, order notes, synchronisation of workers. |
| 7.2 Worksite installation | |
| DESCRIPTION | ASSESSMENT CRITERIA |
| <ul style="list-style-type: none"> ☞ Examination of the worksite and of the installation plan taking into account existing constraints. ☞ Implementation of health and safety regulations. ☞ Preparation and organisation of the worksite in respect with the installation plan. ☞ Organizing the worksite installation according to the plan and by ensuring the connections (water, drains, electricity, etc.). ☞ Gathering all the administrative and technical | <ul style="list-style-type: none"> ☞ Ability to implement the security rules on the worksite. ☞ Ability to determine the accessibility and circulation on the worksite, signalisation, fencing, lighting, etc. ☞ Ability to determine the places for the storage of material, personal equipment, tools etc. ☞ Ability to locate power or water sources, etc. ☞ Ability to install hygiene and sanitary facilities. |
| 7.3 Setting up the work programme (with the worksite supervisor) | |
| DESCRIPTION | ASSESSMENT CRITERIA |
| <ul style="list-style-type: none"> ☞ Participation in the preparation of the worksite according to instructions. ☞ Distribution of the work foreseen among the team. ☞ Organisation of the work with the team. ☞ Management of unforeseen situations. ☞ Respect of health and safety rules. ☞ Monitoring of deliveries. ☞ Ensuring the proper affectation of the equipment and materials. ☞ Participation to the meetings with clients, subcontractors and suppliers. | <ul style="list-style-type: none"> ☞ Situation and implantation plans are correctly interpreted. ☞ Instructions are put into practice. ☞ Order materials are formulated with right methods. ☞ Delivery correspond to the orders and standards required. ☞ Necessary equipment and material has been chosen properly. ☞ Human resources are managed according to the rules and production objectives. ☞ Meeting minutes and reports are drafted satisfactorily. |

| 7.4 Monitoring of the work | |
|--|--|
| DESCRIPTION | ASSESSMENT CRITERIA |
| <ul style="list-style-type: none"> ↕ Advising, informing and managing the team for a good quality and efficiency of the work to be accomplished. ↕ Taking care of the deadlines. ↕ Checking the quality of the intermediate and final work. | <ul style="list-style-type: none"> ↕ Ability to give advice, inform and manage the team for a good quality and efficiency of the work to be accomplished. ↕ Ability to take care of the deadlines. ↕ Ability to check the quality of the intermediate and final work. |

POTENTIAL LEARNING UNITS:

1. OPTLLU.01

Organization and planification of work with team:

- ↕ The work plan in detail, including implantation / installation of the working site, health and safety constraints, administrative and technical documents required, drawings / plans reading and interpreting.
- ↕ The resources and schedule models of a work site
- ↕ Strategy viewing the whole work site, setting priorities.
- ↕ Constraints and anticipation.
- ↕ Measurements / dimensions.
- ↕ Statutory requirements in a work site: Tools, machines, materials, health and safety, regulations.
- ↕ Human resources productivity.
- ↕ GANTT chart / planning.
- ↕ Equipment and materials – quality control.
- ↕ Meeting management.

2. OPTLLU.02

Monitoring of the work progress with team:

- ↕ Responsibilities taking.
- ↕ Deadline compliance.
- ↕ Administrative topics.
- ↕ Finishing stage: Quality control. Administrative tasks. Self-evaluation.



8. ORGANIZATION AND PLANNING (for WORKSITE SUPERVISORS)

Publics: Worksite Supervisors



| 8.1 Planning and organizing the work | |
|---|---|
| DESCRIPTION | ASSESSMENT CRITERIA |
| <ul style="list-style-type: none"> ↻ Managing the tasks running within the allocated time. ↻ Distinguishing the tasks and execution phases, starting from the plans and the quantities. ↻ Organizing, according to cost-effectiveness, quality, environment and safety. ↻ Estimating the duration of the work and establishing the time schedule. ↻ Scheduling the subcontractors' intervention. ↻ Mastering the IT tools and planning software. ↻ Reading a building plan. ↻ Checking the applicable insurances and permissions. ↻ Transmission of information within a team. ↻ Planning the work according to priorities and emergencies. ↻ Completion of the quote, taking all the necessary elements into account. | <ul style="list-style-type: none"> ↻ Being able to read, retrieve and interpret data on a plan. ↻ Being able to read, retrieve and interpret data. ↻ Being able to restore and summarize the scope of the various safety and environmental regulations. ↻ Being able to describe the various factors that promote quality on the building site. ↻ Being able to master the different planning methods, included implementation (MS Project, ICT). ↻ Being able to list the various steps of the construction site in a chronological order. ↻ Being able to calculate a quote based on a defined project. ↻ Being able to elaborate a planning according to a specific project. |

| 8.2 Ensuring the good running of the worksite | |
|---|---------------------|
| DESCRIPTION | ASSESSMENT CRITERIA |



| | |
|---|---|
| <ul style="list-style-type: none"> ↗ Supervise the choices of working methods. ↗ Select the best working method by taking quality, profitability and safety into account. ↗ Take into account the possible problems within the building site and find out the appropriate solutions. ↗ Support the selection of suppliers and subcontractors. ↗ Management of the equipment. ↗ Being aware of the evolutions in terms of materials and equipment. ↗ Calculate the quantities of the needed material for the execution of work. ↗ Control the quality of equipment and materials. ↗ Ensure quality of the work, cost-effectiveness, environment and safety. ↗ Endure compliance with deadlines. ↗ Adapt the planning and working methods to unforeseen circumstances. ↗ Conduct and keep the organization chart updated. ↗ Organize the provisional and final acceptance of the worksite. ↗ Organize the tools' and worksite's cleaning. | <ul style="list-style-type: none"> ↗ Being able to restore the safety rules and the uses of safety equipment. ↗ Being able to list the possible risks on site, identify and analyse them in order to be able to propose alternative solutions. ↗ Being able to understand an offer and extract the useful information. ↗ Being able to draw up a subcontracting offer. ↗ Being able to read a comparative table, extract the useful data and realize a comparative table. ↗ Being able to master adequate tools in order to find subcontractors and establish a contact list. ↗ Being able to identify and select the suitable tools, linked to the needs of the work. ↗ Being able to organize the storage and the management materials and equipment. ↗ Being able to implement a material management policy at a health and safety point of view. ↗ Being able to read an organization chart. ↗ Being able to create an organization chart. |
|---|---|

POTENTIAL LEARNING UNITS:

1. OPWSLU.01

Organization and planification of work on worksite:

- ↗ The work plan in detail, including implantation / installation of the working site, health and safety constraints, administrative and technical documents required, drawings / plans reading and interpreting.
- ↗ The resources and schedule models of a work site.
- ↗ The generation confidence with clients and superiors.
- ↗ Strategy viewing the whole work site, setting priorities.
- ↗ Constraints and anticipation.
- ↗ Statutory requirements in a work site: Tools, machines, materials, health and safety, regulations.
- ↗ Human resources productivity.
- ↗ GANTT chart / planning.
- ↗ Equipment and materials – quality control.
- ↗ Meeting management.

2. OPWSLU.02

Monitoring the work progress on worksite:

- ↗ Responsibilities taking.
- ↗ Task and responsibility delegation.
- ↗ Deadline compliance.
- ↗ Administrative topics.
- ↗ Finishing stage: Quality control. Administrative tasks and responsibilities. Self-evaluation.



9. DIGITAL COMPETENCE

Publics: Team Leaders and Worksite Supervisors

| 9.1 Microsoft and other digital tools | |
|--|---|
| DESCRIPTION | ASSESSMENT CRITERIA |
| <ul style="list-style-type: none"> ↪ Operating system Windows and the usual Windows programmes. ↪ Usual Microsoft programmes for Word Processing (MS Word). ↪ Microsoft Outlook. ↪ Launching common Microsoft applications, configure them as needed and work with them ↪ Controlling safely the current Microsoft programmes and can apply them to different computers. ↪ Recognizing typical input and application errors in the programmes. | <ul style="list-style-type: none"> ↪ Sufficient knowledge of the current digital tools for the realization of the construction site and the team management (building specification, construction journal, current documents, reservation request, communication tools with the company, clients and other partners). ↪ Sufficient familiarity with the current Microsoft tools required for the activities and tasks assigned. |

| 9.2 Internet | |
|---------------------|----------------------------|
| DESCRIPTION | ASSESSMENT CRITERIA |
| | |

| | |
|--|---|
| <ul style="list-style-type: none"> ↗ Key tools for Web-browsing (navigation, hyperlinks, communication tools, browsing). ↗ Internet activities such as: information search, communication, purchasing, learning, publishing, entertainment. ↗ Protection of online activities: communicate at secure, legitimate online shops; personal information; log off correctly on websites. ↗ Encryption, digital certificates, download options and limits. ↗ Rights and obligations regarding data and copyright protection. ↗ Search, evaluation and use of relevant information on the Internet. ↗ Downloading, forwarding and printing relevant information. ↗ Communication with internet tools. ↗ Online calendar. | <ul style="list-style-type: none"> ↗ Knows the key tools for Web-browsing (navigation, hyperlinks, communication tools, browsing). ↗ Knows typical Internet activities such as: information search, communication, purchasing, learning, publishing, entertainment. ↗ Knows how to protect online activities: communicate at secure, legitimate online shops; personal information; log off correctly on websites. ↗ Knows about encryption, digital certificates, download options and limits. ↗ Knows rights and obligations regarding data and copyright protection. ↗ Is able to search, evaluate and use relevant information on the Internet. ↗ Is able to download, forward and print relevant information. ↗ Is able to communicate with internet tools. ↗ Is able to use the online calendar. |
|--|---|



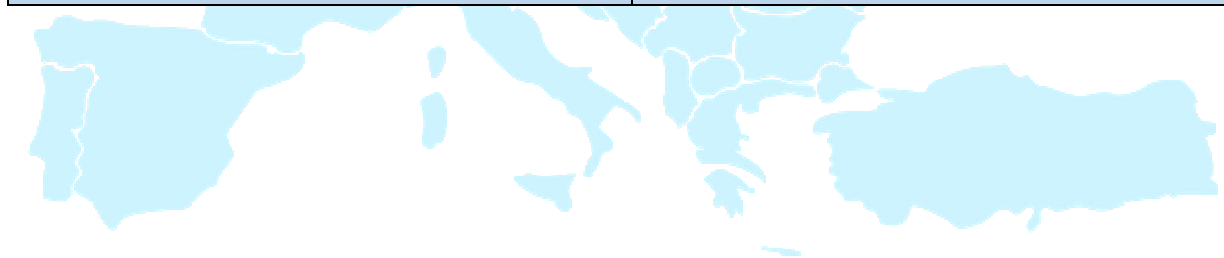
| 9.3 Social Networks | |
|---------------------|---------------------|
| DESCRIPTION | ASSESSMENT CRITERIA |



| | |
|---|---|
| <ul style="list-style-type: none"> ↗ Key tools for social networking. ↗ Characteristics of Forum, workgroups, wiki, blogs and topic-oriented communities. ↗ Features of popular social media applications: Facebook, YouTube, Twitter, LinkedIn, etc. ↗ Processes for logging in, using and logging off. ↗ Challenges and dangers of using social media. ↗ Social media groups, set permissions and set privacy. ↗ Uploading and retrieving messages, comments, images, videos, and documents. | <ul style="list-style-type: none"> ↗ Knows the basics and key tools for social networking. ↗ Knows typical characteristics of Forum, workgroups, wiki, blogs and topic-oriented communities. ↗ Knows the typical features of popular social media applications: Facebook, YouTube, Twitter, LinkedIn, etc. ↗ Knows the processes for logging in, using and logging off ↗ Understands the typical challenges and dangers of using social media. ↗ Is able to join social media groups, set permissions and set privacy. ↗ Is able to offer and hide information. ↗ Is able to upload and retrieve messages, comments, images, videos, and documents. ↗ Is able to react and respond to messages and comments. |
|---|---|

9.5 BIM (Building Information Modeling)

| DESCRIPTION | ASSESSMENT CRITERIA |
|---|---|
| <ul style="list-style-type: none"> ↗ Operating system Windows and the usual Windows programmes (Explorer, IE, etc.). ↗ Getting, downloading and installing a free BIM-viewer. ↗ Knowing how to work with the BIM viewer. ↗ Reading BIM files and transferring information. ↗ Validating BIM-files, assessing and referring. ↗ Discovering errors and discrepancies in BIM-files. ↗ Recognizing changes in the plan during the construction phase, interpreting and communicating them. | <ul style="list-style-type: none"> ↗ Know the basics of the operating system Windows and the usual Windows programmes (Explorer, IE, etc.). ↗ Know how to get, download and install a free BIM-viewer. ↗ Know how to work with the BIM viewer. ↗ Is able to read BIM files and transfer the information to the various components and the entire building. ↗ Can validate BIM-files, assess them, and refer them on the construction site situation. ↗ Can discover errors and discrepancies in BIM-files and can return them to the responsible planners, for example by using Microsoft tools or social networks. ↗ Can recognize changes in the plan during the construction phase, they can interpret and implement them and communicate with the involved trades. |

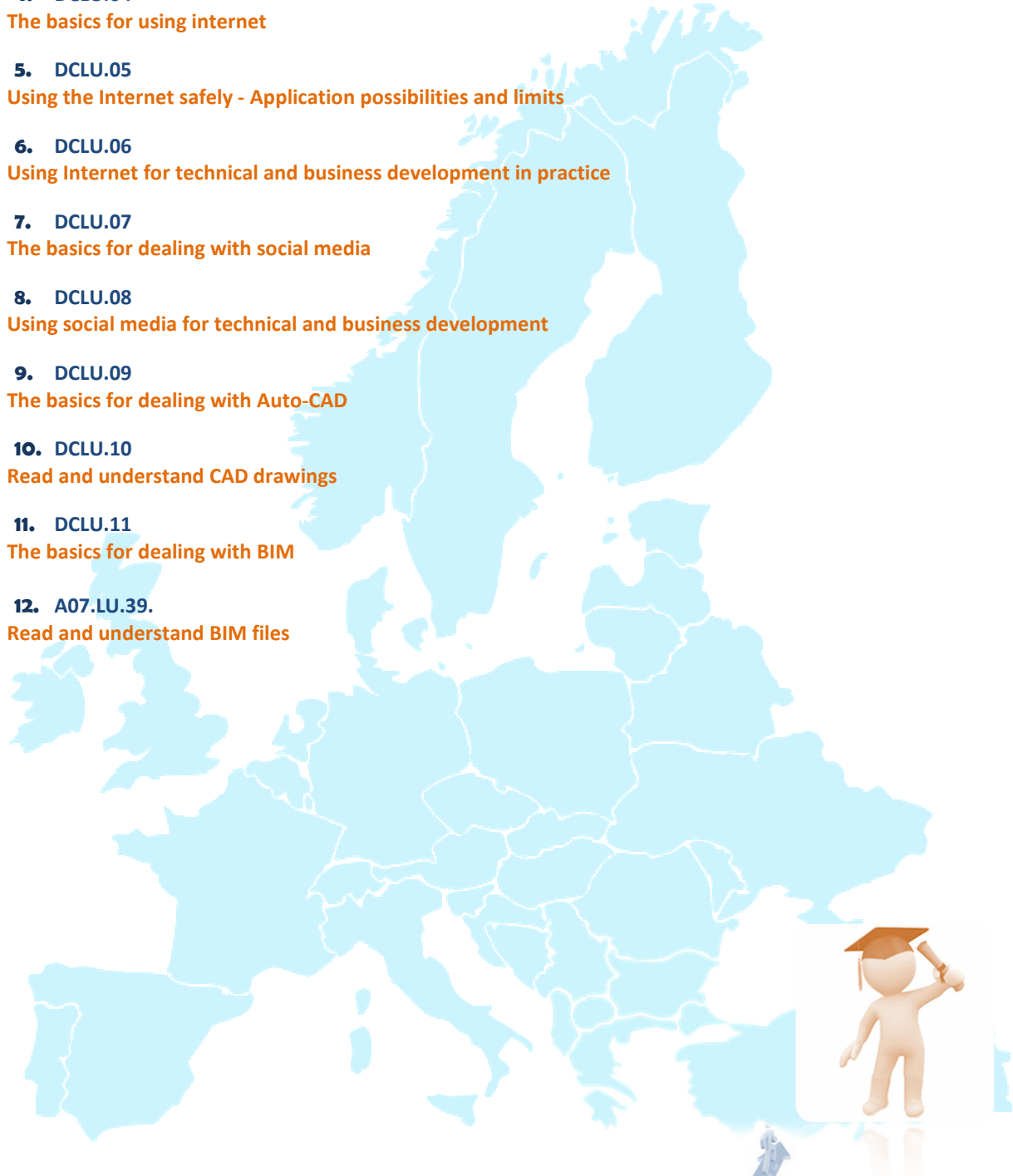


POTENTIAL LEARNING UNITS (each with two levels: Team Leaders and Worksite Supervisors)

1. DCLU.01

The basics of the operating system Windows, the text processing Word and the e-mail program Outlook

- 2. DCLU.02**
Construction site management with support of Microsoft programmes
- 3. DCLU.03**
Advanced operating system Windows and Microsoft Office programs
- 4. DCLU.04**
The basics for using internet
- 5. DCLU.05**
Using the Internet safely - Application possibilities and limits
- 6. DCLU.06**
Using Internet for technical and business development in practice
- 7. DCLU.07**
The basics for dealing with social media
- 8. DCLU.08**
Using social media for technical and business development
- 9. DCLU.09**
The basics for dealing with Auto-CAD
- 10. DCLU.10**
Read and understand CAD drawings
- 11. DCLU.11**
The basics for dealing with BIM
- 12. A07.LU.39.**
Read and understand BIM files



10. ABILITY TO WORK UNDERPRESSURE

Publics: Team Leaders and Worksite Supervisors



10.1 Work under pressure without transmitting it to the workers and meeting the requirements of the project-customer

| DESCRIPTION | ASSESSMENT CRITERIA |
|--|---|
| <ul style="list-style-type: none"> ✎ Understanding the requirements of the customer and use the workforce in the best way possible to achieve these goals. ✎ Showing and telling how overcome unforeseen problems. ✎ Importance of the job schedules, specifications and time frame. ✎ Choosing the most cost-effective, most time-effective solution and evaluate lots of tasks at once. ✎ Delegating tasks to achieve and spread the work load by a demonstration with a Time Table – tasks distribution. ✎ Clear vision of what is to be completed and being able to convey these thoughts. ✎ Link a list of tasks with different trades. ✎ Clear understanding of tasks and good time management to elevate any conflicts and reduce stress: importance of the clarity about the roles. ✎ Relation between the workloads of the workers under his/her responsibility with the potential stress development. | <ul style="list-style-type: none"> ✎ Ability to understand the requirements of the customer and to use the workforce in the best way possible to achieve these goals. ✎ Ability to think clearly about how you can overcome any unforeseen problems and obstacles without disrupting the work and effecting the work schedule. ✎ Ability to show and tell how overcome unforeseen problems. ✎ Ability to choose the most cost-effective, most time-effective solution and evaluate lots of tasks at once. ✎ Ability to manage their own time effectively, work to a schedule and ensure work is completed as scheduled. ✎ Ability to delegate tasks to achieve and spread the work load by a demonstration with a Time Table – tasks distribution. ✎ Ability to clear speaking, explaining and justifying. ✎ Ability to link tasks with different trades. Clear understanding of tasks. Good time management. ✎ Ability to determine and implement the relation between the workloads with the potential stress development. |

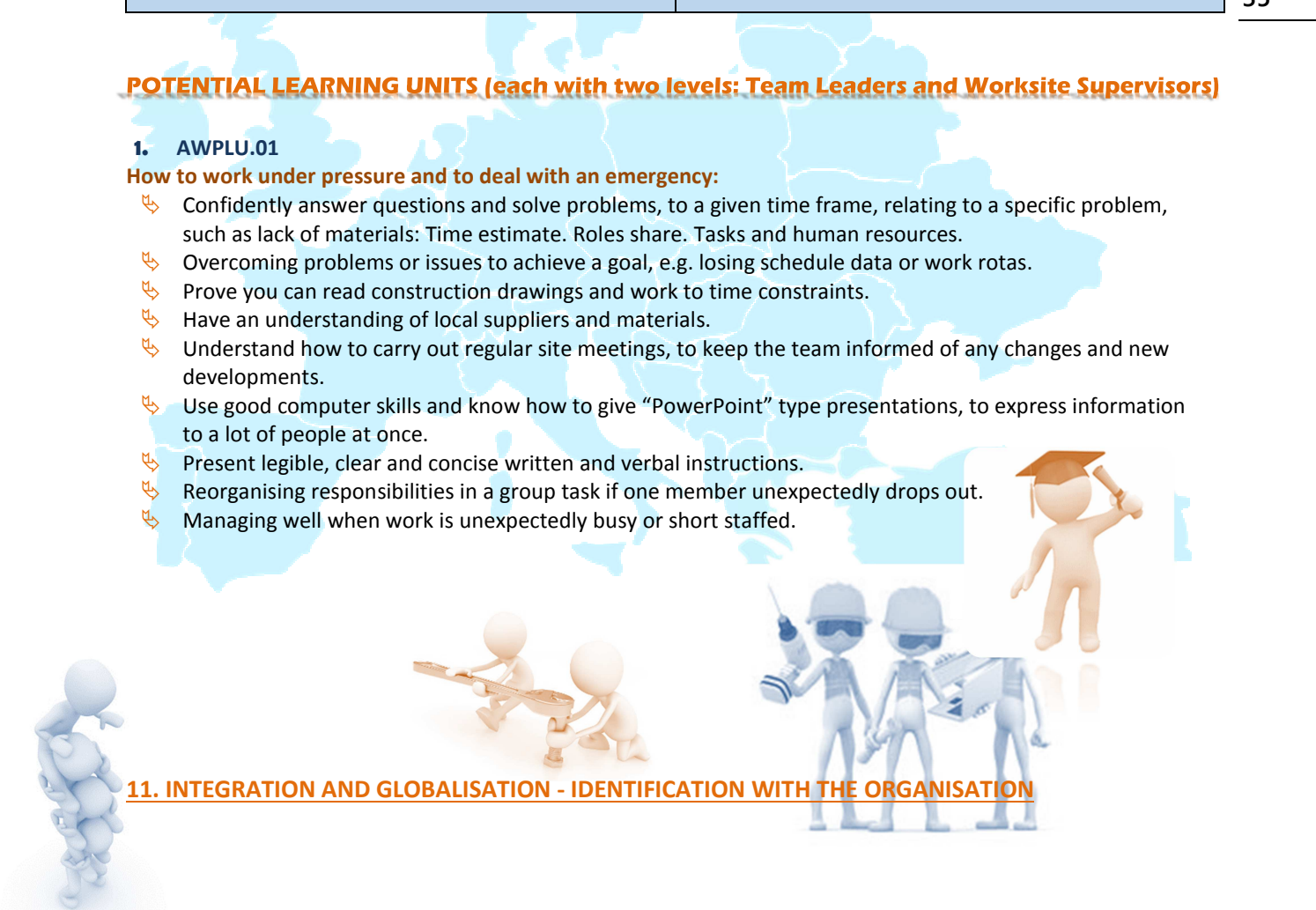
POTENTIAL LEARNING UNITS (each with two levels: Team Leaders and Worksite Supervisors)

1. AWPLU.01

How to work under pressure and to deal with an emergency:

- ✎ Confidently answer questions and solve problems, to a given time frame, relating to a specific problem, such as lack of materials: Time estimate. Roles share. Tasks and human resources.
- ✎ Overcoming problems or issues to achieve a goal, e.g. losing schedule data or work rotas.
- ✎ Prove you can read construction drawings and work to time constraints.
- ✎ Have an understanding of local suppliers and materials.
- ✎ Understand how to carry out regular site meetings, to keep the team informed of any changes and new developments.
- ✎ Use good computer skills and know how to give “PowerPoint” type presentations, to express information to a lot of people at once.
- ✎ Present legible, clear and concise written and verbal instructions.
- ✎ Reorganising responsibilities in a group task if one member unexpectedly drops out.
- ✎ Managing well when work is unexpectedly busy or short staffed.

11. INTEGRATION AND GLOBALISATION - IDENTIFICATION WITH THE ORGANISATION



| 11.1 Organize work accordingly to factors influencing the operations on the worksite | |
|---|---|
| DESCRIPTION | ASSESSMENT CRITERIA |
| <ul style="list-style-type: none"> ↗ Discuss internal and external factors influencing the operations on construction site. ↗ Explain the influence of selected internal and external factors to collaborators. ↗ Communicate the company policies to workers/collaborators. ↗ Introduce actions/routines implementing company policy on site. ↗ Modify/adjust the work plan accordingly to identified risks and limits. ↗ Communicate the modifications of work plan to collaborators and superiors. | <ul style="list-style-type: none"> ↗ Explains the legal and financial limits for construction site operations. ↗ Provides a considered and balanced review that includes a range of factors. ↗ Presents the conclusions clearly and supports them by appropriate evidence/data/arguments. ↗ Identifies the influence of selected factors on procedures and work organization on selected position. ↗ Provides a detailed account including reasons and causes for the influence. ↗ Provides a detailed account including reasons and causes for the company policy. ↗ Identifies activities/positions to be affected by the policy. ↗ Lists potential risk for the policy implementation. ↗ Proposes actions/routines necessary to implement a new policy. ↗ Undertakes actions for sustaining the routine in the organization. ↗ Communicates according to rules of effective communication. ↗ Provides a detailed account including reasons and causes for the work plan modification. ↗ Adjusts the message to the recipient. |

| 11.2 Evaluate decisions from ethical viewpoint | |
|---|---|
| DESCRIPTION | ASSESSMENT |
| <ul style="list-style-type: none"> ↗ Assess if a decision is in line with the relevant codes/rules. ↗ Assess the consequences in time of possible decisions for stakeholders. ↗ Discuss internal and external factors influencing the operations on construction site. | <ul style="list-style-type: none"> ↗ Describes the company's mission, strategy and values. ↗ Describes relevant ethical codes/rules to the situation. ↗ Describes relevant legal codes/rules. ↗ Analyzes conflict between the possible decision and the codes/rules. ↗ Formulates deontological assessment based on analysis. ↗ Describes the consequences of possible decisions for stakeholders. ↗ States possible personal gains and losses related to alternative decisions. ↗ Presents the conclusions clearly and supports them by appropriate evidence/data/arguments. |

1. IGOLU.01

Identification with the organisation within global environment:

- ↻ Review of relevant legal regulations and ethics in the construction sector - environment, health and safety.
- ↻ Company policy and its implementation in practice.
- ↻ Company mission, strategy and values.
- ↻ External factors affecting operations of companies in construction sector (international markets, competition, legal and safety regulations, financial requirements...).
- ↻ Internal factors affecting operations on the worksite (company structure and management, logistics and internal regulations e.g. on purchasing, company culture...).
- ↻ Communication techniques (rules of effective communication, training on communication, etc.).
- ↻ Techniques for assessment of consequences and risk over time (decision making tree, SWOT analysis...).
- ↻ Ethical assessment.



The different phases of this project are linked, so the aim is global and the mutual influences are present along the whole project. This statement is observable in the link between the Intellectual Outcome 2 (IO2) and the Intellectual Outcome 3 (IO3). Therefore, it is shown by the usefulness of the concepts developed in Intellectual Outcome 2 and applied to identify the better pedagogical methodology and assessment method to warranty the acquisition of each Learning Outcome at the end of the formative action (to fill the competences gap in demand by companies).

The common transnational methodology for the establishment of the training modules that meet the needs, related to soft skills, existing in companies of the construction sector will have as a starting point the learning units proposed by the partners of ConstructyVET in the second phase of the project. These learning units are a good reference because they are derived from the learning outcomes identified through field work and their conclusions drawn from IO1.

Likewise, it will be the necessary reference for the identification of the most appropriate procedures and tools to be used for the reference training paths. Distinguishing online or distance training platforms, control methods of training levels based on continuous evaluation, levels of acquisition of specific soft-transversal skills differentiating each of the profiles: Worksite Supervisor (WSS) and Team Leader (TL).

Some of the competencies demanded and identified in the early stages of the project will be easily acquired by the trainees with self-learning methods while others will require a closer follow-up of experienced trainers. And the most appropriate development will be related to the learning outcomes marked in phase 2 (IO2).

The methodological development proposed in the first part of this report has focused on unifying the demands of the stakeholders collected from the field work and based on the competencies needed for the better performance of the middle manager tasks. The soft skills are not explicitly identified, although all the requirements of the sector companies in relation to these professional profiles had been identified. These needs compiled, extracted from the documentation generated in the fieldwork, differentiated (when matching technical competencies and social competences) and unified as set out in section B "methodology" of this report.

Due to the differences between the social competences considered necessary in the formative itineraries of the intermediate construction managers, it will be very useful to group them together with the detailed description that has been carried out through this second phase of the ConstructyVET project.

Ideas for accompaniment and training of worksite supervisors and team leaders

The investigations carried out demonstrate that the scope of operations in building companies has changed a great deal over the last few years, **but this change is not sufficiently covered by existing accompaniment and training offer in the partner countries**. In fact, the transition from a logic of managing production means to a logic of achieving results is not always taken into account. The concept of productivity has increased in all the partner countries and companies must act in more and more complex contexts, but existing training paths not always prepare worksite supervisors to deal with. In both small and large businesses an increasing complexity has been observed in staff management, in implementation of new norms and new techniques, as well as in organisational forms, all these aspects being embedded within shorter production times.

The investigations show that it is necessary to make distinctions between **worksite supervisors** who are involved in **finishing-related** trades and those involved in **structural work**. Both are genuine managers- driving forces towards the team leaders and other workers, but the ways in which they do their jobs are different as far as the organisation, planning and management of the projects they are in charge. Thus, training paths and accompaniments to be proposed should take into account this distinction.

Concerning **team leaders**, the investigations demonstrate that even if they also have to face an increasing complexity and new economic, organisational and human challenges as first level line managers, they seldom participate in training actions dedicated to transversal skills. In fact, companies invest easier in compulsory or technical trainings, whereas the improvement of managerial skills through participation in external trainings is often not considered by them as a priority.

Changes to functions

Worksite supervisors and team leaders are facing a significant change in materials, methods and techniques. Moreover, **the demand for economic performance has had the most impact on their work over the last few years**. Indeed, the demand for competitiveness and profitability by cutting costs has led to a genuine “revolution” on the worksite: in order to stay in the market, the interviewees believe that you have to work more quickly, better and, above all, using fewer staff, in both large and small businesses, irrespective of their profiles and areas in which they are involved.

The trades, working within shorter time scales, are ensemble on worksites, hence **the need for better organisation, better planning and communication in order to reduce any uncertainty and improvisation**. Through the interviews, the partners also found a wider range of tasks in each function or job present on the worksite. Indeed, some “neighbouring tasks” are carried out by a single journeyman, within lead times which are getting shorter and becoming sources of tension that the team leaders and worksite supervisors need to learn how to manage.

Thus, **“co-activity” and a certain amount of versatility on the worksite are becoming new challenges for which worksite supervisors and team leaders are not always enough prepared**. Indeed, cross-function technical skills, with sometimes still vague outlines, are not properly managed in general and, as a result, the final production quality can sometimes be random. Over the last few years, the emphasis has been placed on adhering **to health and safety prescriptions and on environmental regulations**. The weight of both is growing compared to purely technical standards relating to materials. Companies generally tend to make a good job of grasping these new requirements despite additional costs, the implementation of which is mainly entrusted to worksite supervisors and to team leaders who have to back up worksite supervisors. Thus, training actions that deal with these problematics are often considered by companies as useful and necessary, all the more that some of them are compulsory.

Ideas for new accompaniments and training actions

Against a background of significant changes to the duties and activities of team leaders and worksite supervisors, it is easy to spot the issue of skills in these trades and thus **the importance of the quality of the training**. But training is not always considered as a major issue for the quality of construction work, within an overall approach to the act of building, driven by new technologies and new norms. One of the conclusions of the survey carried out is the finding that training actions to be proposed would also need a **solid communication and valorisation strategy** among companies, social partners and other relevant stakeholders.

Analysing the work in order to engineer the training

The way that the training is engineered needs to be based upon the accurate, detailed gathering of data on the work of both the team leader and the worksite supervisor. To this end, it would be necessary to go into further depth **by questioning and observing each position focussed on the analysis of their activities in concrete empiric situations**. Once analysed, this data will act as the substratum for the engineering of training modules, combined with existing qualifications in the partner countries (probably levels 3 and 4 EQF for team leaders and at least level 5 EQF for worksite supervisors).

In the forward-looking approach to deciding upon training modules, it would be useful to cross-reference the analysis mentioned above with **the skill requirements for which companies’ strategies are still hard to read**. So, before embarking upon training engineering work, training centres need to help companies to bring out their human resources skill management guidelines, as the issue of training is not an independent area of research.

Indeed, in the light of the interviews carried out, specific training periods dotted along the way, enhanced by fixed periods of professional experiences at a company (alternating between training-related detachment, with an acquisition of new knowledge and its application into a working situation) could be foreseen.

To start with, training centres could include their day release-based training courses which lead, amongst others, to the positions of worksite supervisor and team leader to career paths where training and productive work are intertwined. This means that training centres have to be fully involved in this approach and incorporated into the conception of training. For example, we should note that in France and probably also in some other partner countries technical contributions which relate either to the transition to new sources of energy or to working methods as a result of BIM are already part of the day release-based training given to apprentices. Even so, as these contributions have only been made recently, it is necessary to communicate more widely and to measure the effects of this by skills developed through the first people to receive this kind of training.

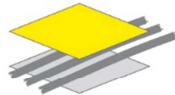




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