**Middle Management Skills in the Building Sector:**

**Adjustment of the Vocational Education to the Evolution of Company Needs**

Agreement Nº: 2015-1-FR01-KA202-015054

**Intellectual Output O1:**

**Report on the adequacy between skills needed by building companies concerning team leaders / worksite supervisors and available training offer**

**Work Package Leader: BZB, DE**

**Individual interviews and representative focus groups to identify the needs in terms of knowledge, skills and competences related to worksite supervisors and team leaders**

**Synthesis report**

**BZB, DE - Phase Leader**

**CCCA-BTP, FR - Project Coordinator**

**With collaboration of IFAPME (BE), Warrington Collegiate (UK), IBE (PL), Formedil (IT),**

**FLC & FLC Asturias (ES) and Cenfic (PT)**

**31 May 2016**

**INDEX**

[1. Introduction 3](#_Toc452630008)

[Investigations for a better knowledge of company skill needs concerning worksite supervisors and team leaders 3](#_Toc452630009)

[2. Part One 6](#_Toc452630010)

[Synthetic presentation of results by theme and by country 6](#_Toc452630011)

[Worksite Supervisors 6](#_Toc452630012)

[WORKSITE SUPERVISOR: General profile identified 21](#_Toc452630013)

[Team Leaders 23](#_Toc452630014)

[TEAM LEADER: General profile identified 44](#_Toc452630015)

[3. Part Two: 46](#_Toc452630016)

[Identification of common characteristics by job profile and by problematic 46](#_Toc452630017)

[Worksite Supervisors 46](#_Toc452630018)

[Team Leaders 54](#_Toc452630019)

[4. Part Three 63](#_Toc452630020)

[Indications for the improvement of training contents 63](#_Toc452630021)

[Worksite Supervisors 63](#_Toc452630022)

[Team Leaders 68](#_Toc452630023)

[5. Conclusion 76](#_Toc452630024)

[Ideas for accompaniment and training of worksite supervisors 76](#_Toc452630025)

[and team leaders 76](#_Toc452630026)

[Changes to functions 76](#_Toc452630027)

[Ideas for new accompaniments and training actions 77](#_Toc452630028)

[Annex 1 79](#_Toc452630029)

[Annex 2 114](#_Toc452630030)

# Introduction

## Investigations for a better knowledge of company skill needs concerning worksite supervisors and team leaders

This investigation (to be considered as a part of the outcome 1) was intended to identify company needs in terms of knowledge, skills and competence, **especially transversal**, in line with the evolution of the jobs of worksite supervisor and team leader. Investigated stakeholders: national representatives knowing the reality of the jobs listed above, company and quality managers, trainers, architects and other experts or persons dealing frequently with worksite supervisors and team leaders and the opinions of whom can be considered as representative. Adaptations of choice to the reality of each country were realized, but the form below, which was proposed for the restitution of results to make the transnational comparisons possible, was basically respected. Thus questions were added or reformulated but always within the framework proposed below.

**Methodological framework in brief**

The partners opted for interviews based on pre-established questionnaires with open questions, adjustable to specific situations in every country. The interview script should support the investigator and it should assist to record the interviews and complete the table at the end of the interview (recommendation to solve the summary task) or for filling the grid of the interview script while proceeding with the interview. There was no obligation to answer to all the questions proposed. Adaptation of the questions according to the profile of the person in front of the interviewer was required. Any chronological order to questions was not imposed. The main idea was to make a person express him-/herself in front of the interviewer and then fill the interview grid. Additional questions could sometimes be useful to go deeper into investigation.

To carry out the interviews, a period from one hour to one hour and a half to each interlocutor was foreseen. If interviews with focus groups were chosen, two hours were considered. It was advised to formalise results after each interview by filling in the grid given. In fact, the formalisation usually took a lot of time, especially if one recorded the interviews. Once interviews were achieved and formalised within the corresponding grids, the last two weeks were kept to verify the global coherence of the results and to amend them, if necessary.

**Characteristics of the interviews carried out**

Starting from the common methodological framework based on identic investigation grids, each partner had to carry out, for each job profile targeted (worksite supervisor and team leader) 3 individual interviews minimum plus 1 focus group composed of relevant experts to complete and enrich previous individual investigations. But in practice, some partners decided to leave focus groups considering them as not sufficiently relevant and somehow in contradiction with the spirit of individual interviews. For example, the French partners gave up on the idea of focus groups as they involved a high risk of debate of opinions among participants without making emerge a consensus, as well as a probability of confusion of the roles between interviewees and interviewers. In the other countries having chosen this option, the reasons were similar.

Nevertheless, each partner took necessary measures to collect information enabling him to provide data in line with initial engagement and making it possible to determine knowledge, skills and competences required by companies regarding worksite supervisors and team leaders. In some countries the organisations involved in the interviews (directly project partners or their regional entities, like in France) went beyond the minimum number of interviews, to go more in depth and to take into account the heterogeneity of companies situated in their territories. The results collected by two Spanish partners was put together to have a single image of the opinion given by the company representatives in this country. In some cases, the interviews concerning both job profiles aimed at were carried out with the same persons, but the attention was paid by the interviewers to distinguish well two questionnaires and to allow two separate time spaces to each of them, even if the second interview followed immediately the first one.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Country | Worksite Supervisors | | Team Leaders | |
| Individual Interviews | Focus Groups | Individual Interviews | Focus Groups |
| Belgium (IFAPME) | 3 | no | 3 | 1 |
| France (CCCA-BTP) | 13 | no | 25 | no |
| Germany (BZB) | 3 | no | 3 | no |
| Italy (Formedil) | 14 | no | 7 | no |
| Poland (IBE) | 3 | 1 | 3 | 1 |
| Portugal (Cenfic) | 3 | 1 | 3 | 1 |
| Spain (FLC & FLC Asturias) | 6 | 2 | 6 | 2 |
| United Kingdom | 3 | 1 | 3 | 1 |
| *Total* | *48* | *5* | *53* | *6* |

The grid above demonstrates that the partners organised (in March and in April 2016) **all together 101 individual interviews and 11 focus groups**. In France ad in Italy the number of interviews has higher as initially agreed in common during the project meeting held in Madrid in February 2016 for internal national reasons. In fact the partners in these countries took the opportunity of ConstructyVET to reinforce links with economic environment by showing that they are capable not only to propose training paths according to external prescriptions or standards, but also to collect and analyse company skill needs by themselves.

**Presentation of results**

The report starts with the synthetic presentation of results by themes and by country as specified in the questionnaires and agreed in common, country by country to highlight potential specificities of each of them (part one). The second part is thematic and highlights what was expressed by company representatives in terms of characteristics of two job profiles concerned, main evolutions of worksite environment and changes at worksite, as well as organisational, financial and human resources aspects. In the third part are presented company expectations concerning the profiles of worksite supervisors and team leaders, criteria of their professional performance, conditions of recruitment, as well as topics related to their initial education and continuing training. These components contain, in fact, indications of potential directions to take for the improvement of existing training paths dedicated to worksite supervisors and team leaders. The general conclusion presents the opinion of the persons interviewed on the further work leading to the training paths corresponding to company skill needs regarding two job profiles aimed at. The annexes contain the national reports of interviews carried out in each partner country.

# Part One

## Synthetic presentation of results by theme and by country

#### Worksite Supervisors

|  |  |
| --- | --- |
| **GERMANY** | **Synthesis of the answers collected** |
| Theme 1: Main characteristics of worksite supervisor. | Working on public tenders  Interacting with sub-contractors  Interface from site management to operational level on site  Organisation of building sites in terms of   * human resource planning and management * planning of materials and tools/machines * supervision of all processes/phases * reporting to the site manager |
| Theme 2: Main evolutions of the worksite environment and sustainable changes at worksite. | Increased cost pressure  Increased number of sub-contractors  Less people being properly educated/trained 🡪 more technical controlling and supervision necessary by worksite supervisors  Shift of work from hand to head, but still being expected to know exactly about manual work |
| Theme 3: Evolution of expectations regarding worksite supervisors. | Extended range and depth of decision taking  More organisational tasks  More human resource management tasks  Shift from site manager´s tasks to worksite supervisor  More flexibility (in terms of travelling to work sites) required  More people from different countries on site ask for language skills  Increased number of rules and regulations to be followed  Awareness of more continuing training necessary (case/site based) |
| Theme 4: Participation in organisational, financial and human resources management. | Basic planning of site and people  Process planning and scheduling  Not so intensively involved in financial planning  Nevertheless required to follow budgets and financial schemes  Interface company owner and site management to operational level |
| Theme 5: Criteria of professional performance. | Common sense: “The overall worksite supervisor´s performance is only as good as the particular and overall performance of his/her team” |
| Theme 6: Relationships between worksite supervisors and team leaders. | Necessity to work together close  Sometimes only one of these figures on site; depends on companies´ sizes and/or sizes of the working site  Upper (worksite supervisor) and lower (team leader) middle management have to interact properly |
| Theme 7: Recruitment of worksite supervisors. | Vertical company strategy: apprenticeship 🡪 skilled worker 🡪 worksite supervisor (instrument of human resource planning)  Direct contacts of site 🡪 moving of staff from one company to the other  job announcements in internet and/or newspapers/magazines |
| Theme 8: Initial education related to the function of worksite supervisor. | Base is mostly apprenticeship in the German Dual System  Work experience of required afterwards  Sometimes special courses and certifications required |
| Theme 9: Continuing training related to the function of worksite supervisor. | Job specific trainings; not concrete; case and situation related |

**General comments and conclusion GERMANY**

The role of the worksite supervisor (WS) is quite comprehensive in terms of planning, controlling, communication and - of course - supervision on site.

These people are well selected and trained by the companies based on their company needs and their human resource management. Base for becoming WS is an apprenticeship in the German Dual System (at least for the interviewed) as the fundament for proceeding of the path of continuing training and thus taking over tasks and works of wider scope and more in depth decision taking.

Nevertheless they are the ones who instruct the operational level in conducting the “real” work.

The hard facts´ requirements are dedicated to technical knowledge. Other skills lead to communication in a proper mode with customers, site managers, sub-contractors and public officials on the one side and to workers of different education levels and cultural origins and in a foreign language. Occasionally this needs mediation competence.

Concluding the focus is on open-minded people with transversal skills and the willingness to be flexible, communicative and understanding the building site as a holistic process.

|  |  |
| --- | --- |
| **BELGIUM** | **Synthesis of the answers collected** |
| Theme 1: Main characteristics of worksite supervisor. | Leadership  Rigorous  Objectives awareness  Financial abilities  Very good in-depth technical knowledge  Communication skills  Planning and organisation are crucial  Strong – tolerate a high level of pressure  Flexible (work on several sites) |
| Theme 2: Main evolutions of the worksite environment and sustainable changes at worksite. | OBJECTIVES ORIENTED – costs are one of the most important matter.  Energy saving performances  Health and safety  Waste management |
| Theme 3: Evolution of expectations regarding worksite supervisors. | More flexibility  Able to update his knowledge regularly – autodidact and training addict |
| Theme 4: Participation in organisational, financial and human resources management. | He has a role at each step, he needs to manage organisation, bearing in mind financial objectives which means planning correctly and good communication with team leaders. |

|  |  |
| --- | --- |
| Theme 5: Criteria of professional performance. | Reach the objectives!!! It is a priority  Permanent control  Good knowledge of the job and administrative issues  Good planning is a very important aspect in order to reach the objectives |
| Theme 6: Relationships between worksite supervisors and team leaders. | MUTUAL TRUST!!! They need each other all the time. TL counts on his WS for complicated problems and WS counts on TL for quality, schedules, reporting.  WS manages big problems and all planning, organizational and administrative aspects and TL manage his team, his building site, … |
| Theme 7: Recruitment of worksite supervisors. | Often external recruitment 🡪 needs academic people but work experience is really required. If not, team leaders and workers will not trust on him. |
| Theme 8: Initial education related to the function of worksite supervisor. | Bachelor, engineer, architect but work experience before being WS |
| Theme 9: Continuing training related to the function of worksite supervisor. | EMEC, CCW |

**General comments and conclusion BELGIUM**

The worksite supervisor is more often on the phone and on the road than on the building site or in his office. He/she has to deal with many various tasks and participates in meetings. He/she moves a lot and has many different tasks/ problems to deal with at the same time.

Planning management, costs management, objectives, good communication and very in-depth technical knowledge are the most important qualities the worksite supervisor needs to have.

He/she works with many different people such as workers, team leaders, subcontractors, architects, engineers, and administrative people at the office (secretary, purchase office, sales office, and accountancy) and is in a sense the nerve centre of the construction act.

Then, good collaboration and good communication skills are essential.

Companies often recruit WS externally because of the job profile.

As far as continuing training is concerned, we realized that the visibility of those training providers is not enough developed. Many things already exist but companies does not often know them and are not really aware of the advantages they could have for / from their workers and that it won’t cost them that much (in BE, we have a system to reimburse training hours to the company owner). It would be very important to make them aware of that (especially smaller companies).

|  |  |
| --- | --- |
| **UNITED KINGDOM** | **Summary of the answers collected** |
| Theme 1: Main characteristics of worksite supervisor. | Driven and motivated with an eye for details and a proven track record of completing projects on time and to a given standard. |
| Theme 2: Main evolutions of the worksite environment and sustainable changes at worksite. | To undertake a managerial type role within the company and probably have aspirations of being promoted to project manager or director. |

|  |  |
| --- | --- |
| Theme 3: Evolution of expectations regarding worksite supervisors. | To be computer literate and be able to provide and give presentations on a specific project, in order to show progress. |
| Theme 4: Participation in organisational, financial and human resources management. | The supervisor will have the authorisation to be able to hire and fire and set wage structures on site, within certain parameters. |
| Theme 5: Criteria of professional performance. | The upmost level of professionalism is expected and will be upheld as the supervisor is an ambassador for the company, to staff and clients alike. |
| Theme 6: Relationships between worksite supervisors and team leaders. | This relationship should be, first and foremost, professional. There should be a good and open line of communications between both parties. |
| Theme 7: Recruitment of worksite supervisors. | Recruitment seems to be made from within companies, before external job opportunities are available. New staff will be taken on board, should the project require a certain expertise. |
| Theme 8: Initial education related to the function of worksite supervisor. | A proven track record seems to be the initial preference, with qualifications and education, a necessary but secondary requirement. |
| Theme 9: Continuing training related to the function of worksite supervisor. | The companies we spoke to did not think it was an issue to continue the training of staff if it was needed and beneficial to both parties. |

|  |  |
| --- | --- |
| **POLAND** | **Synthesis of the answers collected** |
| Theme 1: Main characteristics of worksite supervisor | A worksite supervisor must be able to manage the whole process, including:   * proper planning (this is a very important, though often neglected, phase of his work – the key to proper functioning of the entire construction process) * organizing and coordinating * supervising * controlling results   The main characteristics of a worksite supervisor are:   * Technical knowledge in the field of construction, including technology and organization of building works, construction law, costing and scheduling, etc. * knowledge of technology of construction works – e.g. he/she must be able to decide how much cranes should be on concrete construction site (the ability to optimize – according to the principle "it has to be profitable, but on time and of good quality") * social competences: the ability to make decisions and manage teams * resistance to stress – connected with responsibility for safety on site (security and health protection plan – he/she prepares it or asks appropriate person for its preparation, then he/she must control its observance) * assertiveness – towards investors, designers, subcontractors, suppliers, he/she has to know how to reconcile different points of view (so also negotiating skills) * organizational skills – planning and delegating responsibilities, flexibility in work scheduling (the ability to efficiently shifting people from one work to another) * project management, including the ability to comply with regulations, terms of contracts and work schedules; often also control of costs (he/she must be oriented in the prices of materials, services, equipment and so on) * the ability to manage subordinates in an efficient way – he/she must discipline employees – if necessary, must know which employees are overloaded and which are under loaded, must have a feel for people, must be able to communicate with various kinds of people, can’t be a confrontational type of person * accuracy – he/she must beware of accepting unfinished or imprecise work and at the same time beware of signing unfavourable contracts – e.g. with suppliers, subcontractors etc. (knowledge of local and national construction markets) – especially in the cases of smaller sites (where worksite supervisors play also the role of contract managers) * the ability to understand and predict behaviours of people working on lower positions, who are often low-skilled and need to be well supervised – he/she should be able to indicate team leaders who will manage to do it |
| Theme 2: Main evolutions of the worksite environment and sustainable changes at worksite | * increased stress on safety, a “generational change” * new positions, jobs on the worksite (a longer chain of command) * shorter and bigger contracts (higher pace of work) * ever more subcontractor workers in relation to general contractor workers * ever more stress on profitability – expressed by different parties during the construction process |
| Theme 3: Evolution of expectations regarding worksite supervisors | * safety is one of the top expectations – “plan of safety and health protection” * building a core team, which could realize new construction projects * constant updating of knowledge * ever more documentation to fill and store needed |
| Theme 4: Participation in organisational, financial and human resources management | * assigning tasks, creating and updating schedules (together with investors and investor's supervision inspectors), controlling timeliness, shifting teams from one place to another etc. * meeting with team leaders on a regular basis (e.g. once a week) – updating information about all works (identifying potential problems, such as delays, technical issues etc.) * taking part in meetings with investor and investor’s representatives (e.g. supervision inspector investor) – in the cases of greater delays, random events etc. * controlling supplies – worksite supervisor may appoint site engineer to this task, but supervisor’s responsibility is to watch if it is properly supervised * finances – in some companies supervisors are concerned only with the technical side of projects – getting things done on time, quality of work etc., in some they are also responsible for cost management as well as for negotiating agreements with subcontractors (rather smaller companies and projects) * human resources management – organizing and coordinating of work, executing, reporting recruitment needs, in some cases deciding on the amounts of bonuses for subordinates (based on information reported by foremen or team leaders) * negotiations with suppliers, subcontractors etc. (otherwise it is the responsibility of central purchasing departments |
| Theme 5: Criteria of professional performance | Worksite supervisor’s performance is evaluated by:   * his/her employer’s (general contractor) representatives: * direct superior – for efficiency and quality of work, compliance with design and schedule requirements, cost effectiveness etc. * OHS (BHP) specialist – for ensuring safety at workplace * investor’s representatives: * supervision inspector (inspektor nadzoru inwestorskiego) * contract’s/project’s engineer   for all of the above (including all installations made in a building and documentation required by law)   * state inspectors (e.g. construction site inspectors – inspektorzy nadzoru budowlanego; labor inspectorate inspectors – PIP, etc.) for all of the above (including all installations made in a building and documentation required by law)   Criteria for assessment of professional performance are:   * acting according to construction law, including keeping project’s records according to all regulations * keeping project’s schedule * cost effectiveness * quality of works * compliance with project’s design * ensuring safety on worksite |
| Theme 6: Relationships between worksite supervisors and team leaders | This is a clear hierarchical relation. The supervisor gives orders/commands and decides on what is done. In practice though, he/she can delegate some decisions to other workers and allow for initiative. However the legal responsibilities remain on the supervisor.  The contact with “Majsters” and/or team leaders is continuous and direct, because this is the only way to coordinate. This is usually achieved through regular meetings of staff. It is important that worksite supervisor trusts his/her team leaders, because they supervise workers on a daily basis. They report to supervisors on work progress as well as on emerging problems, they often ask them for advice or decision. Most of worksite supervisors prefer to work with team leaders they know.  The interpersonal relations would mainly depend on the specific construction site, and personalities of supervisor and other workers. There is a clear underlying legal status of these relations. Because the worksite supervisor takes responsibility for all.  A worksite supervisor on a large site manages the works of:   * sections supervisors (kierownicy odcinków) * construction supervisor (kierownicy robot) * team leaders: Majstrowie – who have to be always in place and coordinate work of small teams and collect information from Brygadziści (brigades coordinators) * civil engineers   A worksite supervisor reports to a project manager (project/contract coordinator) and should closely cooperate with him. |
| Theme 7: Recruitment of worksite supervisors | Almost only internal recruitment/promotion. In other cases there would be a period of trial. Only “very rapidly growing companies decide to hire worksite supervisors from the market (externally)”.  The biggest problem is limited number of worksite supervisors (“we have more construction sites than worksite supervisors and investor’s supervision inspectors altogether”). Another one is relatively low incomes (compared to the responsibility). “Not everyone wants to be a worksite supervisor – it is a huge responsibility, and the payment is often not so high. Therefore there are not too many experienced supervisors – such persons are very much appreciated and companies try to keep them”. |
| Theme 8: Initial education related to the function of worksite supervisor | There is no direct initial education leading to this position. It can only be achieved through experience.  The construction faculties on the few renowned Politechnics are considered to be a good preparation for technical skills, and very often the workers gain practical experience during the period of studies. Only after the studies and gaining practical experience can one approach the exams for the licence. But minimum a few years of experience (after obtaining the licence) is usually needed to become a construction site supervisor on bigger sites. |
| Theme 9: Continuing training related to the function of worksite supervisor | There are courses available on the market, but they don’t practically prepare for the function. However they are helpful in recruitment, which could lead to promotion.  Large companies often train their staff on their own and often outsource trainings to external companies. There are not many practical “open” courses for this group, professional trainings are “tailor-made”, so it is difficult to say something about them.  The overall opinion of those courses was positive, but rather because it could always be useful to learn something. The practical training on-the job and experience was pointed out as the most useful way of achieving relevant skills for worksite supervisor. |

|  |
| --- |
| **General comments and conclusion POLAND**  The soft and transversal skills are fields in which any help would be welcome. Some of the most relevant could be: dividing/assigning tasks (planning), building trust and communication with subordinate workers, negotiating with different parties.  A traditional, formal training could be considered for worksite supervisors, since they are able to use apply knowledge in practice. However since most of them are trained on the job and internally promoted – supporting work-based learning for construction engineers, construction supervisors (and many other workers) could also be considered. |

|  |  |  |
| --- | --- | --- |
| **FRANCE** | | **Summary of the answers collected** |
| Theme 1: Main characteristics of worksite supervisor | **Skills** | **Organisation: knowing how to be the “boss” on the worksite** (if this involves structural work, being the boss of all trades and having total command of the implementation)   * Organising the project operationally and efficiently according to the instructions passed on by the design and engineering department * Looking ahead and planning * Reading and being familiar with the documents passed on by the works foreman (his or her immediate superior) * Taking part in the contract review * Organising the schedules according to deadlines, managing the schedule and sticking to it * Properly managing the project for consistent progress   **Management**   * Showing leadership qualities and knowing how to set targets * Knowing how to pass on technical knowledge and working methods * Passing messages on to his or her team properly, managing and ensuring good interpersonal relationships with management, team leaders and workers   **Technical**   * Having an overview of the project and being pragmatic * Having excellent technical knowledge and being acknowledged as an expert in his or her own fields * Total familiarity with the standards (technical, environmental, safety)   **Regulations**   * Ensuring that the project is safe by adhering - and ensuring other people adhere - to health and safety at work standards * Adhering – and ensuring other people adhere - to the technical standards * Adhering – and ensuring other people adhere - to the environmental standards |

|  |  |  |
| --- | --- | --- |
| Theme 2: Main evolutions of the worksite environment and sustainable changes at worksite | **The company’s performance and organisation** | Prior observation: the organisation can vary enormously depending upon the size of both the company and the project; projects involving fewer staff may be better organised, better prepared, and structured with greater thoroughness   * The smaller the company, the more the worksite supervisor acts as the company’s representative in dealings with the client * The smaller the company, the more the worksite supervisor needs to be familiar with embedded intelligence tools |
| **Human resources** | * Knowing how to establish authority more than before * Taking part in worksite meetings * There is no time to lose * Having a good dialogue with the team leader becomes an increasingly decisive factor |
| **Technical matters and materials** | * New materials and techniques to be mastered in order to meet new demands in the sector (renewable energies) * Total familiarity with the basic technical aspects of all of the trades on the worksite * Knowing how to adapt to new materials, new techniques, new standards, new methods and new organisations (getting regular information and training) |
| **Regulations and the environment** | Becoming aware that standards are increasing in scope both within the organisation and in project management:   * all of the quality standards involved in the project * Waste management – energy saving – awareness of new materials * Health and safety at work * Economic management of the project adhering to the specifications and regulatory standards * Abiding by employment regulations (Employment Code) |
| Theme 3: Evolution of expectations regarding worksite supervisors | **The company’s performance** | * Ensuring that the worksite is clean and safe * Sticking to the schedule and deadlines * Good coordination of the work * Practical innovation * Being increasingly independent and coming up with ideas |
| **Management** | * Taking on board information from management and passing his or her own information on to management (iterative dialogue) * Passing information on to the team leaders and ensuring it is implemented by the workers * Regularly adding to his or her skills, especially with regard to innovations that need to be sustainably incorporated into professional practices (both their own and their employees’) * Representing the head of the company, especially if it is a smaller company (fewer than 50 employees) * Encouraging independence and responsibility among employees in organisation, the carrying out of activities and the assessment of the results |

|  |  |  |
| --- | --- | --- |
|  | **Skills**  Technical  Safety | * Knowing how to adapt to new techniques (finding out, questioning him or herself) * Coming up with innovative solutions and inventing new processes * Acting as an apprentice master/company tutor to provide training for the next generation * Being familiar with IT tools, including new communication and organisation technologies |
| **Quality / responsibility** | * Independence and total responsibility for the project, the foremen (immediate superior) are the project’s “accountants"; the worksite supervisor must manage the whole of his or her project * Managing the quality of the work in relation to the specifications, with increasing thoroughness and complexity * Greater responsibilities corresponding to new requirements |
| Theme 4: Participation in organisational, financial and human resources management | **Planning** | * Is totally familiar with the modus operandi: from the preparatory phase to the passing on of information to the team leader and also involving following up on the various phases of the project * Takes the schedule drawn up by the worksite supervisor on board * The deadline which has to be adhered to (because any overruns are expensive) * Coordinates the tasks to be carried out * Keeps the purchase order book |
| **Monitoring and checking implementation** | Is responsible for work on the project and ensuring it is done properly   * Taking the time to prepare for and set up the worksite * Handling the project organisation, covering the human resources, equipment and financial aspects * Handling the monitoring and checking, quality of the work travail with no reservations from management and clients |
| **Production** | * May take part in implementation tasks whose scope can vary according to the size of the project |
| **Problem-solving** | * Looking ahead with the parties involved in the project, on both a daily and a weekly basis * Looking ahead in terms of requirements for both human resources and equipment |
| **Responsibility / independence** | Total control over the project   * Is up-to-date with targets, margins and ratios set in terms of available resources (human, financial and equipment) and undertakes to adhere to them * Is at the centre of the organisation of the project * Is responsible for the running of the project and its progress * Is responsible for quality standards, including health and safety, and also environment * Larger-scale integration of the review phase |
| Theme 5: Criteria of professional performance | | * Customer satisfaction * Adherence to deadlines * Optimisation of resources in relation to projections * Excellent knowledge of working techniques * Adherence to the modus operandi * Good team management: inspires trust and creates a good working climate, drives development of the team, is interested in reducing fatigue among workers, sends signs of recognition to the team * Keeping the site clean |
| Theme 6: Relationships between worksite supervisors and team leaders | **Management** | * The worksite supervisor must have recognition from his or her employees, and in fact, the support of the whole of the team * Direct and directing relationships, although still collaborative, with the idea of sharing the ultimate goal * Importance of good coordination and good relations between the various people involved in the project * Being a diplomat: setting out what is negotiable and what is not * Being credible   Clear relationships between the various parties involved in the project, in order to avoid any ambiguity with regard to understanding activities, standards and operating rules:   * delegation of tasks and contribution of knowledge, if necessary * Know the people and their individual skills well * Builds up the cohesion which is essential to both the smooth running of the team and the quality of contractual productions * Passes on information properly * The importance of a good understanding in order to foster discussions (everyone should be able to give his or her opinion and contribute to the overall quality of the project) * Experimenting and being recognised by his or her employees |
| **Technical** | * Is recognised for his or her technical expertise based upon experience and on sound theoretical knowledge, which helps to ensure support from the workers * Is able to pass on the architect’s expectations * Having a good knowledge of the materials and total familiarity with professional practices |
| Theme 7: Recruitment of worksite supervisors | | * Promoted internally with prior identification of potential + stated desire, very often after sound apprenticeship training (level 4 or 5 EQF: French BAC PRO or BTS diplomas) and after holding a position as team leader * Outside recruitment: sometimes from an unsolicited application, small ads or Job Centre. * Plus 10 years’ professional experience as the optimum period * Ongoing training in supervision, planning, regulations, new standards, reading of drawings. |
| Theme 8: Initial education related to the function of worksite supervisor | | * Sound technical training (fr. BTS) in Building (level 5 EQF) * No initial training specific to the position of worksite supervisor (test with the “Worksite supervisor” professional qualification accredited as level 4 EQF by the Ministry of Employment) * Solid theoretical training enhanced by experience at a company |

|  |  |
| --- | --- |
| Theme 9: Continuing training related to the function of worksite supervisor | * A la carte ongoing training, depending upon requirements to be decided upon * Training as a line manager to be decided upon (preferably ongoing, but also where necessary initial, in addition to solid technical training) * It would be a good idea to develop training courses on line management |

**General comments and conclusion FRANCE**

Regarding the **worksite supervisor-higher level line manager**, our various interviews show **that s/he liaises** between: the client and production, the design and engineering department and the teams in the field, the head of the company and his or her employees, the architect and implementation. We need 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 workers-journeymen, 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 and for which they thus have responsibility are concerned. They have the task of planning ahead, procuring supplies and implementing the project in such a way as to ensure that the scheduled organisation is adhered to and the journeymen are able to work under the best possible conditions in terms of both human resources and equipment, **safely and abiding by all of the standards of all kinds whatsoever**.

The **structural work worksite supervisor’s duties are wider ranging than those of the finishing work worksite supervisor**. The structural work worksite supervisor is responsible for the smooth running of the whole of the project and for coordinating the people involved from all trades, whether they come from inside the company or from outside (i.e. subcontractors). So s/he is the “boss of the project” and the main contact for the company’s works foreman (if the company is large) or may report directly to the head of the company (if the company is small) and the design and engineering department. S/he may also sometimes take part in worksite meetings.

In conclusion, the worksite supervisor deals with a combination of challenges relating to technical and organisational changes, new safety on the worksite and environmental standards, including energy saving, and tensions relating to production costs.

|  |  |
| --- | --- |
| **ITALY** | **Summary of the answers collected** |
| Theme 1: main characteristics of the worksite supervisor | Management and control in terms of resources, economic quality of contract, work duration and safety  It is essential that the worksite supervisor knows how to organise the work in the best way possible and to know how to deal with his/her co-workers so as to guarantee that the work is carried out in accordance with best practice respecting schedules.  Responsibility, organisational skills  It is essential in this role to know how to organise different work in accordance with safety regulations and to respect the roles of co-workers in order to obtain a good result. Communication skills, experience in the sector and training are fundamental characteristics |

|  |  |
| --- | --- |
| Theme 2: improving worksite environment and relative sustainable changes | Worksite organisation, knowledge concerning safety and sharing objectives  Over the last five years I have noticed a greater awareness on behalf of the workers concerning the PPE and respect for security regulations  Much more attention is paid to the handling of waste and dangerous liquids. First and foremost it would be extremely important to sensitise all those carrying out different tasks on the worksite. Subdivision and correct recycling |
| Theme 3: evolution of worksite supervisor expectations | Managers look for better supervisory and organisational skills in supervisors  As far as I am concerned what is expected of my role embraces most worksite activities, thus having to relate to different people and realities. Furthermore it is my duty to make sure the working environment is safe and kept in order |
| Theme 4: participating in organisational management and financial and human resources | Meetings in the initial and intermediate worksite stages with the worksite technical manager if present and with foreman if present concerning the supervision of work phases and criticalities  Subdividing the workers in different jobs according to an attentive assessment. Mediating with the different commercial activities to assess where it is more convenient to reorganise in order to optimise costs, but without foregoing quality. Informing the employer of any difficulty or complicated situation on the worksite.  Doing as much as possible in order to respect safety regulations on the worksite |
| Theme 5: professional performance criteria | Continuous control respecting the initial project and work quality  The foreman must always be open to learning new things  Study, experience, competence |
| Theme 6: relationship between worksite supervisors and team leaders. | The worksite supervisor and team leader must communicate correctly; regarding the working environment (material and tools), as well as the human environment (personal communication) and bureaucratic environment (proper documentation and financial management) |
| Theme 7: employing worksite supervisors. | Experience acquired in foreign companies; other means for staff recruiting such as LinkedIn  Especially for large companies  Depends on the type of company and employer  It would be necessary to ascertain that the supervisor is able to manage a worksite and not rely merely on an educational qualification or other |
| Theme 8: initial training for role of worksite supervisor | Building schools are valid but experience on the worksite is important  The courses offered are useful for providing basic knowledge in order to enter the world of work and construction  In my opinion more practice on the worksite is necessary and less theory |

|  |  |
| --- | --- |
| Theme 9: continuous training for the role of worksite supervisor | Continuous vocational training at building schools but often there is no time to attend  The supervisor should always do refresher courses and continuous training especially concerning safety. I think that in my sphere there are several refresher courses and a lot is being done concerning continuous training  Courses should be periodically repeated |

**Other comments and conclusions ITALY**

The roles of the foreman and entrepreneur in small companies are indicated in the same person.

|  |  |
| --- | --- |
| **SPAIN (FLC & FLC Asturias)** | **Synthesis of the answers collected** |
| Theme 1: Main characteristics of worksite supervisor. | Responsible for implementing and link between the project management and workers of various trades. Global and integrated vision. There have been outstanding communication, empathy and active listening, as social skills. |
| Theme 2: Main evolutions of the worksite environment and sustainable changes at worksite. | Growing demand construction sites, leadership and correct implementation; but a big change is the introduction of new technologies or technological advances applied. Outsourcing and also complexity in the relationship. A key change is the use of ICT. |
| Theme 3: Evolution of expectations regarding worksite supervisors. | Crisis generates underemployment (engineers and architects to perform functions of foremen); no new requirements in specific areas of work such as quality, environment (waste management) and Health & Safety at work. |
| Theme 4: Participation in organisational, financial and human resources management. | Work site supervisor is key in all these respects, because: he/she monitors, quantifies, confirms the quality of the materials on site and evaluates the work of staff. With some planning freedom and responsibility on the sites assigned for production and related personnel (10-20). Overview of the work, integrating different phases of work and specialties that will allow proper coordination of the various sites under their responsibility. |
| Theme 5: Criteria of professional performance. | Highlights: ability to interpret drawings and knowledge of tools to ensure the use of the last valid plane (TICs). Global knowledge in health and safety awareness but also specific to the knowledge of appropriate measures (collective-individual protection...); and likewise in quality matters. |
| Theme 6: Relationships between worksite supervisors and team leaders. | Differentiated communication up (project management) and down (team leaders); motivation (ability to transmit) especially for greater security in the performance of work. Complementarily listening skills and active listening. |
| Theme 7: Recruitment of worksite supervisors. | * Chosen within the company staff * External selection (based on previous work or similar experience) * To a smaller extent but are hired from the practices made by VET students (FP III) (during 400 hours of practice observed attitude, capabilities ...) |
| Theme 8: Initial education related to the function of worksite supervisor. | Training is known and the importance of complementary skills recognized. But special importance is given to experience, in the case of a young professional (participation in a complete work). |
| Theme 9: Continuing training related to the function of worksite supervisor. | The evolution of the sector (new materials, environment, energy efficiency ...). This is the key. |

|  |
| --- |
| **General comments and conclusion SPAIN**  One of the most remarkable things is that all the field work participants consider the previous working experience as essential to develop the work site supervisor´s tasks. The experts interviewed consider that the VET education is appropriate for the Middle Management personnel but it is not enough.  Without presence of training requirements in job offers and specially focused on work experience. But all the participants especially remarkable at the focus group suggested the big importance of transversal skills (waste management, quality assurance, health and safety at work…) even the big importance of soft skills (communication, encouragement, teamwork…).  Other remarkable transversal skills for work site supervisors are strategic planning (taking in account a global vision of the worksite), economic responsibility, professional trade knowledge and skills in different crafts.  Without specific answers regarding lifelong learning but deductible. For example it was remarked the importance of TIC´s, new technologies (drone), new responsibilities about quality, environment, health and safety…And in my opinion this matters must be learned as continuous training. |

|  |  |
| --- | --- |
| **PORTUGAL** | **Synthesis of the answers collected** |
| Theme 1: Main characteristics of worksite supervisor. | Technical knowledge is the key for the development of the professional. |
| Theme 2: Main evolutions of the worksite environment and sustainable changes at worksite. | The main evolutions are related to IT and Health and Safety matters. |
| Theme 3: Evolution of expectations regarding worksite supervisors. | Recruitment and managing teams are very important factors, which are of increasing importance within the framework of the companies. |
| Theme 4: Participation in organisational, financial and human resources management. | Usually the participation is mostly at the HR management on site, the other levels are responsibility of higher levels in the hierarchy. |
| Theme 5: Criteria of professional performance. | Despite that some companies may have written procedures to assure that the assessment is made, most of it has a very opinion driven form. |
| Theme 6: Relationships between worksite supervisors and team leaders. | Confidence between all the members of the team is the key factor for a good final result – as these two trades are very sensible within the construction site, the importance of these matters is enhanced. |
| Theme 7: Recruitment of worksite supervisors. | Primarily internal promotion via subjective criteria that is mostly based on the merit of the candidate. |
| Theme 8: Initial education related to the function of worksite supervisor. | Vaguely known and even if it is known rarely is taken in account. |
| Theme 9: Continuing training related to the function of worksite supervisor. | Vaguely known and even if it is known rarely is taken in account. |

**General comments and conclusion PORTUGAL**

Most of the WS professionals are recognized as people that need to have very strong technical knowledge – it can be seen that the soft skills are considered but in a minority way when it comes to promote or recruit a WS.

Vocational training is not a factor that companies usually consider when thinking about these kinds of professionals.

#### WORKSITE SUPERVISOR: General profile identified

He / she

* works on public tenders
* is in contact with sub-contractors
* is the interface to the site-management
* is deeply involved in the building site organisation (all issues related to human resource planning, materials and tools, supervision as well as reporting)
* is in leading function and should show resistance to stress
* follows objective awareness
* owns technical knowledge
* applies an appropriate communication
* has at the same time an eye for the details and for the whole
* follows his/her social skills
* faces increased costs´ pressure
* has to deal with an increasing number of sub-contractors
* has to plan works with less educated and formerly trained staff
* is asked for more controlling aspects
* has to shift more work from hand to head
* has to follow more energy efficiency aspects
* is responsible for health & safety on site
* has to plan waste management
* suffers from shorter and limited work contracts
* has to get used to more process details in digital form
* is required to take more decisions
* is deeper involved in organisational tasks
* should know about human resource management
* has to take over tasks of the site management
* is expected to be more flexible in terms of bigger distances to work sites
* should cope with intercultural behaviours, i.e. languages and soft skills
* should be aware of personal continuing training
* take over presenting tasks 🡪 digital literacy
* should know about health & safety regulations
* is more involved in planning work sites🡪 processes, schedules, human resources
* is expected to contribute to the financial planning 🡪 budget
* can hire and fire staff in some countries
* embodies the role of a mediator
* is only as good as his/her team
* checks and controls the application of health & safety regulations, of general technical regulations, of deadline keeping as well as of work and product quality
* is the ambassador for the company to staff and clients alike
* is in cooperation with the team leader
* relies on mutual trust with team leader and staff
* regularly comes from a vertical career in the company
* can be recruited from direct contacts outside the company
* can seldom be hired from external applications
* uses social media for job offers
* should have a good basic education and training 🡪 e.g. dual system passed
* has profound work experience
* can also bring in specific competence due to special further trainings
* must have higher degrees in some countries (e.g. in Belgium)
* has to be open for continuing trainings, which could be case related
* should take part in in-company trainings (mostly in big companies)

#### Team Leaders

|  |  |
| --- | --- |
| **GERMANY** | **Synthesis of the answers collected** |
| Theme 1: Main characteristics of team leader. | Organisation of building sites, setting up site  Human resource and work process planning  Secure material flow (also tools and machinery)  Being gofer  Working in an autonomous way, forward looking  Measurements  Communication |
| Theme 2: Main evolutions of the worksite environment and sustainable changes at worksite. | Being pusher / motivator / instructor  Often stands alone on site  In former years WS and engineers had more and better operational experience; TL sometimes has to explain them practical work  Constructions are more complicated and complex nowadays  Longer distances to and between sites  More working in already existing buildings, thus more communication due to more people involved from different professions and eventually more checking and assessing due to documentation purposes. |
| Theme 3: Evolution of expectations regarding team leaders. | Have to cover lack of practical experience by higher levels involved (architects, engineers)  Work load became higher, complexity increased  Need to give more detailed and well balanced instructions  TL should be able to run site alone  Secure material flows  Increased dealing also with specification lists  Ratio of work in renovation and reconstruction has arisen |
| Theme 4: Participation in the organisation of the worksite. | Being gofer  In fact TL is operating much of a WS´s work  TL often stands alone  In a position to explain works and processes  Secure permanent workflow and material flow  Being involved in building site from start till end  Human resource planning |
| Theme 5: Criteria of professional performance. | Quality and speed in setting up site  Human resource planning  Checking/correcting works, “last word”  Contact person, communication  Personal professional competence  Solution finding oriented  Preparation of works, only seldom in operational works |
| Theme 6: Relationships between team leaders and other workers. | Being some kind of a supervisor  Person to be respected  Delegation of works, but still responsible  Final checks |

|  |  |
| --- | --- |
| Theme 7: Recruitment of team leaders. | Only from own staff in company  Work experience with quick and good work proved  Only based on recommendation  Forward looking important  After having conducted first own building sites, formal acknowledgement of being TL |
| Theme 8: Initial education related to the function of team leader. | Work experience crucial  Initial VET / apprenticeship necessary  Leading competence  Base is a good school education  Proper character and good attitude |
| Theme 9: Continuing training related to the function of team leader. | Practical experience decisive  WS courses ok  Everything beyond is crafts master (mostly expensive) |

**General comments and conclusion GERMANY**

The role of the team leader (TL) is quite comprehensive in terms of setting up site, material and work flow, communication and - of course - checking on site.

These people are work experience based selected by the companies based on their company needs and their human resource management. Base for becoming TL is an apprenticeship in the German Dual System (at least for the interviewed) as the fundament for proceeding of the path and thus taking over tasks and works of wider scope.

Nevertheless they are the ones who instruct the operational level in conducting the “real” work.

The hard facts´ requirements are dedicated to technical knowledge and leading competence. Other skills lead to communication in a proper mode with managerial staff, site managers and sub-contractors on the one side and to workers of different education levels and cultural origins and in a foreign language. Occasionally this needs mediation competence.

Concluding the focus is on open-minded people with transversal skills and the willingness to be flexible, communicative and understanding the building site as a holistic process.

|  |  |
| --- | --- |
| **BELGIUM** | **Synthesis of the answers collected** |
| Theme 1: Main characteristics of team leader. | Very good technical knowledge in the trade  Human qualities  Leadership  Good communication skills  Able to anticipate  Flexible  Work experience |
| Theme 2: Main evolutions of the worksite environment and sustainable changes at worksite. | All aspects linked to energy saving in construction 🡪 technical constraints and need always to be up to date 🡪 reskilling  Cost-effectiveness  More administrative work  Problem of responsibility  Deadlines are shorter 🡪 oppression  New communication channels  Digitalization  Evolution of workers’ mentalities |

|  |  |
| --- | --- |
| Theme 3: Evolution of expectations regarding team leaders. | Increase cost effectiveness + respect of deadlines are nowadays most important for company owners 🡪 high level of pressure  More administrative aspects added to the work on the site  Safety and security  Participation to worksite meetings (in small companies)  Respect rules, prescriptions and responsible of workers’ job  Need to participate to specific trainings to follow the evolution |
| Theme 4: Participation in the organisation of the worksite. | Management of the site from A to Z  Preparation (incl. verifications)  Planning  Organizing (goods supply)  Working on the site with workers  Administrative issues  Participating to trainings  Anticipating  Respecting deadlines  Managing the team and organizing each worker’s tasks 🡪 distribution of the work  Participating to worksite meetings  Quality check  Feed-back to hierarchy |
| Theme 5: Criteria of professional performance. | Preparation: be able to calculate, verify, take measures  Execution: team leaders are first considered as PRODUCTIVE WORKFORCE – good knowledge of the field + quality control at each step + be able to give clear explanations to his team + take time to explain and must be available.  Always be sure that the work has been done correctly and in respect to legislation and standards |
| Theme 6: Relationships between team leaders and other workers. | TRUST!!! He must be respected by his team. In that sense, he needs to have very good knowledge of the field because his team counts on him but TL also counts a lot on his team. The team leader must be comprehensive but strict with his team. He needs to motivate the team 🡪 leadership  Modesty🡪 requires a lot from the workers but must trust on them either.  The team members must feel at ease with each other, it is really important and the team leader is the example for other workers.  Often, the TL has to be the link between his team and hierarchic members of the company. He acts as a moderator / mediator  The team leader in a very important part of the working circle. He is in the middle. He is responsible for his team and works hand in hand with the foreman or the company owner.  TL and team must be very close to each other but keep some distance also in order to keep his/her authority and credibility. On the same way, he/she MUST be irreproachable in order not to be criticized by his/her team. |

|  |  |
| --- | --- |
| Theme 7: Recruitment of team leaders. | Internal recruitment is preferred.  Most of the time, is an experienced worker form the company. It is considered like an internal promotion as the person already knows the company, the way it works, the workers, … but sometimes, it could be difficult because new team leaders do not have lots of ICT skills and managerial skills.  External: via temporary agencies, especially when they recruit specific profiles (higher level of education) |
| Theme 8: Initial education related to the function of team leader. | Master craftsperson in construction if possible with internship in a company + good and significant work experience  Bachelor in construction + professional experience  Lack of managerial / administrative / HR and communication skills they can be taught in initial trainings |
| Theme 9: Continuing training related to the function of team leader. | Further training developed by FFC (professional funds for construction Trainings)  EMEC 🡪 School of Management for Construction Managers (specialized in managerial skills for construction workers)  CEFORTEC: for heating and sustainable energies  Health and Safety  HR aspects must be part of the proposed trainings  Specific trainings linked to the job (insulation, energy saving, ventilation) |

|  |
| --- |
| **General comments and conclusion BELGIUM**  By interviewing different kinds of people, it was realized that from one company to another, the team leaders’ jobs are quite the same for many aspects but also very different in some ways, especially regarding the level of autonomy.  In big companies, team leaders have less responsibilities than in smaller ones. This is due to the fact that big companies have different departments such as sales department, purchase department or accountancy. Worksite supervisor tasks are precisely defined and team leaders especially work on the site and report the ongoing to their direct chief (worksite supervisor in most cases, which will deal with administrative aspects). In smaller companies, team leaders have more responsibilities regarding organization of the working site (more administrative and managerial aspects 🡪 clients, team, planning, supply, architects, suite meetings…)  In both cases, team leaders need to be very good at their jobs, very experienced and master all the new technologies and ways of working (lots of aspects linked to energy saving and green / sustainable construction)  Aspects linked to human resources are very important and team leaders are not prepared for that. They need to have many qualities such as empathy, good communication skills, but also be respected by his team. He/she is the link between the company owner (or foreman in bigger companies) and his workers.  Organisational competences are very important 🡪 planning, schedules, goods supply, and anticipation.  A very important matter is that the team leader needs to know its team very well and the professional qualities of each member in order to be able to give the right task to the right person and in that case, respect cost-effectiveness and quality control.  Team leaders also have high pressure because of cost-effectiveness and quality. It could be difficult to reach economic objectives without decreasing quality and this is high pressure and challenges. |

|  |  |
| --- | --- |
| **UNITED KINGDOM** | **Synthesis of the answers collected** |
| Theme 1: Main characteristics of team leader. | Management skills and trade experience are essential. An eye for finer details and an ability to issue orders and instructions. |
| Theme 2: Main evolutions of the worksite environment and sustainable changes at worksite. | No major evolutions have been noted in the worksite environment and the job description of a team leader. |
| Theme 3: Evolution of expectations regarding team leaders. | The team leader is expected to lead by example on site and work to the same standards that are expected from everyone. They are to lead by example… This is the same as always and there has been no evolutions in the last 5 years regarding this expectation. |
| Theme 4: Participation in the organisation of the worksite. | Leading tool box talks at the start of each day with subcontractors, to give the work force a chance to voice opinions and to express any developments that might have occurred recently. |
| Theme 5: Criteria of professional performance. | The team leader will work to any tolerances and specifications required and demand this of his/her team, too. This professionalism should set them apart and gain respect from others. |
| Theme 6: Relationships between team leaders and other workers. | This relationship should be, first and foremost, professional. There should be a good and open line of communications between both parties. |
| Theme 7: Recruitment of team leaders. | Recruitment seems to be made from within companies, before external job opportunities are available. New staff will be taken on board, should the project require a certain expertise. |
| Theme 8: Initial education related to the function of team leader. | A National Vocational Qualification (NVQ) Level 3 in a specific trade is the main requirement of a team leader. |
| Theme 9: Continuing training related to the function of team leader. | The companies we spoke to did not think it was an issue to continue the training of staff if it was needed and beneficial to both parties. Team leaders may require specific site training, such as scaffolding training first aid training or plant machinery training. |

|  |  |
| --- | --- |
| **POLAND** | **Synthesis of the answers collected** |
| Theme 1: Main characteristics of team leader | Has to be respected by the team – the function requires having an informal authority in the group – related to personal characteristics and highest level of proficiency (being able to answer questions). A strong position on the construction site is also needed to assure conditions for work (e.g. negotiating work organization with other teams).  Required competences, KSC:   * knowledge and skills necessary to conduct technological process and knowledge of work organization on construction site * ability to foresee and identify problems in work * solving partially unpredictable technical problems in changing conditions, if necessary in consultation with other specialists on the construction site * ability to learn new technologies and pass on to subordinate workers * providing practical training and controlling safety conditions of subordinate workers * using techniques for workers motivation and solving typical conflicts in a small group * team building * planning and organizing work (tasks, process) taking into account available resources (materials, tools, machines, skills) * communicating tasks, supporting workers and controlling progress * communicating formative and summative assessment of quality of work of subordinate workers |
| Theme 2: Main evolutions of the worksite environment and sustainable changes at worksite | Evolutions depend on the specialised branch of industry (housing or infrastructure, etc.). Nevertheless identified evolutions are:   * technological advances – adaptability and lifelong learning required * stricter safety regulations, slowly leading to a more conscious approach, building a safety culture in workplace * increased organizational complexity – leading to increased requirement of skills related to coordination and communication * different subordinate workers skills (high turnover of staff, language barriers, perhaps less disciplined workers) * increased female participation on the construction site * outflow (drain) of specialists, who leave for contracts outside Poland |
| Theme 3: Evolution of expectations regarding team leaders | * more flexibility and adaptability required (‘what they used to do was typical and repeatable, now it is rarely typical and repeatable’) * ability to cooperate with more specialists (and teams) * implementing health and safety regulations expected * interpretation and operationalization of more abstract plans, often using specialized programmes |
| Theme 4: Participation in the organisation of the worksite | The core task and participation of team leaders in the organization of the worksite has not changed significantly in the last few years. Team leaders remain the group responsible for execution of plans and supervision of individual workers. They plan the works of teams and coordinate it with other team leaders, make sure that the needed equipment and materials is on time and in place. They are responsible for the teams work outcomes. They shape the atmosphere and organization of teams.  However because of increasing specialisation, team leaders would only seldom take care of logistics issues – there are specialised teams for that. They only plan the needs, pass the information on and control the amounts of materials. |
| Theme 5: Criteria of professional performance | The core criteria for assessing performance of team leaders are:   * satisfactory quality of work (has the intended result been achieved – from technical point of view) * timely delivery of results   Additionally on a less formal basis, a group of other criteria are used, such as:   * presented attitude * quality of communication with other workers on the construction site * the ability to autonomously solve problems arising from unexpected situations |
| Theme 6: Relationships between team leaders and other workers | There is a formal hierarchy, which forms the relations between team leaders and other workers on the construction site. However these relations are not always hierarchical. Elements of heterarchical relations of semiformal character are often in place.  In other words, team leaders and their supervisors have a “demand-provide” relation, based on formal hierarchy. However, very often this relation would be complemented by consultations on technical or organizational issues in informal settings (the interviews gave examples of joint work, “on one screen”, with engineers and team leaders on solving some specific problems). The coordination of works with other team leaders is an example of going outside the hierarchical structure of relations on the construction site.  The relation with subordinate workers and selected specialists (“Majster”, construction engineer, construction supervisor) is personal. Subordinate workers relation with the team leader is ideally based on respect and long term cooperation. The relation with worksite supervisor is often not personal, especially on big construction sites (meaning they might not regularly meet in person). |

|  |  |
| --- | --- |
| Theme 7: Recruitment of team leaders | The promotion is almost always internal. This reflects the learning pathways. In order to become a team leader one has to go through different experiences (positions) and to have opportunities of working in an ad-hoc formed team. Usually a case when there needs to be a new team formed on the construction site is a case for one of the workers to learn the skills relevant for team leader.  An external recruitment will always be linked with a period of trail. This is because of lack of qualifications (certificates) which could guarantee that and because of the differences between constructions sites and companies organization. |
| Theme 8: Initial education related to the function of team leader | There is no initial vocational education leading to becoming team leader, i.e. providing all the skills and competences necessary for it. Certain patterns can be identified - usually people who had finished a 3 year VET school (basic vocational school) would become team leaders. However it is not unusual for people with no formal education to become team leaders. On the other hand, the 4 year VET school (upper secondary vocational school) – Technikum, provides skills related to leading small teams – as indicated in the core curricula. These people though rarely work as team leaders. And it has been doubted whether these skills are actually taught in the education process.  It is not possible to prepare a competent team leader in formal education, especially IVET. Therefore the opinion about the IVET paths is not negative (bad preparation), but rather that it prepares for different functions (skilled workers) or are only the first step in becoming a team leader. |
| Theme 9: Continuing training related to the function of team leader | Can be divided in training on technical (technological) aspects and other (team leading related soft/transversal skills).   * In the first case there is sufficient training offered by producing companies and to some extent also the education system for continuing training, which became more elastic in Poland in recent years. * In the second case the training is in generally informal, on the job. According to the group, there were no team leading courses for construction team leaders on the market. Such training, related to communication or task planning has been mentioned as potentially useful. However it would have to be provided during work time.   Some difficulties have been identified:   * training of the trainers (would it be profitable for companies to train selected workers on how to support team leaders in developing their skills?) * preparatory trainings for people selected to become team leaders (how long could these be, where would the practical part happen?)   This discussion led to a conclusion that, the problem is mostly related to work organization on site and financing, however finding trainers (or perhaps mentors) for that purpose could also pose difficulties. |

|  |
| --- |
| **General comments and conclusion POLAND**  The term “team leader” (in Polish Brygadzista or sometimes also Majster) remains problematic, since it is used for different positions in different companies (contractors, subcontractors, big, medium and small). The bottom line that different skills are then required from those different ‘team leaders’. For the purpose of interviews, in case of doubts, clarifications were made, that – it is the person who is leading teams on construction site.  Because of that we would suggest using a name of the process (i.e. leading teams or organizing team work) instead of using a name of an occupation/position (team leader). This could prove to be helpful also for the sake of international comparisons. Our goal is to talk about skills, not positions.  The interviews bring a relevant and, to some extent, unexpected conclusion, that ‘traditional’ training for/of team leading is not a well fit solution. Because (1) it is time and resources consuming, (2) there have been some doubts that it will be theoretical and detached from practical conditions. Other ways of enhancing work-based learning could be considered. Mentoring was mentioned (but is also expensive), perhaps introducing “reflections session” on selected issues in weekly gatherings with other team leaders could be helpful (similar solutions related to safety have been mentioned during the interviews). This point requires further and significant discussion.  The form of training (or broader - support in skills development) should be decided upon, after identifying the relevant skills to be developed. |

|  |  |  |
| --- | --- | --- |
| **FRANCE** | | **Summary of the answers collected** |
| Theme 1: Main characteristics of team leader | **Skills** (combination of knowledge and abilities) | **Organisation**   * Being organised and knowing how to organise * Adhering to weekly schedules * Ability to interface with the client * Ability to plan ahead * Having an overview of the project   **Management**   * Giving instructions * Acting according to individual personalities * Being a team leader * Good relationships with the whole of the team * Knowing how to get the journeymen working * Regularly checking on the tasks carried out by the journeymen * Knowing how to get people working together * Giving instructions * Acting according to individual personalities * Being a team leader   **Technical**   * Checking the work * Managing all of the technical skills (knowing how to do everything) * Recognised technical skills * Having been with the company a long time * Getting involved in production-related aspects * Adhering to the technical documents * Trade and technological expertise * Knowing how to use the altimeter, the level   **Regulations**   * Adhering to the safety and environmental instructions * Adhering to the schedules and safety instructions   **General knowledge**   * Knowing how to read, write and count |
| **Ways of ensuring recognition** | * Good technical expertise * Having the basic knowledge and knowing how to use technology * Independence and thoroughness * Having leadership qualities * Having authority * Being thorough |

|  |  |  |
| --- | --- | --- |
| Theme 2: Main evolutions of the worksite environment and sustainable changes at worksite | **The company’s performance and organisation** | * Being aware of and ensuring adherence to standards (obligation to achieve results) * Reducing the time taken to do things * Cutting costs * Changes to the way the work is organised * A demand for increased competitiveness and profitability * Greater ability to look ahead and plan within the organisation |
| **Human resources** | * Working to facilitate cohabitation between the various fields * Knowing how to establish authority over the team * Deterioration of interpersonal relationships * Changes to outlook and state of mind * Greater difficulties in managing employees * Less solidarity * Employees sensitive to working conditions |
| **Technical matters and materials** | * Changes to building techniques * Increasingly complex work * More materials to be used * Changes to materials * New plumbing techniques to be used * Other non-core technical aspects (including electricity) to be managed * Quality of the structure * Quality of the work * Expertise with digital tools |
| **Regulations and the environment** | * Increasingly stringent safety requirements * Adherence to safety measures * Changes to safety-related matters * Taking the environmental dimension on board * Safety-related changes * Environmental changes * Interfaces with more participants and trades * New BBC standards * Adherence to standards relating to the transition to other sources of energy * Difficulties in communicating with the other building trades (including outside subcontractors) |
| Theme 3: Evolution of expectations regarding team leaders | **The company’s performance** | * Better organisation * Ability to look ahead (not waiting for orders) * Greater speed * Greater quality * More accomplished monitoring of projects (checking, safety, etc.) * Saving time and increasing profitability * Incorporating digital technology into production work * Carrying out a technology watch * Greater versatility |

|  |  |  |
| --- | --- | --- |
|  | **Management** | * A closer relationship between the worksite supervisor and the team leader * Developing relationships and cross-functional skills * Developing reporting * Greater responsibility * Good team management (keeping a good atmosphere on the project) * Good project monitoring, with good coordination of the tasks to be carried out by his or her team * Better communication within the teams * Being prepared to listen to the journeymen * Listening to instructions from the worksite supervisor * Taking on board information from the worksite supervisor * Ensuring that information is passed on and put into effect * Reducing improvisation * A full knowledge of his or her human resources (recognising them and helping them to develop) * Playing a role as an apprentice master * An awareness of the various trades in order to streamline project organisation * Playing a role as an apprentice master/knowing how to pass on the trade |
| **Skills**  Technical  Safety | * Responsible for technical expertise in order to maintain quality * Greater skill in reading drawings * Taking safety on board * Greater responsibilities in relation to changes to the trade * Being perfectly aware of technical changes to the trade (digital modelling) * Adherence to instructions and regulations * Demanding know-how: involves not going back on the project |
| **Quality** | * Commitment, involvement in both the company and the project * Independence (responsibility for his or her work and project) * Adherence to standards formalised by the design and engineering department * Following up on and monitoring projects * Having a full understanding of the digital model for each trade * Monitors the project properly, also coordinating the stages and a good acceptance procedure which takes place on time * Obligation to work within limits in terms of time, costs and the quality of the project |

|  |  |  |
| --- | --- | --- |
| Theme 4: Participation in the organisation of the worksite. | **Planning** | * Planning the way that his or her teams are organised * Planning the way that tasks are shared out among the workers * Passing on information * Getting the equipment ready * Distributing the work * Managing procurement * Keeping the purchase order book * Planning ahead of the weekly and daily schedules |
| **Monitoring implementation** | * Ensuring proper implementation * Monitoring the phases of the project * Gauging actual staff requirements * Liaising between the design and engineering department and the level of implementation |
| **Checking** | * Checking the work carried out * Formalises the checks * Supervising the worksite, from design through to implementation, incorporating the concept of checking * Appraising the expected degree of skills * The team leader must liaise between the design and engineering department and the implementation |
| **Production** | * May take part – like the workers – in carrying out tasks * Developing participative management (initiation process developed by the company) * Forecasting – Planning Ahead – Acceptance |
| **Problem-solving** | * Is more highly qualified than the workers * Prior inspection upstream of the project to be implemented * Prepares and sets up the worksite * Liaises with the head of the company |
| **Responsibility / independence** | * Is given responsibilities within the company * Is responsible for ensuring the project runs smoothly * Is responsible for manual work on the site and thus for making sure the work is done properly * The head of the company delegates the project to him or her * Liaises with the worksite supervisor in passing on the tasks to be carried out * Responsible for his work to the worksite supervisor * Passes on information * Reports * Handles traceability * Handles the checking and monitoring of the project according to the standards set by the design and engineering department * Adheres to the financial dimension (interim review and acceptance phases) |

|  |  |  |  |
| --- | --- | --- | --- |
| Theme 5: Criteria of professional performance. | | | * Efficiently organising the activities allocated by the worksite supervisor and carrying out good quality work (supervising the quality of the readings, listing any requirements for projects, anticipating orders and managing stocks in line with the requirements identified) * Adhering to the time allocated for each activity and the implementation constraints * Adhering to the financial costs planned in accordance with the budget for each activity * Quality measures to be rolled out as against any current empirical measures for the purposes of the preparation, implementation and checking of the project * Ability to adhere and ensure others adhere to standards, meeting standards relating both to the environment and to the transition to other sources of energy * Ability to ensure that activities go smoothly for planned work * Customer satisfaction * Work done properly, with no reservations from the management |
| Theme 6: Relationships between team leaders and other workers. | | **Management** | **Quality**   * Taking on board listening both to the client and management, adheres to the whole of the management system * Inspires trust and trusts others * The importance of human relationships to mutual respect: teaching, listening, firmness (not giving in to pressure from his employees), regular debriefing at the end of the work * Support and the ability to reassure both line managers and employees.   **Management**  Taking on board operatives on the work stations   * Delegation of tasks * Direct, collaborative relationship * Is well aware of people's profiles and individual skills, ensuring that the work is properly distributed and organised * Clearly sets targets and gives instructions * Gets the workers involved in the target * Is constantly talking to other people * Is diplomatic in order to manage workers’ moods * Sends signs of recognition * Accepts any comments made * Knows how to make him or herself popular * Delegation of tasks * Being clear and explicit in dealings with the production teams * Showing respect for workers * Showing an ability to educate and common sense |
| **Technical** | * Has good technical knowledge, recognised by both management and workers, to guarantee that workers feel involved; contributes and shares this knowledge * Knows how to be methodical in implementation and can find solutions |
| Theme 7: Recruitment of team leaders. | | Main path: internal promotion based on solid training and experience within the company   * Comes from the team * Has the company culture or offers guarantees of quickly acquiring it * Validation of the experience and technical knowledge, which may include having a recognised qualification   Things which are rarer: direct recruitment (usually after a number of years’ experience at another company). |
| Theme 8: Initial education related to the function of team leader. | | * Sound technical experience going back a number of years * CAP (EQF level 3) and BP (EQF level 4) with professional experience * Initial training by apprenticeship is preferred |
| Theme 9: Continuing training related to the function of team leader. | | * Ongoing training: management, communication and regulations (safety, environment, technique, etc.) * Training as a line manager * Solid initial training in order to acquire knowledge + ongoing training modules tailored to changes to the standards |

**General comments and conclusion FRANCE**

Throughout the interviews, we find that the **team leader as the first level line manager** liaises in the field between the project management and the workers. S/he is a person to whom the journeymen can look for support and in whom they can trust. S/he distributes the work to the workers but, AT THE SAME TIME, remains part of the production team. In order to carry out his or her work successfully and to perform his or her duties efficiently, s/he must be a highly experienced professional and recognised by his or her peers. The team leader is responsible either to the employer or to his or her worksite supervisor. S/he is involved in the project monitoring to varying degrees. S/he is genuinely **the line manager and, paradoxically, certainly has the least training in this field**.

But the **“co-activity” and a certain amount of versatility on the worksite are becoming new challenges for which all of the team leaders are not yet well enough prepared** to guide other workers. Moreover, in companies the emphasis has been placed on **adhering to health and safety at work and on environmental regulations; the weight of both is growing compared to purely technical standards relating to materials**.

In conclusion, the team leader is faced with implementing new technologies which s/he has to grasp quickly against a background in which team structure has not fundamentally changed in France over the last few years.

|  |  |
| --- | --- |
| **ITALY** | **Synthesis of the answers collected** |
| Subject 1: main characteristics of team leaders | The team leader has to be able to supervise a small group of workers and is essentially a labourer, he/she has to know how to work in a team.  He/she is usually found in difficult worksites.  He/she must be experienced, command respect and with examples and input manage to advance the micro parts of the worksite with daily autonomy.  He/she must have experience, must manage people and knows where they can arrive (potential) |
| Subject 2: main improvements in the worksite environment and relative sustainable changes | The ability of supervising a team. A team, which is often intercultural and often with different work, that has to be integrated.  A big sensitivity on the role, and big attention toward building waste and safety. |
| Subject 3: evolution of team leader expectations | Ability of creating a team that promotes single professionalism directing energies towards a common goal  More sensitivity in enforcing the rules on security |
| Subject 4: participation in worksite organisation | He consults with the foreman and at work start-up with all the professional roles of the worksite  Equipment and rules |
| Subject 5: professional performance criteria |  |
| Subject 6: relationship between team leaders and other workers | Consultation and respect for people |
| Subject 7: team leader recruitment | Generally internal promotion and not graduates |
| Subject 8: initial vocational training for role of team leader | No |
| Subject 9: continuous training regarding role of team leader | Those from building schools about new techniques, new products and soft skills  There are so many and good training courses |

|  |
| --- |
| **Other comments and conclusions ITALY**  There were only a few answers concerning team leaders, because they are not so common in companies. They are found mainly in large companies. |

|  |  |
| --- | --- |
| **SPAIN ( FLC & FLC Asturias)** | **Synthesis of the answers collected** |
| Theme 1: Main characteristics of team leader. | It is difficult to summarize the answers collected for this theme, because the contributions made by the companies and the focus group were somewhat different. For this theme it would be best to consult the information supplied by each company and by the focus group. Yet, the following information probably sums up the contributions made by all the participants:   * The team leader must **possess technical expertise** related to the different phases of the construction process (earthmoving operations, maintenance of the worksite, masonry works, structures, installations, finishing works, etc.) and have knowledge in relation to the different construction trades. He / she is obviously requested to be **highly skilled in his / her trade** and at the same time has to be **more versatile and multifunctional** in order to act efficiently as a team leader. * This professional must have knowledge related to the **reading and interpretation of construction drawings** and **blueprints**, **measurements**, **stakeouts**, **basic layouts, sketches and project analysis**. * The team leader must have **knowledge** related to the **organization** of the worksite and the **control and monitoring of staff**. * It is essential to have an **overall and comprehensive view** of the **entire construction process** at each step. In addition, the team leader must possess **knowledge** in relation to construction materials, techniques and methods in order to apply these correctly when executing all types of construction. * This professional must be concerned about **quality standards**, **order**, **cleanliness**, **occupational safety and health**, etc. and this is reflected in the continuous control, monitoring and checking of the tasks and activities undertaken by the crew and in the optimization of available resources. It is strongly emphasized that the team leader has to be **well acquainted with the company’s quality procedures** in order to ensure the compliance with these. * It is desirable for this professional to be familiarised with procedures and regulations pertaining to **environmental protection issues** (e.g. waste management, energy saving and efficiency, renewable energies, etc.). * This professional must have **effective team-working skills** in order to foster the team spirit in his / her crew. * The team leader must possess and develop **solid leadership skills** in order to effectively **manage**, **organise**, **coordinate**, **encourage** and **guide** the crew towards achieving outcomes. * He / she must have **excellent communication skills**. * The team leader must have the ability to create and maintain a **climate of mutual respect and trust in the workplace**. * This professional must strive to **attain and maintain quality standards**, meeting **deadlines and established technical specifications**. In this sense, the team leader must possess **organisational skills** and must have the capacity to plan efficiently. He / she must be a person of **high authority and credibility** and should set an example for the crew in terms of efficiency and effort. * The team leader must have the capacity to **adapt to changes** and the ability to face new challenges and responsibilities. He / she is required **to solve** complex problems and situations on the worksite. * The team leader must have the ability to **create and maintain a high level of motivation** among the members of his / her team. It is essential for this professional to know how to detect and deal with low morale in the workplace. |
| Theme 2: Main evolutions of the worksite environment and sustainable changes at worksite. | The **main changes** that have taken place in the last few years, mainly due to the harsh **economic recession**, are related to the **type of construction** and to the **downsizing process in personnel** and **costs**. There has been a drastic reduction in civil / public works and in new construction. The type of construction that is now being carried out is related to the **maintenance, rehabilitation and refurbishment of existing buildings.** Furthermore, the construction companies, in order to continue with their activity, have had to undertake a **continuous process of reorganisation**, a process which has also implied a massive **reduction of the workforce**, meaning that the majority of the **worksite environments** are nowadays **much smaller** than in the past. The employees that have kept their jobs are now required to be more **productive** and **resourceful**. For example, the team leader must be capable of handling all types of situations on the worksite; i.e. he / she has to develop the ability and skills to find creative solutions for complex everyday problems, optimizing the resources that he / she has to work with (human resources, materials, tools, equipment, etc.). The team leader has a crucial role in reducing the operating cost on the worksite. |
| Theme 3: Evolution of expectations regarding team leaders. | The company managers and worksite supervisors expect the team leader to manage and coordinate his / her crew by **focusing on construction progress** in its different phases and to achieve the goals and objectives according to the time frame established. This professional has to have the ability to cope with many stressful situations considering the tight deadlines and the scant resources available for the achievement of project objectives. Furthermore, the team leader is obliged to keep the worksite supervisor informed of task accomplishment, issues and status. Thus, he / she has to have very good **communication skills** (quality verbal and written communication skills).  The foreman and the rest of the crew expect the team leader to have **solid technical** **knowledge** and **organisational skills** so that he / she can offer them **adequate guidance** and help them to keep focused and on track. These employees expect the team leader to be **respectful**, **empathetic** and **open-minded** so that they can feel free to contribute to the team’s performance. The crew expect a team leader who will **actively** **listen to them** and who will take into consideration their contributions. They expect this professional to be **highly operative**, having the ability to provide solutions to complex everyday problems and situations. |
| Theme 4: Participation in the organisation of the worksite. | The team leader **monitors and controls the crew** on the **worksite** and **assesses** their **performance** on a continuous basis, intervening if necessary to **resolve problems or incidents**. He / she is responsible for the **planning, organisation, coordination and the execution of the construction works**, **complying with the deadlines** established. This professional is in charge of monitoring the crew’s compliance with the company’s quality procedures and specifications, as well as their observance in relation to other regulations and procedures (safety and health, waste management and treatment, etc.). Nowadays, the team leader **participates actively and quite autonomously** in the organisation of the worksite, even though he / she receives direct orders from the worksite supervisor, to whom he / she is obliged to inform about the status of the project or about issues which cannot be resolved by the team. |
| Theme 5: Criteria of professional performance. | It is difficult to summarize the answers collected for this theme, because the contributions made by the companies and the focus group were somewhat different. For this theme it would be best to consult the information supplied by each company and by the focus group. Yet, the following scheme may shed some light on what was answered in general:  **Preparation phase:**   * Interpretation of documentation and technical information (e.g. reading and interpreting construction drawings, sketches, project analysis, verbal and written instructions). * Planning and foreseeing the materials, tools, equipment and machinery required. * Purchasing and ordering the materials, tools and equipment required. * Distribution of human and capital resources based on the work to be done.   **Execution phase:**   * Problem solving, within the team leader’s field of competence, during the execution of the construction works. * Redistribution and reallocating of resources if necessary.   **Check-Review phase:**   * Control of the amount of work performed (quantity). * Control and monitoring of the crew’s performance. * Quality control of the work performed. * Implementation of corrective and preventive actions, if necessary. |

|  |  |
| --- | --- |
| Theme 6: Relationships between team leaders and other workers. | The companies and the focus group have highlighted that the relationship between the team leader and the other workers has to be based on **mutual trust and confidence**. The team leader has to have total confidence in the crew’s abilities and skills and has to firmly believe that they can contribute actively to the achievement of the company’s goals and objectives. On the other hand, it is essential for the team members to trust in the team leader’s technical expertise and in his / her capacity to solve problems and to provide guidance when required. Furthermore, the team leader should serve as a focal point to communicate and resolve issues with other teams on the worksite. There should be a **smooth and close communication** between team leaders and the rest of the workers on the worksite. Furthermore, given the complexity of the construction process, teamwork is essential in this sector. Thus, in order to optimize the crew’s performance and productivity, it is very important for the **team leader to master team building techniques and methods** which will enable him / her to boost the team spirit in the workplace. |
| Theme 7: Recruitment of team leaders. | Team leaders are usually recruited through an **internal promotion / selection**. The majority of the team leaders that currently work in construction are not graduates and although some companies are starting to value initial education, continuous training and other academic qualifications when recruiting new employees, it is still not a decisive criterion when recruiting or promoting a person for this position. The experience and the skills or competences demonstrated on the worksite by the employee prevail over his / her academic qualifications. There is unanimity on highlighting that the recruitment or hiring of new employees is very costly for most companies. The companies’ priority, in this time of economic crisis, is to reduce costs drastically. Thus, when a vacancy arises, the company firstly assesses the possibility of internally promoting an employee who can assume the new responsibilities and functions. If this is not possible, the company obviously will proceed to recruit a professional from outside the company, mainly using **cheap recruitment sources such as Internet** (jobs portals and social media) and "**Networking**" (network of acquaintances, family, friends, other employees, etc.). **To a lesser extent**, due to the high costs, companies may also **publish their job offers in newspapers** or they may resort to **human resources consultants**, **recruitment agencies**, etc. |
| Theme 8: Initial education related to the function of team leader. | Two of the three companies interviewed were not at all acquainted with the initial education that leads to the function of team leader and thus, were not able to shed their opinion on the training paths proposed. The third interviewee and the experts who participated in the focus group, considered that the **formal initial-training available** for new team leaders can be a first step for someone who would like to develop his / her future career in a construction company but that it is not enough to occupy a position as a team leader nowadays. This is only possible after having acquired the necessary skills and competences through work experience. Furthermore, the current training offered has to **be improved**. They strongly believe that the initial education offeredshould consist of longer and **more intensive practical internships in companies** and that the curriculum currently offered should also be more **adapted to the evolving market needs** (e.g. new building techniques, new building materials, new management techniques, leadership, management and communication skills, etc.). |
| Theme 9: Continuing training related to the function of team leader. | The majority of the companies in the construction sector are not familiarised with the continuous training aimed at adapting and updating the skills of team leaders, perhaps because **the offer aimed specifically at these professionals is scarce**. For this very reason, the experts of the focus group, although they were well acquainted with training targeted at “Worksite Managers” and “Worksite Supervisors”, etc., were not able to shed much information on this theme. However, the companies and the experts in general considered that it would be positive to provide short and specific courses to upgrade the team leaders’ skills and competences, taking into account the evolving needs of the construction sector for this particular job profile and considering that nowadays this professional has to have many social skills that can be learnt and developed. |

|  |  |
| --- | --- |
| **PORTUGAL** | **Synthesis of the answers collected** |
| Theme 1: Main characteristics of team leader. | Strong technical knowledge within the framework of his/her trade is paramount for this professional. |
| Theme 2: Main evolutions of the worksite environment and sustainable changes at worksite. | Mainly IT related evolutions regarding the use of the various platforms of communication. |
| Theme 3: Evolution of expectations regarding team leaders. | The need for higher specialization within their trade resulting in better resource management. |
| Theme 4: Participation in the organisation of the worksite. | not relevant |
| Theme 5: Criteria of professional performance. | The final quality of the job done as well as budget controlling. |
| Theme 6: Relationships between team leaders and other workers. | Communication skills as well as resource management skills |
| Theme 7: Recruitment of team leaders. | Mainly from internal promotion after demonstrating of skills. External recruitment is done when there is prior knowledge of the person – regarding skills and abilities. |
| Theme 8: Initial education related to the function of team leader. | Recognizing the importance of it, all of the interviewed stressed that demonstrated experience is the biggest factor to consider. |
| Theme 9: Continuing training related to the function of team leader. | The company needs must be taken in account regarding continuous training of professionals. |

#### TEAM LEADER: General profile identified

He / she

* organises work and especially the setting up site
* is involved in human resource planning and process planning
* is decisive for material flow and the presence of tools and machinery on site
* is an all-rounder
* works in an autonomous way
* shows leadership
* owns technical knowledge
* solves situation based problems on site
* obeys to health & safety rules
* reads and interprets technical drawings
* has an appropriate communication
* is pusher/motivator/instructor
* is often alone on site with his/her team
* faces more complex contexts
* has to cope with larger distances between building sites
* is more working in already existing buildings than building new ones
* has to communicate more
* has to deal with more energy efficiency aspects
* seeks stronger costs control
* has to cope with a higher digitalization
* to deal with more intercultural issues
* has to take over some of the managerial works
* has to be stress resistant
* is expected to secure process flows
* is asked to respect budget conditions
* building the team
* has to find into new processes and materials
* has to be trained in ICT
* is regarded as an organisational all-rounder by the company
* is to explain work processes to workers
* guarantees a proper work-flow
* manages the operational work on site from A to Z
* performs the quality and speed for setting up site
* is the contact person for all operation works on site and communicates “up and down”
* is the solution finder for work problems
* is a “work supervisor light”
* interacts with the worksite supervisor in mutual respect and trust and with a proper communication
* conducts final work checks
* mediates in terms of frictions in his/her team
* behaves in a professional way
* originates mostly from a vertical career in the company
* is sometimes recommended by others for new jobs
* is seldom hired via recruiting agencies
* should have profound work experience
* should have passed formal initial training successfully
* presents leading competence
* has received a good school education
* has a proper character and a good attitude
* has sometimes a higher grade (e.g. in Belgium)
* is at least graded NVQ 3 (in UK)
* is willing to be further trained on specific issues like health and safety and/or human resource planning and management

# Part Two:

## Identification of common characteristics by job profile and by problematic

After the presentation of investigation results country by country, in this part we intent to identify what could be common for the whole partnership in terms of main characteristics of both job profiles aimed at and of evolution in their environment and at worksite. This information, presented and analysed here, is to be considered as preliminary to the reflection on the contents of the training paths to be conceived as the main outcome of the ConstructyVET project. Topics related to the criteria of professional performance, to the evolution of expectations regarding worksite supervisors and team leaders, to their recruitment, as well to their initial education and their further training will be analysed in the section dedicated to the identification of themes to take into account when the question of training contents corresponding to company skill needs will be tackled (part three).

#### Worksite Supervisors

**1. Main characteristics of worksite supervisor in the partner countries**

|  |  |
| --- | --- |
| Germany | Working on public tenders  **Interacting** with sub-contractors  **Interface** from site management to operational level on site  Organisation of building sites in terms of   * human resource planning and management * planning of materials and tools/machines * **supervision** of all processes/phases * **reporting** to the site manager |
| Belgium | **Leadership**  Rigorous  Objectives awareness  Financial abilities  **Very good in-depth technical knowledge**  **Communication skills**  **Planning and organisation are crucial**  Strong – tolerate a high level of pressure  **Flexible** (work on several sites) |
| United Kingdom | **Driven and motivated with an eye for details** and a proven track record of completing projects on time and to a given standard. |
| Poland | A worksite supervisor must be able to **manage the whole process**, including proper planning, organizing and coordinating, supervising and controlling results.  The main characteristics of a worksite supervisor are:   * **Technical knowledge**, including technology and organization of building works, construction law, costing and scheduling, etc. * knowledge of **technology** of construction works – e.g. he/she must be able to decide how much cranes should be on concrete construction site (the ability to optimize – according to the principle "it has to be profitable, but on time and of good quality") * social competences: the ability to make decisions and manage teams * **resistance to stress** – connected with responsibility for safety on site (security and health protection plan – he/she prepares it or asks appropriate person for its preparation, then he/she must control its observance) * assertiveness – towards investors, designers, subcontractors, suppliers, he/she has to know how to reconcile different points of view (so also negotiating skills) * organizational skills – planning and delegating responsibilities, flexibility in work scheduling (the ability to efficiently shifting people from one work to another) * **project management**, including the ability to comply with regulations, terms of contracts and work schedules; often also control of costs (he/she must be oriented in the prices of materials, services, equipment and so on) * the ability to **manage subordinates** in an efficient way – he/she must discipline employees – if necessary, must know which employees are overloaded and which are under loaded, must have a feel for people, must be able to communicate with various kinds of people, can’t be a confrontational type of person * accuracy – he/she must beware of accepting unfinished or imprecise work and at the same time beware of signing unfavourable contracts – e.g. with suppliers, subcontractors etc. (knowledge of local and national construction markets) – especially in the cases of smaller sites (where worksite supervisors play also the role of contract managers) * the ability to **understand and predict behaviours of people working on lower positions**, who are often low-skilled and need to be well supervised – he/she should be able to indicate team leaders who will manage to do it |
| France | **Organisation: knowing how to be the “boss” on the worksite** (if this involves structural work, being the boss of all trades and having total command of the implementation)   * **Organising the project operationally and efficiently** according to the instructions passed on by the design and engineering department * **Looking ahead** and planning * Reading and being familiar with the documents passed on by the works foreman (his or her immediate superior) * Taking part in the contract review * Organising the schedules according to deadlines, managing the schedule and sticking to it * Properly managing the project for consistent progress   **Management**   * **Showing leadership** qualities and knowing how to set targets * Knowing how to pass on technical knowledge and working methods * Passing messages on to his or her team properly, managing and ensuring good interpersonal relationships with management, team leaders and workers   **Technical**   * Having an overview of the project and being pragmatic * Having excellent **technical knowledge** and being acknowledged as an expert in his or her own fields * Total **familiarity with the standards** (technical, environmental, safety)   **Regulations**   * Ensuring that the project is safe by adhering - and ensuring other people adhere - to health and safety at work standards * **Adhering** – and ensuring other people adhere - to the technical standards * Adhering – and ensuring other people adhere - to the environmental standards |

|  |  |
| --- | --- |
| Italy | **Management and control** in terms of resources, economic quality of contract, work duration and safety  It is essential that the worksite supervisor knows how to **organise the work** in the best way possible and to know how to deal with his/her co-workers so as to guarantee that the work is carried out in accordance with best practice respecting schedules.  Responsibility, organisational skills  It is essential in this role to know how to organise different work in accordance with safety regulations and to respect the roles of co-workers in order to obtain a good result. Communication skills, experience in the sector and training are fundamental characteristics. |
| Spain | Responsible for implementing and link between the project management and workers of various trades. **Global and integrated vision**. There have been **outstanding communication, empathy and active listening**, as social skills. |
| Portugal | **Technical knowledge** is the key for the development of the professional. |

**Common characteristics**

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.

**2. Main evolutions of the worksite environment and sustainable changes at worksite**

|  |  |
| --- | --- |
| Germany | Increased **cost pressure**  Increased number of **sub-contractors**  Less people being properly educated/trained 🡪 more technical controlling and supervision necessary by worksite supervisors  Shift of work from hand to head, but still being expected to know exactly about manual work |
| Belgium | OBJECTIVES ORIENTED – **costs** are one of the most important matter.  Energy saving performances  Health and safety  Waste management |
| United Kingdom | To undertake a **managerial type** role within the company and probably have aspirations of being promoted to project manager or director. |

|  |  |
| --- | --- |
| Poland | * **increased stress on safety**, a “generational change” * new positions, jobs on the worksite (a **longer chain of command**) * shorter and bigger contracts (higher pace of work) * ever **more subcontractor workers** in relation to general contractor workers * ever **more stress on profitability** – expressed by different parties during the construction process |
| France | **The company’s performance and organisation**  Prior observation:   * The smaller the company, the more the worksite supervisor acts as the **company’s representative** in dealings with the client * The smaller the company, the more the worksite supervisor needs to be familiar with embedded intelligence tools   **Human resources**   * Knowing how to **establish authority** more than before * Taking part in worksite meetings * There is **no time to lose** * Having a good dialogue with the team leader becomes an increasingly decisive factor   **Technical matters and materials**   * **New materials and techniques to be mastered** in order to meet new demands in the sector (renewable energies) * Total familiarity with the basic technical aspects of all of the trades on the worksite * **Knowing how to adapt to new materials, new techniques, new standards, new methods and new organisations** (getting regular information and training)   **Regulations and the environment**  Becoming aware that standards are increasing in scope both within the organisation and in project management:   * all of the quality standards involved in the project * Waste management – energy saving – awareness of new materials * Health and safety at work * **Economic management** of the project adhering to the specifications and regulatory standards * Abiding by employment regulations (Employment Code) |
| Italy | Worksite organisation, knowledge concerning **safety** and **sharing objectives**  Greater awareness on behalf of the workers concerning the PPE and respect for **security regulations.**  Much more attention is paid to the handling of waste and dangerous liquids. First and foremost it would be extremely important to sensitise all those carrying out different tasks on the worksite. Subdivision and correct **recycling.** |
| Spain | Growing demand construction sites, leadership and correct implementation; but a big change is the **introduction of new technologies or technological advances** applied. **Outsourcing and also complexity in the relationship**. A key change is the use of **ICT**. |
| Portugal | The main evolutions are related to **IT and Health and Safety** matters. |

**Common characteristics**

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.

**3. Participation in organisational, financial and human resources management**

|  |  |
| --- | --- |
| Germany | Basic planning of site and people  **Process planning and scheduling**  Not so intensively involved in financial planning  Nevertheless **required to follow budgets and financial schemes**  **Interface** company owner and site management to operational level |
| Belgium | He has a role at each step, he needs to manage organisation, bearing in mind financial objectives which means **planning correctly and good communication** with team leaders. |
| United Kingdom | The supervisor will have the **authorisation to be able to hire and fire** and **set wage** structures on site, within certain parameters. |
| Poland | * assigning tasks, creating and updating schedules (together with investors and investor's supervision inspectors), controlling timeliness, shifting teams from one place to another etc. * meeting with team leaders on a regular basis (e.g. once a week) – updating information about all works (identifying potential problems, such as delays, technical issues etc.) * taking part in meetings with investor and investor’s representatives (e.g. supervision inspector investor) – in the cases of greater delays, random events etc. * controlling supplies – worksite supervisor may appoint site engineer to this task, but supervisor’s responsibility is to watch if it is properly supervised * finances – in some companies supervisors are concerned only with **the technical side of projects** – getting things done on time, quality of work etc., in some they are also responsible for **cost management** as well as for negotiating agreements with subcontractors (rather smaller companies and projects) * human resources management – **organizing and coordinating of work**, executing, reporting recruitment needs, in some cases deciding on the amounts of bonuses for subordinates (based on information reported by foremen or team leaders) * **negotiations with suppliers, subcontractors** etc. (otherwise it is the responsibility of central purchasing departments |
| France | **Planning**   * Is **totally familiar with the modus operandi**: from the preparatory phase to the passing on of information to the team leader and also involving following up on the various phases of the project * Takes the schedule drawn up by the worksite supervisor on board * The deadline which has to be adhered to (because any overruns are expensive) * **Coordinates the tasks to be carried out** * Keeps the purchase order book   **Monitoring and checking implementation**  Is responsible for work on the project and ensuring it is done properly   * Taking the time to prepare for and set up the worksite * **Handling the project organisation**, covering the human resources, equipment and financial aspects * Handling the **monitoring and checking, quality of the work** with no reservations from management and clients   **Production**   * May take part in implementation tasks whose scope can vary according to the size of the project   **Problem-solving**   * **Looking ahead** with the parties involved in the project, on both a daily and a weekly basis * Looking ahead in terms of requirements for both human resources and equipment   **Responsibility / independence**  Total control over the project   * Is up-to-date with targets, margins and ratios set in terms of available resources (human, financial and equipment) and undertakes to adhere to them * Is at **the centre of the organisation of the project** * Is responsible for the running of the project and its progress * Is **responsible for quality standards**, including health and safety, and also environment * Larger-scale integration of the review phase |
| Italy | Meetings in the initial and intermediate worksite stages with the worksite technical manager if present and with foreman concerning the supervision of work phases and criticalities.  Subdividing the workers in different jobs according to an attentive assessment. **Mediating with the different commercial activities** to assess where it is more convenient to reorganise in order to optimise costs, but without foregoing quality. Informing the employer of any difficulty or complicated situation on the worksite.  Doing as much as possible in order to **respect safety regulations** on the worksite. |
| Spain | Work site supervisor is **key in all respects**: s/he **monitors, quantifies, confirms the quality of the materials on site and evaluates** the work of staff. With some planning freedom and responsibility on the sites assigned for production and related personnel. Overview of the work, integrating different phases of work and specialties that will allow proper coordination of the various sites under their responsibility. |
| Portugal | Usually the participation is mostly at the **HR management on site**, the other levels are responsibility of higher levels in the hierarchy. |

**Common characteristics**

Worksite supervisors ae 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.

**4. Relationships between worksite supervisors and team leaders**

|  |  |
| --- | --- |
| Germany | Necessity to **work together**.  Sometimes only one of these figures on site; depends on companies´ sizes and/or sizes of the working site: upper (worksite supervisor) and lower (team leader) middle management have to **interact properly**. |
| Belgium | **MUTUAL TRUST**. They need each other all the time. Team leader counts on his worksite supervisor for complicated problems and worksite supervisor counts on team leader for quality, schedules, reporting.  Worksite supervisor manages big problems and all planning, organizational and administrative aspects and team leader manages his team and his part of building site. |
| United Kingdom | This relationship should be, first and foremost, **professional**. There should be a good and **open line of communications** between both parties. |
| Poland | This is a **clear hierarchical relation**. The supervisor gives orders/commands and decides on what is done. In practice though, he/she can delegate some decisions to other workers and allow for initiative. However the legal responsibilities remain on the supervisor. The contact with team leaders is continuous and direct, because this is the only way to coordinate. This is usually achieved through regular meetings of staff. It is important that **worksite supervisor trusts his/her team leaders**, because they supervise workers on a daily basis. They report to supervisors on work progress as well as on emerging problems, they often ask them for advice or decision.  The interpersonal relations would mainly depend on the specific construction site, and personalities of supervisor and other workers. But **the worksite supervisor takes responsibility for all.**  On a large site, s/he manages the works of sections supervisors, construction supervisors and team leaders who have to be always in place and coordinate work of small teams and collect information from brigade coordinators, as well as of civil engineers (**complexity of human resources management**). |
| France | **Management**   * The worksite supervisor **must have recognition from his or her employees**, and in fact, the support of the whole of the team. * Direct and directing relationships, although still collaborative, with the idea of **sharing the ultimate goal**. * Importance of **good coordination and good relations** between the various people involved in the project. * Being a diplomat: setting out what is negotiable and what is not. * Being **credible**.   **Clear relationships** between the various parties involved in the project, in order to avoid any ambiguity with regard to understanding activities, standards and operating rules:   * **Delegation of tasks** and sharing of knowledge, if necessary. * Knows the people and their individual skills well. * **Builds up the cohesion** which is essential to both the smooth running of the team and the quality of contractual productions. * The importance of a **good understanding** in order to foster discussions (everyone should be able to give his or her opinion and contribute to the overall quality of the project). * Experimenting and **being recognised** by his or her employees.   **Technical**   * Is recognised for his or her **technical expertise** based upon experience and on sound theoretical knowledge, which helps to ensure support from the workers * Is able to pass on the architect’s expectations * Has a good knowledge of the materials and full familiarity with professional practices |
| Italy | The worksite supervisor and team leader must **communicate correctly**; regarding the working environment (material and tools), as well as the human environment (personal communication) and administrative-formal environment (proper documentation and financial management). |
| Spain | Differentiated **communication up (project management) and down (team leaders**); motivation (ability to transmit) especially for greater security in the performance of work. Complementarily listening skills and active listening. |
| Portugal | **Confidence** between all the members of the team is the key factor for a good final result – as these two trades are very sensible within the construction site, the importance of these matters is enhanced. |

**Common characteristics**

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 Leaders

**1. Main characteristics of team leader**

|  |  |
| --- | --- |
| Germany | Be aware of: Organisation of building sites, setting up site, Human resource and work process planning, Secure material flow (also tools and machinery).  Being gofer  **Working in an autonomous way**, forward looking  Measurements  Communication |
| Belgium | Very good technical knowledge in the trade  Human qualities  **Leadership**  Good communication skills  Able to anticipate  Flexible  Work experience |
| United Kingdom | **Management skills and trade experience are essential**. An eye for finer details and an **ability to issue orders and instructions**. |
| Poland | Has to be respected by the team – the function requires having **an informal authority in the group** – related to personal characteristics and highest level of proficiency (being able to answer questions). A strong position on the construction site is also needed to assure conditions for work (e.g. negotiating work organization with other teams).  Required competences, KSC:   * knowledge and skills necessary to conduct technological process and knowledge of work organization on construction site * ability to **foresee and identify problems** in work * solving partially unpredictable technical problems in **changing conditions**, if necessary in consultation with other specialists on the construction site * ability to **learn new technologies and pass on to subordinate workers** * providing practical training and controlling safety conditions of subordinate workers * using techniques for workers motivation and solving typical conflicts in a small group * team building * planning and organizing work (tasks, process) taking into account available resources (materials, tools, machines, skills) * **communicating tasks, supporting workers and controlling progress** * communicating formative and summative assessment of quality of work of subordinate workers |
| France | **Organisation**   * **Being organised and knowing how to organise** * Adhering to weekly schedules * Ability to interface with the client * Ability to **plan ahead** * Having an overview of the project   **Management**   * Giving instructions * Acting according to individual personalities * Being a team leader * Good relationships with the whole of the team * Knowing how to get the journeymen working * Regularly checking on the tasks carried out by the journeymen * Knowing how to get people working together * Giving instructions * Acting according to individual personalities * Being a team leader   **Technical**   * Checking the work * Managing all of the technical skills (knowing how to do everything) * Recognised technical skills * Having been with the company a long time * Getting involved in production-related aspects * Adhering to the technical documents * Trade and technological expertise * Knowing how to use the altimeter, the level   **Regulations**   * Adhering to the safety and environmental instructions * Adhering to the schedules and safety instructions   **General knowledge**   * Knowing how to read, write and count   **Ways of ensuring recognition**   * Good technical expertise * Having the basic knowledge and knowing how to use technology * Independence and thoroughness * Having leadership qualities * Having authority * Being thorough |
| Italy | The team leader has to be able to supervise a small group of workers and is essentially a worker, s/he has to know how to work in a team.  He/she is usually found in difficult worksites.  He/she must be **experienced**, command respect and with examples and input manage to advance the micro parts of the worksite with daily autonomy.  He/she must have experience, must **manage people** and knows where they can arrive (potential). |
| Spain | * The team leader must **possess technical expertise** related to the different phases of the construction process (earthmoving operations, maintenance of the worksite, masonry works, structures, installations, finishing works, etc.) and have knowledge in relation to the different construction trades. He / she is obviously requested to be **highly skilled in his / her trade** and at the same time has to be **more versatile and multifunctional** in order to act efficiently as a team leader. * This professional must have knowledge related to the **reading and interpretation of construction drawings** and **blueprints**, **measurements**, **stakeouts**, **basic layouts, sketches and project analysis**. * The team leader must have **knowledge** related to the **organization** of the worksite and the **control and monitoring of staff**. * **Overall and comprehensive view** of the **entire construction process** at each step. **Knowledge** in relation to construction materials, techniques and methods in order to apply these correctly when executing all types of construction. * Concerned about **quality standards**, **order**, **cleanliness**, **occupational safety and health**, etc. and this is reflected in the continuous control, monitoring and checking of the tasks and activities undertaken by the crew and in the optimization of available resources. Team leader has to be **well acquainted with the company’s quality procedures** in order to ensure the compliance with these. * Be familiarised with procedures and regulations pertaining to **environmental protection issues** (e.g. waste management, energy saving and efficiency, renewable energies, etc.). * **Effective team-working skills** in order to foster the team spirit in his / her crew. * **Solid leadership skills** in order to effectively **manage**, **organise**, **coordinate**, **encourage** and **guide** the crew towards achieving outcomes. * He / she must have **excellent communication skills**. * Ability to create and maintain a **climate of mutual respect and trust in the workplace**. * This professional must strive to **attain and maintain quality standards**, meeting **deadlines and established technical specifications**. In this sense, the team leader must possess **organisational skills** and must have the capacity to plan efficiently. He / she must be a person of **high authority and credibility** and should set an example for the crew in terms of efficiency and effort. * The team leader must have the capacity to **adapt to changes** and the ability to face new challenges and responsibilities. He / she is required **to solve** complex problems and situations on the worksite. * The team leader must have the ability to **create and maintain a high level of motivation** among the members of his / her team. It is essential for this professional to know how to detect and deal with low morale in the workplace. |
| Portugal | Strong **technical knowledge** within the framework of his/her trade is paramount for this professional. |

**Common characteristics**

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.

**2. Main evolutions of the worksite environment and sustainable changes at worksite**

|  |  |
| --- | --- |
| Germany | Being pusher / motivator / instructor  Often stands alone on site  In former years, worksite supervisors and engineers had more and better operational experience; team leader sometimes has to explain them practical work  **Constructions are more complicated and complex nowadays**  Longer distances to and between sites  More working in already existing buildings, thus **more communication due to more people involved** from different professions and eventually more checking and assessing due to documentation purposes. |
| Belgium | All aspects linked to **energy saving in construction** 🡪 **technical constraints** and need always to be up to date 🡪 reskilling  Cost-effectiveness  More **administrative work**  Problem of responsibility  **Deadlines are shorter** 🡪 oppression  **New communication** channels  Digitalization  Evolution of workers’ **mentalities** |
| United Kingdom | No major evolutions have been noted in the worksite environment and the job description of a team leader. |
| Spain | The **main changes** that have taken place in the last few years, mainly due to the harsh **economic recession**, are related to the **type of construction** and to the **downsizing process in personnel** and **costs**. There has been a drastic reduction in civil / public works and in new construction. The type of construction that is now being carried out is related to the **maintenance, rehabilitation and refurbishment of existing buildings.** Furthermore, the construction companies, in order to continue with their activity, have had to undertake a **continuous process of reorganisation**, a process which has also implied a massive **reduction of the workforce**, meaning that the majority of the **worksite environments** are nowadays **much smaller** than in the past. The employees that have kept their jobs are now required to be more **productive** and **resourceful**. For example, the team leader must be capable of handling all types of situations on the worksite; i.e. he / she has to develop the ability and skills to find creative solutions for complex everyday problems, optimizing the resources that he / she has to work with (human resources, materials, tools, equipment, etc.). The team leader has a crucial role in reducing the operating cost on the worksite. |
| Poland | Identified evolutions are:   * **technological advances** – adaptability and lifelong learning required * stricter **safety regulations**, slowly leading to a more conscious approach, building a **safety culture** in workplace * increased **organizational complexity** – leading to increased requirement of skills related to coordination and communication * different subordinate workers skills (high turnover of staff, language barriers, perhaps less disciplined workers) * increased **female participation on the construction site** * outflow (drain) of specialists, who leave for contracts outside Poland |
| France | **The company’s performance and organisation**   * Being aware of and ensuring **adherence to standards** (obligation to achieve results) * **Reducing the time taken** to do things * **Cutting costs** * Changes to the way the work is organised * A demand for **increased competitiveness and profitability** * Greater ability to **look ahead** and plan within the organisation   **Human resources**   * Working to facilitate **cohabitation between the various fields** (co-activity) * Knowing how to **establish authority** over the team * Deterioration of **interpersonal relationships** * Changes to outlook and state of mind * Greater **difficulties in managing employees** * Less solidarity * Employees sensitive to working conditions   **Technical matters and materials**   * Changes to building techniques * **Increasingly complex work** * More materials to be used * Changes to materials * Other non-core technical aspects (including electricity) to be managed * Quality of the structure * Expertise with digital tools   **Regulations and the environment**   * Increasingly **stringent safety requirements** and **environmental dimension** * Interfaces with more participants and trades * **Adherence** to safety measures and to standards relating to the transition to other sources of energy * Difficulties in communicating with the other building trades (including outside subcontractors) |
| Italy | The ability of supervising a team. A team, which is often **intercultural** and often with different work, that has to be **integrated**.  A big sensitivity on the role, and big attention toward building **waste and safety**. |
| Portugal | Mainly **IT related evolutions** regarding the use of the various platforms of communication. |

**Common characteristics**

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.

**3. Participation in the organisation of the worksite**

|  |  |
| --- | --- |
| Germany | Being gofer  In fact team leaders are operating much of a worksite supervisors’ work  Team leader often **stands alone**  In a position to **explain works and processes**  **Secure permanent workflow and material flow**  Being involved in building site from start till end  Human resource planning |
| Belgium | Management of the site from A to Z  **Preparation** (incl. verifications)  **Planning,** respecting deadlines  **Organizing** (goods supply)  Working on the site with workers  **Administrative issues**  Participating to trainings  **Anticipating**  **Managing the team and organizing each worker’s tasks** 🡪 distribution of the work  Participating to worksite meetings  **Quality check**  Feed-back to hierarchy |
| United Kingdom | Leading tool box talks at the start of each day with subcontractors**, to give the work force a chance to voice opinions** and to express any developments that might have occurred recently. |
| Spain | The team leader **monitors and controls the crew** on the **worksite** and **assesses** their **performance** on a continuous basis, intervening if necessary to **resolve problems or incidents**. He / she is responsible for the **planning, organisation, coordination and the execution of the construction works**, **complying with the deadlines** established. This professional is in charge of monitoring the crew’s compliance with the company’s quality procedures and specifications, as well as their observance in relation to other regulations and procedures (safety and health, waste management and treatment, etc.). Nowadays, the team leader **participates actively and quite autonomously** in the organisation of the worksite, even though he / she receives direct orders from the worksite supervisor, to whom he / she is obliged to inform about the status of the project or about issues which cannot be resolved by the team. |
| Italy | He consults with the foreman and at work start-up with all the professional roles of the worksite  Equipment and rules |
| Portugal |  |
| Poland | The core task and participation of team leaders in the organization of the worksite has not changed significantly in the last few years. **Team leaders remain the group responsible for execution of plans and supervision of individual workers**. They plan the works of teams and **coordinate it with other team leaders**, make sure that the needed equipment and materials is on time and in place. They are responsible for the teams work outcomes. They shape the atmosphere and organization of teams.  However because of **increasing specialisation**, team leaders would only seldom take care of logistics issues – there are specialised teams for that. They only plan the needs, pass the information on and control the amounts of materials. |
| France | **Planning**   * Planning the way that his or her teams are organised and tasks are shared out * Passing on information * Getting the equipment ready * Managing procurement * Keeping the purchase order book   **Monitoring and checking implementation**   * Ensuring proper implementation * **Monitoring the phases of the project** * Gauging actual staff requirements * **Liaising** between the design and engineering department and the level of implementation   **Checking**   * Checking the work carried out and formalising the checks * Supervising the worksite, from design through to implementation, incorporating the concept of checking   **Production**   * May take part – like the workers – in carrying out tasks * Developing **participative management** (initiation process developed by the company)   **Problem-solving**   * Prior inspection upstream of the project to be implemented * **Prepares and sets up the worksite**   **Responsibility / independence**   * Is responsible for manual work on the site and thus for making sure the work is done properly * Liaises with the worksite supervisor in passing on the tasks to be carried out * Reports * Handles the checking and monitoring of the project according to the standards set by the design and engineering department * **Adheres to the financial dimension** (interim review and acceptance phases) |

**Common characteristics**

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.

**4. Relationships between team leaders and other workers**

|  |  |
| --- | --- |
| Germany | Being some kind of a supervisor  Person to be **respected**  **Delegation** of works, but still responsible  Final checks |
| Belgium | TRUST. He must be **respected** by his team. In that sense, he needs to have very **good knowledge of the field** because his team counts on him but team leader also counts a lot on his team. The team leader must be comprehensive but strict with his team. He needs to **motivate the team** 🡪 leadership.  Modesty🡪 requires a lot from the workers but must **trust** on them either.  The team members must feel at ease with each other, it is really important and the team leader is the example for other workers.  Often, the team leader has to be the link between his team and hierarchic members of the company. He acts as a **moderator / mediator.**  The team leader in a very important part of the working circle. **He is in the middle**. He is responsible for his team and works hand in hand with the foreman or the company owner.  The team leader and team must be very close to each other but keep some distance also in order to keep his/her **authority and credibility**. On the same way, he/she MUST be irreproachable in order not to be criticized by his/her team. |
| United Kingdom | This **relationship should be, first and foremost, professional**. There should be a good and open line of communications between both parties. |
| Spain | The companies and the focus group have highlighted that the relationship between the team leader and the other workers has to be based on **mutual trust and confidence**. The team leader has to have total confidence in the crew’s abilities and skills and has to firmly believe that they can contribute actively to the achievement of the company’s goals and objectives. On the other hand, it is essential for the team members to trust in the team leader’s technical expertise and in his / her capacity to solve problems and to provide guidance when required. Furthermore, the team leader should serve as a focal point to communicate and resolve issues with other teams on the worksite. There should be a **smooth and close communication** between team leaders and the rest of the workers on the worksite. Furthermore, given the complexity of the construction process, teamwork is essential in this sector. Thus, in order to optimize the crew’s performance and productivity, it is very important for the **team leader to master team building techniques and methods** which will enable him / her to boost the team spirit in the workplace. |
| Poland | There is a formal hierarchy, which forms the relations between team leaders and other workers. However these **relations are not always hierarchical**. Elements of heterarchical relations of semiformal character are often in place. Team leaders and their supervisors have a “demand-provide” relation, based on formal hierarchy. Relation complemented by consultations on technical or organizational issues in informal settings (the interviews gave examples of joint work, “on one screen”, with engineers and team leaders on solving some specific problems). The coordination of works with other team leaders is an example of going outside the hierarchical structure of relations on the construction site.  The relation with subordinate workers and selected specialists (construction engineer, construction supervisor, etc.) is personal. Subordinate workers relation with the team leader is ideally based on **respect** and long term **cooperation**. The **relation with worksite supervisor is often not personal**, especially on big construction sites (meaning they might not regularly meet in person). |
| France | **Quality**   * Taking on board listening both to the client and management, **adheres to the whole of the management system** * Inspires **trust** and trusts others * The importance of human relationships to **mutual respect**: teaching, listening, firmness (not giving in to pressure from his employees), regular debriefing at the end of the work * Support and the ability to **reassure both line managers and employees**.   **Management**  Taking on board operatives on the work stations   * Delegation of tasks * Direct, **collaborative relationship** * Is well aware of people's profiles and individual skills, ensuring that the work is properly distributed and organised * Clearly sets targets and gives instructions * Gets the workers involved in the target * Is diplomatic in order to manage workers’ moods * Sends signs of recognition * Accepts any comments made * Knows how to make him or herself popular * **Delegation of tasks** * Being **clear and explicit in dealings with the production teams** * Showing respect for workers * Showing an ability to train and common sense   **Technical**   * Has **good technical knowledge**, recognised by both management and workers, **to guarantee that workers feel involved**; contributes and shares this knowledge * Knows how to **be methodical** in implementation and can find solutions |
| Italy | Consultation and **respect** for people |
| Portugal | **Communication skills** as well as resource management skills |

**Common characteristics**

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.

# Part Three

## Indications for the improvement of training contents

The aim of this part is to identify topics that’s could be particularly helpful when reflecting on the evolution of the training paths facilitating access to the positions of worksite supervisor and team leader. These hypothesis will be analysed more in depth and enriched during the second phase of the project, whereas the third phase will be dedicated to the elaboration of appropriate pedagogical methods.

#### Worksite Supervisors

**1. Evolution of expectations regarding worksite supervisors**

|  |  |
| --- | --- |
| Germany | Extended range and depth of decision taking  More **organisational tasks**  More **human resource management** tasks  Shift from site manager´s tasks to worksite supervisor  More **flexibility (**in terms of travelling to work sites) required  More **people from different countries** on site ask for language skills  Increased **number of rules and regulations** to be followed  Awareness of more continuing **training necessary (case/site based)** |
| Belgium | More **flexibility**  Able to **update his/her knowledge** regularly – autodidact and training addict |
| United Kingdom | To be computer literate and be able to **provide and give presentations on a specific project**, in order to show progress. |
| Poland | * **safety** is one of the top expectations – “plan of safety and health protection” * **building a core team**, which could realize new construction projects * constant **updating of knowledge** * ever more documentation to fill and store needed |
| Italy | Managers look for better supervisory and organisational skills of worksite supervisors.  The role embraces most worksite activities, thus having **to relate to different people and realities**. Furthermore it is my duty to make sure the working environment is safe and kept in order. | |
| Spain | Crisis generates **underemployment** (engineers and architects to perform functions of foremen); no new requirements in specific areas of work such as **quality, environment (waste management) and Health & Safety** at work. | |
| Portugal | **Recruitment and managing teams** are very important factors, which are of increasing importance within the framework of the companies. | |
| France | **The company’s performance**   * Ensuring that the worksite is clean and safe * Sticking to the **schedule and deadlines** * Good **coordination** of the work * Practical **innovation** * Being increasingly independent and **coming up with ideas**   **Management**   * Taking on board information from management and passing his or her own information on to management (**iterative dialogue**) * Passing information on to the team leaders and ensuring it is implemented by the workers * Regularly adding to his/her skills, especially with regard to **innovations** that need to be sustainably incorporated into professional practices (both their own and their employees’) * Representing the head of the company, especially if it is a smaller company (fewer than 50 employees) * Encouraging **independence and responsibility** among employees in organisation, the carrying out of activities and the assessment of the results   **Skills** (Technical, safety)   * Knowing how to adapt to **new techniques** (finding out, questioning him or herself) * Coming up with innovative solutions and inventing new processes * Being **familiar with IT tools**, including new communication and organisation technologies * Acting as an apprentice master/company tutor to provide training for the next generation   **Quality / responsibility**   * Independence and total responsibility for the project, the foremen (immediate superior) are the project’s “accountants"; the worksite supervisor must manage the whole of his/her project * **Managing the quality of the work** in relation to the specifications, with increasing thoroughness and complexity |

**Common characteristics**

The investigation demonstrates that in all partner countries work supervisors are asked to become more and more autonomous and responsible when managing worksites, with the capacity of having a global and coordinated vision of all the aspects. The management of the quality and constructive relationship with all the partners are the main pillars of their activity. They also must be able to act within constantly changing environment, more and more competitive and restrictive. The capacity of grasping totality is the fundamental requirement expressed by many interlocutors interviewed in the countries involved.

**2. Criteria of professional performance**

|  |  |
| --- | --- |
| Germany | Common sense: “The overall worksite supervisor´s performance is only as good as the particular and **overall performance of his/her team**”. |
| Belgium | **Reach the objectives** is a priority.  Permanent control.  Good knowledge of the **job and administrative issues**.  Good **planning** is a very important aspect in order to reach the objectives. |

|  |  |
| --- | --- |
| United Kingdom | The upmost level of professionalism is expected and will be upheld **as the supervisor is an ambassador for the company**, to staff and clients alike. |
| Poland | Worksite supervisor’s performance is evaluated by:   * his/her employer’s (general contractor) representatives: * Direct superior – for efficiency and quality of work, compliance with design and schedule requirements, cost effectiveness etc. * Health & safety specialist – for ensuring safety at workplace. * Investor’s representatives: * supervision inspector, * contract’s/project’s engineer * State inspectors (e.g. construction site inspectors, labour inspectorate inspectors, etc.).   Criteria for assessment of professional performance are:   * acting according to **construction law**, including keeping project’s records according to all regulations * keeping **project’s schedule** * **cost** effectiveness * **quality** of works * compliance with project’s design * ensuring **safety** on worksite. |
| France | * **Customer satisfaction** * Adherence to **deadlines** * **Optimisation of resources** in relation to projections * Excellent **knowledge of working techniques** * Adherence to the modus operandi * **Good team management**: inspires trust and creates a good working climate, drives development of the team, is interested in reducing fatigue among workers, sends signs of recognition to the team * Keeping the site clean |
| Italy | **Continuous control** respecting the initial project and work quality.  The worksite supervisor must always be open to **learning new things.**  Study, experience, competence. |
| Spain | Highlights: **ability to interpret drawings and knowledge of tools** to ensure the use of the last valid plane (TICs). Global knowledge in health and safety awareness but also specific to the knowledge of appropriate measures (collective-individual protection...); and likewise in **quality** matters. |
| Portugal | Despite that some companies may have written procedures to assure that the **assessment** is made, most of it has a very opinion driven form. |

**Common characteristics**

The common pillar of worksite supervisor’s performance is composed of his/her capacity to satisfy customers with optimised resources, as well as of their capacities to manage teams efficiently. S/he is evaluated upon his/her capacity to reach the objectives assigned in terms of production of contractual outcomes and to therefore become an ambassador of the company among customers and other partners. Being an excellent technician, s/he must be in parallel a good negotiator capable to optimise resources and to face all kind of technical, normative, administrative, budgetary and organisational components of the worksite. Within such a context, efficient team management becomes a fundamental key of success in achievement of planned objectives. On the other hand, worksite supervisors do not always have necessary background to lead staff with sufficient efficiency.

**3. Recruitment of worksite supervisors**

|  |  |
| --- | --- |
| Germany | **Vertical company strategy**: apprenticeship 🡪 skilled worker 🡪 worksite supervisor (instrument of human resource planning)  Direct contacts of site 🡪 moving of staff from one company to the other  job announcements in internet and/or newspapers/magazines |
| Belgium | **Often external recruitment** 🡪 needs academic people but work experience is really required. If not, team leaders and workers will not trust on him. |
| United Kingdom | Recruitment seems to be made **from within companies**, before external job opportunities are available. New staff will be taken on board, should the project require a certain expertise. |
| Poland | **Almost only internal recruitment/promotion**. In other cases there would be a period of trial. Only “very rapidly growing companies decide to hire worksite supervisors from the market (externally)”.  The biggest problem is limited number of worksite supervisors (“we have more construction sites than worksite supervisors and investor’s supervision inspectors altogether”).  Another problem is relatively low incomes (compared to the responsibility). “Not everyone wants to be a worksite supervisor – it is a huge responsibility, and the payment is often not so high. Therefore there are **not too many experienced supervisors** – such persons are very much appreciated and companies try to keep them”. |
| France | * **Promoted internally with prior identification of potential** + stated desire, very often after sound apprenticeship training (level 4 or 5 EQF: French BAC PRO or BTS diplomas) and after holding a position as team leader * Outside recruitment: sometimes from an unsolicited application, small ads or Job Centre. * Plus 10 years’ professional experience as the optimum period. * **Ongoing training in supervision, planning, regulations, new standards, reading of drawings**. |
| Italy | Experience acquired in other companies; other means for staff recruiting such as LinkedIn.  The recruitment **depends on the type of company and employer**.  It would be necessary to ascertain that the supervisor is able to manage a worksite and **not rely merely on an educational qualification** or other. |
| Spain | * Chosen **within the company staff** * External selection (based on previous work or similar experience) * To a smaller extent but are hired from the practices made by VET students (FP III) (during 400 hours of practice observed attitude, capabilities ...) |
| Portugal | **Primarily internal promotion** via subjective criteria that is mostly based on the merit of the candidate. |

**Common characteristics**

Internal promotion is largely privileged in all partner countries when recruiting worksite supervisors, even if fast growing companies also practice external recruitment where candidates having 5 to 10 years of professional experience as at least team leaders are well placed to get the job. The situations where worksite supervisors are hired only on the basis of their initial training are extremely rare.

**4. Initial education related to the function of worksite supervisor**

|  |  |
| --- | --- |
| Germany | Base is mostly apprenticeship in the German Dual System  Work experience of required afterwards  Sometimes special courses and certifications required |
| Belgium | Bachelor, engineer, architect but work experience before being worksite supervisor. |
| United Kingdom | A proven track record seems to be the initial preference, with qualifications and education, a necessary but secondary requirement. |
| Poland | There is no direct initial education leading to this position. It can only be achieved through experience.  The construction faculties on the few renowned Engineering (Poly-technical) Institutes are considered to be a good preparation for technical skills, and very often the workers gain practical experience during the period of studies.  Minimum a few years of experience (after obtaining the diploma) is usually needed to become a construction site supervisor on bigger sites. |
| France | * Sound technical training in Building (level 5 EQF) * No initial training specific to the position of worksite supervisor (test with the “Worksite supervisor” professional qualification accredited as level 4 EQF by the Ministry of Employment has currently been carrying out) * Solid theoretical training enhanced by experience at a company |
| Italy | Building schools are valid but experience on the worksite is important  The courses offered are useful for providing basic knowledge in order to enter the world of work and construction  More practice on the worksite is necessary and less theory |
| Spain | Training is known and the importance of complementary skills recognized. But special importance is given to experience, in the case of a young professional (participation in a complete work). |
| Portugal | Vaguely known and even if it is known rarely is taken in account. |

**Common characteristics**

As a common rule, initial education corresponding to the EQF level 5 is required for the function of worksite supervisor, but this demand is not an absolute condition and an approved professional experience can compensate this lack, all the more that the majority of compulsory certificates can be obtained further to in-job training. It was also noticed during interviews that specific training paths leading directly to the position of worksite supervisor do not exist in the countries concerned.

**5. Continuing training related to the function of worksite supervisor**

|  |  |
| --- | --- |
| Germany | Job specific trainings; not concrete; case and situation related |
| Belgium | EMEC, CCW |
| United Kingdom | The companies we spoke to did not think it was an issue to continue the training of staff if it was needed and beneficial to both parties. |
| Poland | There are courses available on the market, but they don’t practically prepare for the function. However they are helpful in recruitment, which could lead to promotion.  Large companies often train their staff on their own and often outsource trainings to external companies. There are not many practical “open” courses for this group, professional trainings are “tailor-made”, so it is difficult to say something about them.  The overall opinion of those courses was positive, but rather because it could always be useful to learn something. The practical training on-the job and experience was pointed out as the most useful way of achieving relevant skills for worksite supervisor. |
| France | * A la carte ongoing training, depending upon requirements to be decided upon * Training as a line manager to be decided upon (preferably ongoing, but also where necessary initial, in addition to solid technical training) * It would be a good idea to develop training courses on line management |
| Italy | Continuous vocational training at building schools but often there is **no time to attend**.  The supervisor should always do refresher courses and continuous training especially concerning safety.  Courses should be periodically repeated. |
| Spain | The evolution of the sector (**new materials, environment, energy efficiency** ...). This is the key. |
| Portugal | Vaguely known and even if it is known rarely is taken in account. |

**Common characteristics**

The importance of continuing training is stressed by many interlocutors interviewed, but the main barrier preventing worksite supervisors from it is a lack of time, especially when the activities are intense. For this reason a huge requirement observed in the partner countries concerns potential “tailor-made” training offer, more and more individualised, using ICT and cumulative for further formal recognition. A clear distinction between technical updating and transversal skills has been introduced by many persons interviewed. Even if transversal skills are considered as fundamental to succeed as worksite supervisor, technical continuing training is privileged by companies, including updating concerning health & safety at work, energy saving, as well as technical and environmental norms.

#### Team Leaders

**1. Evolution of expectations regarding team leaders**

|  |  |
| --- | --- |
| Germany | Have to cover lack of practical experience by higher levels involved (architects, engineers)  **Work load became higher, complexity increased**  Need to give more detailed and well balanced instructions  Team leaders should be able to run site alone  Secure material flows  **Increased dealing with specification lists**  Ratio of work in **renovation and reconstruction** has arisen |
| Belgium | **Increase cost effectiveness** + respect of deadlines are nowadays most important for company owners 🡪 high level of pressure  More **administrative aspects** added to the work on the site  **Safety and security**  Participation to worksite meetings (in small companies)  Respect rules, prescriptions and responsible of workers’ job  Need to participate to specific trainings to follow the evolution |
| United Kingdom | The team leader is expected to lead by example on site and work to the same standards that are expected from everyone. They are to **lead by example**… This is the same as always and there has been no evolutions in the last 5 years regarding this expectation. |
| Poland | * **more flexibility and adaptability** required (‘what they used to do was typical and repeatable, now it is rarely typical and repeatable’) * ability to **cooperate** with more specialists (and teams) * implementing **health and safety** regulations expected * interpretation and operationalization of more **abstract plans**, often using specialized programmes |
| France | **The company’s performance**   * Better organisation * **Ability to look ahead** (not waiting for orders) * Greater speed and greater quality * More accomplished monitoring of projects (checking, safety, etc.) * **Saving time and increasing profitability** * Incorporating digital technology into production work * Greater versatility   **Management**   * A closer relationship between the worksite supervisor and the team leader * **Developing relationships and cross-functional skills** * Developing reporting and greater responsibility * Good team management (keeping a good atmosphere on the project) * Good project monitoring, with good coordination of tasks * Better **communication** within the teams * Taking on board information from the worksite supervisor, ensuring that information is passed on and put into effect * A full knowledge of human resources (recognising them and helping them to develop) * An awareness of the various trades in order to streamline project organisation * Playing a role as a company tutor with apprentices   **Skills** (Technical, safety)   * Responsible for technical expertise in order to maintain quality * Greater skills in reading drawings * Taking safety on board * Being **perfectly aware of technical changes to the trade (**digital modelling) * Adherence to **instructions and regulations**   **Quality / responsibility**   * Commitment, involvement in both the company and the project * Independence (responsibility for his or her work and project) * Adherence to standards formalised by the design and engineering department * Following up on and **monitoring projects** * Having a full understanding of the digital model for each trade * Monitors the project properly, also coordinating the stages and a good acceptance procedure which takes place on time * Obligation to work within limits in terms of time, costs and the quality of the project |
| Italy | Ability of **creating a team** that promotes single professionalism directing energies towards a common goal.  More sensitivity in enforcing the **rules on security**. | |

|  |  |
| --- | --- |
| Spain | The company managers and worksite supervisors expect the team leader to manage and coordinate his / her crew by **focusing on construction progress** in its different phases and to achieve the goals and objectives according to the time frame established. This professional has to have the ability to cope with many stressful situations considering the tight deadlines and the scant resources available for the achievement of project objectives. Furthermore, the team leader is obliged to keep the worksite supervisor informed of task accomplishment, issues and status. Thus, he / she has to have very good **communication skills** (quality verbal and written communication skills).  The foreman and the rest of the crew expect the team leader to have **solid technical** **knowledge** and **organisational skills** so that he / she can offer them **adequate guidance** and help them to keep focused and on track. These employees expect the team leader to be **respectful**, **empathetic** and **open-minded** so that they can feel free to contribute to the team’s performance. The crew expect a team leader who will **actively** **listen to them** and who will take into consideration their contributions. They expect this professional to be **highly operative**, having the ability to provide solutions to complex everyday problems and situations. |
| Portugal | Recruitment and managing teams are very important factors, which are of increasing importance within the framework of the companies. |

**Common characteristics**

Like worksite supervisors, team leaders must be able to face unpredictability and complexity when fulfilling their activities, taking into account competitiveness and cost-effectiveness ratio. They are not considered only as executors of tasks attributed by hierarchy, but also as a force of proposals capable to act with a certain degree of autonomy and to look ahead, by developing relationships and cross-functional skills. Technical knowledge is always a basis of their professional legitimacy and a fundamental pillar of their notoriety, but it is not sufficient to be considered performant. Current requirements concern their capacities to monitor projects with flexibility and adaptability, to create necessary co-operations, to implement technical, environmental and safety rules, as well to create positive social climate within their teams.

**2. Criteria of professional performance**

|  |  |
| --- | --- |
| Germany | Quality and speed in setting up site  Human resource planning  Checking/correcting works, “last word”  Contact person, communication  Personal professional competence  **Solution finding oriented**  Preparation of works, only seldom in operational works |
| Belgium | Preparation: be able to calculate, verify, take measures  Execution: team leaders are first considered as **PRODUCTIVE WORKFORCE** – good knowledge of the field + quality control at each step + be able to give clear explanations to his team + take time to explain and must be available.  Always be sure that the work has been done correctly and in respect to legislation and standards |
| United Kingdom | The team leader will work to any tolerances and specifications required and demand this of his/her team, too. This **professionalism** should set them apart and gain respect from others. |
| Poland | The core criteria for assessing performance of team leaders are:   * satisfactory **quality of work** (has the intended result been achieved – from technical point of view) * timely delivery of results   Additionally on a less formal basis, a group of other criteria are used, such as:   * presented attitude * quality of **communication** with other workers on the construction site * the ability to **autonomously solve problems** arising from unexpected situations |
| France | * Efficiently organising the activities allocated by the worksite supervisor and **carrying out good quality work** (supervising the quality of the readings, listing any requirements for projects, anticipating orders and managing stocks in line with the requirements identified) * **Adhering to the time allocated** for each activity and the implementation constraints * Adhering to the **financial costs** planned in accordance with the budget for each activity * Quality measures to be rolled out as against any current empirical measures for the purposes of the preparation, implementation and checking of the project * Ability to adhere and ensure others adhere to standards, **meeting standards** relating both to the environment and to the transition to other sources of energy * Ability to ensure that activities go smoothly for planned work * **Customer satisfaction** * Work done properly, with no reservations from the management |
| Italy |  |
| Spain | **Preparation phase:**   * Interpretation of **documentation and technical information** (e.g. reading and interpreting construction drawings, sketches, project analysis, verbal and written instructions). * Planning and foreseeing the materials, tools, equipment and machinery required. * Purchasing and ordering the materials, tools and equipment required. * Distribution of human and capital resources based on the work to be done.   **Execution phase:**   * **Problem solving**, within the team leader’s field of competence, during the execution of the construction works. * Redistribution and reallocating of resources if necessary.   **Check-Review phase:**   * **Control and monitoring** of the crew’s performance. * Quality control of the work performed. * Implementation of corrective and preventive actions, if necessary. |
| Portugal | The need for **higher specialization** within their trade resulting in better resource management. |

**Common characteristics**

The first common topic underlined by the partners quite frequently is the capacity of team leaders to find appropriate solutions thanks to their own initiative based on their autonomy and responsibility, motivation, communication skills and forecasting. They are considered as acting with performance if they are able to carry out good quality work with attributed human and material means, to time and to budget, by meeting standards and customer satisfaction. They also must be flexible and perceive change not as a difficulty, but as a normal evolution of activities and roles of each worker within collective projects.

**3. Recruitment of team leaders**

|  |  |
| --- | --- |
| Germany | Only **from own staff** in company  Work experience with quick and good work proved  Only based on recommendation  Forward looking important  After having conducted first own building sites, formal acknowledgement of being TL |
| Belgium | **Internal recruitment** is preferred.  Most of the time, is an experienced worker form the company. It is considered like an internal promotion as the person already knows the company, the way it works, the workers, … but sometimes, it could be difficult because new team leaders do not have lots of ICT skills and managerial skills.  External: via temporary agencies, especially when they recruit specific profiles (higher level of education) |
| United Kingdom | Recruitment seems to be **made from within companies**, before external job opportunities are available. New staff will be taken on board, should the project require a certain expertise. |
| Poland | The promotion is **almost always internal**. This reflects the learning pathways. In order to become a team leader one has to go through different experiences (positions) and to have opportunities of working in an ad-hoc formed team. Usually a case when there needs to be a new team formed on the construction site is a case for one of the workers to learn the skills relevant for team leader.  An external recruitment will always be linked with a period of trail. This is because of lack of qualifications (certificates) which could guarantee that and because of the differences between constructions sites and companies organization. |
| France | Main path: internal promotion based on solid training and experience within the company   * **Comes from the team** * Has the company culture or offers guarantees of quickly acquiring it * Validation of the experience and technical knowledge, which may include having a **recognised qualification** * Things which are rarer: direct recruitment (usually after a number of years’ experience at another company). |
| Italy | Generally **internal promotion** and not graduates |
| Spain | Team leaders are usually recruited through an **internal promotion / selection**. The majority of the team leaders that currently work in construction are not graduates and although some companies are starting to value initial education, continuous training and other academic qualifications when recruiting new employees, it is still not a decisive criterion when recruiting or promoting a person for this position. The experience and the skills or competences demonstrated on the worksite by the employee prevail over his / her academic qualifications. There is unanimity on highlighting that the recruitment or hiring of new employees is very costly for most companies. The companies’ priority, in this time of economic crisis, is to reduce costs drastically. Thus, when a vacancy arises, the company firstly assesses the possibility of internally promoting an employee who can assume the new responsibilities and functions. If this is not possible, the company obviously will proceed to recruit a professional from outside the company, mainly using **cheap recruitment sources such as Internet** (jobs portals and social media) and "**Networking**" (network of acquaintances, family, friends, other employees, etc.). **To a lesser extent**, due to the high costs, companies may also **publish their job offers in newspapers** or they may resort to **human resources consultants**, **recruitment agencies**, etc. |
| Portugal | Mainly from internal promotion after demonstrating of skills. External recruitment is done when there is prior knowledge of the person – regarding skills and abilities. |

**Common characteristics**

The investigation shows clearly that internal recruitment is largely privileged in all partner countries. This internal promotion is not only preferred by companies, but often constitutes and exclusive practice. Within this context, technical knowledge and professional attitude, and especially natural predisposition to be team leader are determinant. Nevertheless, some fast growing companies practice external recruitment that remains relatively limited, especially when specific profiles (sometimes with higher level of education) are needed. Within these contexts, a recognised qualification could constitute an asset, but is not considered as sufficient without professional experience.

**4. Initial education related to the function of team leader**

|  |  |
| --- | --- |
| Germany | Base is a good school education, but work experience crucial  Initial VET / apprenticeship necessary  Leading competence  Proper character and good attitude |
| Belgium | Master craftsperson in construction if possible with internship in a company + good and significant work experience  Bachelor in construction + professional experience  Lack of managerial / administrative / HR and communication skills they can be taught in initial trainings |
| United Kingdom | A National Vocational Qualification (NVQ) Level 3 in a specific trade is the main requirement of a team leader. |
| Poland | There is no initial vocational education leading to becoming team leader, i.e. providing all the skills and competences necessary for it. Certain patterns can be identified - usually people who had finished a 3 year VET school (basic vocational school) would become team leaders. However it is not unusual for people with no formal education to become team leaders. On the other hand, the 4 year VET school (upper secondary vocational school) provides skills related to leading small teams – as indicated in the core curricula. These people though rarely work as team leaders. And it has been doubted whether these skills are actually taught in the education process.  It is not possible to prepare a competent team leader in formal education, especially IVET. Therefore the opinion about the IVET paths is not negative (bad preparation), but rather that it prepares for different functions (skilled workers) or are only the first step in becoming a team leader. |
| France | * Sound technical experience going back a number of years * CAP (EQF level 3) and BP (EQF level 4) with professional experience * Initial training by apprenticeship is preferred |
| Italy | No |

|  |  |
| --- | --- |
| Spain | Two of the three companies interviewed were not at all acquainted with the initial education that leads to the function of team leader and thus, were not able to shed their opinion on the training paths proposed. The third interviewee and the experts who participated in the focus group, considered that the **formal initial-training available** for new team leaders can be a first step for someone who would like to develop his / her future career in a construction company but that it is not enough to occupy a position as a team leader nowadays. This is only possible after having acquired the necessary skills and competences through work experience. Furthermore, the current training offered has to **be improved**. They strongly believe that the initial education offeredshould consist of longer and **more intensive practical internships in companies** and that the curriculum currently offered should also be more **adapted to the evolving market needs** (e.g. new building techniques, new building materials, new management techniques, leadership, management and communication skills, etc.). |
| Portugal | Recognizing the importance of it, all of the interviewed stressed that demonstrated experience is the biggest factor to consider. |

**Common characteristics**

Professional experience surpasses initial education in the career of team leaders. Nevertheless, good school vocational education or an efficient apprenticeship are considered as factors fostering updating of technical knowledge and adaptation to changing situations. No specific initial training preparing to the position of team leader exists in the partner countries. In fact, professional qualifications corresponding to the EQF levels 3 and 4 are considered as sufficient, all the more they are complemented with 5 years of professional experience as worker. Nevertheless, some interlocutors declare that the lack of specific initial training for team leaders constitutes a weakness of educative systems and make it difficult a quick adaptation of companies to evolving market needs.

**5. Continuing training related to the function of team leader**

|  |  |
| --- | --- |
| Germany | Practical experience decisive  Specific courses  Everything beyond is crafts master (mostly expensive) |
| Belgium | Further training developed by FFC (professional funds for construction trainings)  EMEC 🡪 School of Management for Construction Managers (specialized in managerial skills for construction workers)  Heating and sustainable energies  Health and Safety  Human resource aspects must be part of the proposed trainings  Specific trainings linked to the job (insulation, energy saving, ventilation) |
| United Kingdom | The companies we spoke to did not think it was an issue to continue the training of staff if it was needed and beneficial to both parties. Team leaders may require **specific site training**, such as scaffolding training first aid training or plant machinery training. |
| Italy | Those from building schools about new techniques, new products and soft skills  There are so many and good training courses |
| Portugal | The company needs must be taken in account regarding continuous training of professionals. |

|  |  |
| --- | --- |
| Poland | The continuing training can be **divided in training on technical** (technological) aspects and **other** (team leading related soft/transversal skills).   * In the first case there is sufficient training offered by producing companies and to some extent also the education system for continuing training, which became more elastic in Poland in recent years. * In the second case the training is in generally informal, on the job. According to the group, there were no team leading courses for construction team leaders on the market. Such training, related to communication or task planning has been mentioned as potentially useful. However it would have to be provided during work time.   Some difficulties related to organizing continuing training have been identified:   * Training of trainers (would it be profitable for companies to train selected workers on how to support team leaders in developing their skills?) * Preparatory trainings for people selected to become team leaders (how long could these be, where the practical part would happen?)   The problem is mostly related to work organization on site and financing, however finding trainers (or perhaps mentors) for that purpose could also pose difficulties. |
| France | * Ongoing training: management, communication and regulations (safety, environment, technique, etc.) * Training as a line manager * Solid initial training in order to acquire knowledge + ongoing training modules tailored to changes to the standards |
| Spain | The majority of the companies in the construction sector are not familiarised with the continuous training aimed at adapting and updating the skills of team leaders, perhaps because **the offer aimed specifically at these professionals is scarce**. For this very reason, the experts of the focus group, although they were well acquainted with training targeted at “Worksite Managers” and “Worksite Supervisors”, etc., were not able to shed much information on this theme. However, the companies and the experts in general considered that it would be positive to provide short and specific courses to upgrade the team leaders’ skills and competences, taking into account the evolving needs of the construction sector for this particular job profile and considering that nowadays this professional has to have many social skills that can be learnt and developed. |

**Common characteristics**

The interlocutors interviewed pointed out that the continuing training offer must become more flexible to fit better to the rhythms observed in companies. Traditional courses are considered as obsolete. Staffs, including team leaders, are too limited in time to follow them, including technical ones. Thus, more accessible schemes are required, based on ICTs, auto-evaluation of learning outcomes, as well as leading to their formal recognition (collectable units). Another problem mentioned is a lack of knowledge of the existing training offer in many partner countries. Some of the interlocutors mentioned that they could be interested by the actions that are build up on the exploitation of real work situations as a field of potential learning, which could foster a closer collaboration between companies and training centres.

# Conclusion

## 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, as it was mentioned during several interviews.

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 training engineering work. 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.

*A few ideas for training courses*

This is a very first and provisional list, which will need to be honed after the in-depth research suggested above and which will need to be part of the work that needs to be carried out when phase 2 of the project is carried out. Technical skills are put aside.

**For worksite supervisors**

* Planning, project coordination, organisation and delegation
* Economic project management, including understanding of costs
* Human resources planning and management
* Communication with internal and external partners, mediation
* Commercial negotiation
* Supply management
* Regulations (social, technical, safety and environment)
* Health & Safety at Work (prescriptions and practical organisation)
* Waste management and energy saving
* IT (BIM)
* Controlling and reporting (monitoring and checking)
* Quality standards

**For team leaders**

* Planning of activities and supply management, understanding costs
* Communication (up and down), including for communicating tasks, supporting workers and controlling progress, mediation
* Team-building and leadership, authority in the group, creating motivation
* Getting information, good written skills
* IT
* Regulations (safety, environment and technical)
* Health & Safety at Work (prescriptions and practical organisation)
* Waste management and energy saving
* Quality standards and controlling
* Administrative following up

## Annex 1

**National interviews related to Worksite Supervisors**

|  |
| --- |
| **Country: Germany (BZB Krefeld)** |

Theme 1: **Characteristics of worksite supervisor**

***How could you define the main characteristics of worksite supervisor and what is essential in this function today?***

|  |  |
| --- | --- |
| Interview 1  (individual) | Concrete and reinforced concrete worker, 34 years of age, male  Contract with a company with about 120 employees  Main characteristics: organisation of the building site as well as human resource planning and management on site; all processes in all operational phases on site are to be supervised from start to end; reporting to site manager (in most cases civil engineer) |
| Interview 2  (individual) | Concrete and reinforced concrete worker, 24 years of age, male  Contract with a company with about 10 employees  Main characteristics: working on specifications for public tenders; planning input of material and tools; coordination of the work of subcontractors |
| Interview 3  (individual) | Concrete and reinforced concrete worker, 24 years of age, male  Contract with a company with more than 1000 employees  Main characteristics: many organisational aspects; passing on of tasks coming from the site management to the operational level; planning and executing the entire holistic process from planning via execution of work through controlling and checking of results and thus the quality of done work |

Theme 2: **Evolutions of the worksite environment**

***What main evolutions of the worksite environment did you notice these last five years? What is essential for you within these evolutions in terms of sustainable change at worksite?***

|  |  |
| --- | --- |
| Interview 1  (individual) | Cost pressure due to more intense competition; increasing number of sub-contractors; decreasing number of properly educated and vocationally trained people on building sites; for worksite supervisors this means more technical controlling and supervision due to the increased number of particular actors on site |
| Interview 2  (individual) | Number of subcontractors increased significantly; mostly not real companies but self-employed one-man-shows |
| Interview 3  (individual) | The shift from hand to head the worksite supervisor is hardly doing any manual jobs any more, but is still demanded to know exactly about the manual works and how these are to be executed. |

Theme 3: **Evolution of expectations expressed by foremen and company managers**

***What is the evolution of expectations expressed by foremen and company managers regarding worksite supervisors these last five years?***

|  |  |
| --- | --- |
| Interview 1  (individual) | The range of decision taking has widened; the cases in which worksite supervisors are the ones to decide have also increased; more organisational tasks to be covered; more human resource management required; a significant part of the site managers tasks and work appears to be shifted to the worksite supervisor |
| Interview 2  (individual) | Expectations have evolved in terms of flexibility: changing venues throughout the country and sometimes even abroad. This causes somehow more language barriers either with sub-contractors or with staff being more international and intercultural on site. |
| Interview 3  (individual) | The contents of works are not as linear as it used to be. The variety of work and regulations to be adapted has widened, hence, the flexibility here is to be open minded to new approaches and to be open to be further trained. The more direct contact to the customers has recently evolved. |

Theme 4: **Organisational, financial and human resources management of the worksite**

***How does the worksite supervisor participate in the organisational, financial and human resources management of the worksite today?***

|  |  |
| --- | --- |
| Interview 1  (individual) | The worksite manager is the one, who organises the worksite basically and in the entire scope; he/she is the one to plan the staff and the process in timely sequences; in terms of financial management he/she is not that much involved, but of course has to follow the budgetary targets |
| Interview 2  (individual) | In this size of company (about 10 employees) the range of tasks for organisation as well as financial and human resource management is wide and deep because he/she is the interface from the company owners to the operational level. |
| Interview 3  (individual) | In this size of company (>1000 employees) the division of work in terms of financial management is clearly defined – the worksite supervisor will receive financial planning from “above” and has to keep the budgets. He/she is engaged in organisational and human resource management. |

Theme 5: **Criteria of professional performance**

***What are the criteria of the professional performance related to worksite supervisors at each step: preparation, execution and quality check of the work achieved?***

|  |  |
| --- | --- |
| Interview 1  (individual) | Just on testimony: “The overall worksite supervisor´s performance is only as good as the particular and overall performance of his/her team” |
| Interview 2  (individual) | Just on testimony: “The overall worksite supervisor´s performance is only as good as the particular and overall performance of his/her team” |
| Interview 3  (individual) | Just on testimony: “The overall worksite supervisor´s performance is only as good as the particular and overall performance of his/her team” |

Theme 6: **Main aspects in the relationship between worksite supervisors and team leaders**

***How can you characterise the main aspects in the relationship between worksite supervisors and team leaders within a larger context of human resources management at worksite at each step: preparation, execution and quality check of the work achieved?***

|  |  |
| --- | --- |
| Interview 1  (individual) | On all steps the worksite supervisor and the team leader have a quite close relationship, because they rely on each other mutually. |
| Interview 2  (individual) | Often very close relationship; often only one of these kinds of staff on site. It depends on the size of the building site. |
| Interview 3  (individual) | As being part of the “upper” and “lower” middle management on site these two figures have to closely interact in all overlapping tasks. |

Theme 7: **Recruitment of worksite supervisors**

***How do companies currently recruit worksite supervisors: internal or external promotion, graduates, after specific in-job training? What kind of difficulties do companies actually meet?***

|  |  |
| --- | --- |
| Interview 1  (individual) | In particular case: Own apprentices will be taken over from apprenticeship to skilled workers and – when appropriate - further on trained to become worksite supervisors. This company has a (vertical) strategy to commit people from the very beginning to the company – identification and living the company image. |
| Interview 2  (individual) | Often staff, who is working on site, is directly contracted and attracted from company to company in these situations. |
| Interview 3  (individual) | Public job announcements |

Theme 8: **Initial education leading to the function of worksite supervisor**

***Do you know available initial education leading to the function of worksite supervisor and what is your opinion regarding the paths proposed?***

|  |  |
| --- | --- |
| Interview 1  (individual) | Apprenticeship 🡪 skilled worker 🡪 probably team leader 🡪 worksite supervisor (either EQF level 4/5 = 240 hours or EQF level 5/6 = 620 hours) |
| Interview 2  (individual) | Apprenticeship as reinforced concrete worker 🡪 work experience in maintenance company 🡪 further training in SIVV (securing, maintenance, combining and reinforcement of concrete) 🡪 company offered the perspective to become worksite supervisor |
| Interview 3  (individual) | Apprenticeship as reinforced concrete worker 🡪 further training in SIVV (securing, maintenance, combining and reinforcement of concrete) 🡪 further training of special regulation / necessary certificate in the reinforced concrete field 🡪 company offered perspective to become worksite supervisor (career planning; human resource management by company) |

Theme 9: **Continuing training related to the function of worksite supervisor.**

***Do you know available continuing training likely to improve the function of worksite supervisor and what is your opinion regarding the offer proposed?***

|  |  |
| --- | --- |
| Interview 1  (individual) | Job specific trainings; not concrete, because there is plenty of courses offered; only in case of necessity for the job or the near future job opportunities |
| Interview 2  (individual) | Job specific trainings; not concrete; case and situation related |
| Interview 3  (individual) | Job specific trainings; not concrete; case and situation related |

|  |
| --- |
| **Country: Belgium (IFAPME)** |

Context:

Jacques Delhez – company owner – more than 50 workers in general construction

Silvio Dini, company owner – more than 25 workers

Eric Portier – architect – company owner

Theme 1: **Characteristics of worksite supervisor**

***How could you define the main characteristics of worksite supervisor and what is essential in this function today?***

|  |  |
| --- | --- |
| Interview 1  (individual) | Experienced person that must be able to lead a group, share the tasks according to the prescriptions of the team leader concerning the workers tasks.  Respectful from the work, work prescriptions and human capital.  Be able to read technical bills, technical specifications, plans, write documents, have good notions in building (ideally engineer as the field is very large) |
| Interview 2  (individual) | WS must be very rigorous and organized. It is crucial! |
| Interview 3  (individual) | Worksite supervisors lead more than one working site at the same time.  He/she is quite under pressure as he/she receives quantitative objectives from his direction and needs to reach it by trusting in his/her team leaders and their teams but without working on the site with them.  He/she needs to have deep knowledge of his/her files and must master a lot of things such as time schedule and difficulties that can happen on the building site (anticipation): planning, subcontractors, supply … he/she must be aware of everything and master a lot of things in order to reach the objectives. |

Theme 2: **Evolutions of the worksite environment**

***What main evolutions of the worksite environment did you notice these last five years? What is essential for you within these evolutions in terms of sustainable change at worksite?***

|  |  |
| --- | --- |
| Interview 1  (individual) | Strong evolution regarding safety and security aspects  Strong evolution due to energy saving performances (and regulations) |
| Interview 2  (individual) | PEB = energy saving performances in buildings  Waste coordination and management  Safety and security |

|  |  |
| --- | --- |
| Interview 3  (individual) | Cost-effectiveness is a very important matter he needs to keep in mind all the time. They always have less time in order to reach the objectives and finish the work. This is a quite difficult job to manage, as he/she is not all the time on the building site with the workers. He/she has a lot of administrative and financial responsibilities. He/she needs to master and plan all the steps of the work from its beginning to its end. If he/she does something wrong (for example, forget to order some goods), all the team will have problems and that could have very important consequences (financial especially)! Organization is a key work for worksite leaders.  They need to know the field as well, especially more complex subjects such as energy saving and performances in buildings, special techniques, buildings stability, planning permissions regulations, safety and security coordination, tax and social security debts liability (subcontractors), management techniques, as well as planning and coordination of other trades and security management. |

Theme 3: **Evolution of expectations expressed by foremen and company managers**

***What is the evolution of expectations expressed by foremen and company managers regarding worksite supervisors these last five years?***

|  |  |
| --- | --- |
| Interview 1  (individual) | Have a strong knowledge in the field and follow the evolution by following trainings  (especially regarding energy saving) |
| Interview 2  (individual) | Trainings linked to energy saving in buildings 🡪 thermic and acoustic insulation |
| Interview 3  (individual) | In **smaller** companies, maximisation of cost-effectiveness and those managing that kind of tasks are qualified workers but not trained enough to all the difficulties of the job.  In **bigger** companies, more different building sites to manage simultaneously than before and more cost-effectiveness oriented. |

Theme 4: **Organisational, financial and human resources management of the worksite**

***How does the worksite supervisor participate in the organisational, financial and human resources management of the worksite today?***

|  |  |
| --- | --- |
| Interview 1  (individual) | Follow-up of human resources documents  Planning and follow-up  Control of productions  Administrative issues such as prices, cost-effectiveness, operating costs, production costs, …  Relationships with clients, architects, research department, sales and purchase departments |
| Interview 2  (individual) | Organizational management,  Planning   * financial and economic planning * human resources planning * subcontracting planning * supply planning * state of progress   Planning and organising from the offer to the acceptance of the work |
| Interview 3  (individual) | Financial tasks:  He/she needs to keep in mind the offer (often that has been written by the costs estimator) and organize the work by respecting the tender.  Human resources: he/she needs to collaborate and communicate a lot with his/her team leader in order to explain the objectives, so that TL can put the right man at the right place (and then respect schedules).  Organizational tasks: follows all the tasks / steps in order to reach the objectives. |

Theme 5: **Criteria of professional performance**

***What are the criteria of the professional performance related to worksite supervisors at each step: preparation, execution and quality check of the work achieved?***

|  |  |
| --- | --- |
| Interview 1  (individual) | Be able to control the work at each step (with the team leader)  Be aware of all technical requirements and specifications in order to check the good practical application (done by team and team leader) |

|  |  |
| --- | --- |
| Interview 2  (individual) | PERFORMANCES CRITERIAS = academic studies + work experience!!! |
| Interview 3  (individual) | Preparation: strict methodology and needs to think about EVERYTHING and anticipate a lot  Execution: quality and execution speed  Control: all the time! On site, with the architect and engineers, with team leaders, … |

Theme 6: **Main aspects in the relationship between worksite supervisors and team leaders**

***How can you characterise the main aspects in the relationship between worksite supervisors and team leaders within a larger context of human resources management at worksite at each step: preparation, execution and quality check of the work achieved?***

|  |  |
| --- | --- |
| Interview 1  (individual) | Avoid stress with strong planning (be aware of the time workers need to do the work)  Mutual trust is essential!  Be diplomatic, tactful |
| Interview 2  (individual) | WS must absolutely speak about the objectives to his/her team leader. They need to trust each other and work together in order to reach the objectives. |
| Interview 3  (individual) | WS gives the necessary means to lead the project to its end. They must be the link between company means and building sites. He/she will deal with the big problems on the building site (little problems can be managed by team leaders)  Collaboration between both actors is crucial! Worksite supervisors give the team leaders the instructions, plans, specificities they leaned and team leaders needs to do the work practically with their teams. |

Theme 7: **Recruitment of worksite supervisors**

***How do companies currently recruit worksite supervisors: internal or external promotion, graduates, after specific in-job training? What kind of difficulties do companies actually meet?***

|  |  |
| --- | --- |
| Interview 1  (individual) | If possible, internally as the person already knows how the company works but as they need to have many different and various abilities, recruitment could occur externally with candidates such as engineers or bachelors. |
| Interview 2  (individual) | Academic studies + work experience in the company if possible before being recognized as worksite supervisor. |
| Interview 3  (individual) | Once again, size of the company makes things different:  Small companies:  Internal recruitment. They know the added value of each worker, its qualities and reliability.  Big companies:  External recruitment because most of the time, academic studies are required (and valorised, so good considered) but real training really begins within the company before having the title of “worksite supervisor” |

Theme 8: **Initial education leading to the function of worksite supervisor**

***Do you know available initial education leading to the function of worksite supervisor and what is your opinion regarding the paths proposed?***

|  |  |
| --- | --- |
| Interview 1  (individual) | Bachelor studies in buildings but it is not enough! A strong experience in a company is also necessary. |
| Interview 2  (individual) | Bachelor in construction or master (engineer) |
| Interview 3  (individual) | Master in architecture  Bachelor in construction  Engineer  Experience in a company (traineeship for example or assistant) is necessary in order to understand field reality (practically and not just theoretically) |

Theme 9: **Continuing training related to the function of worksite supervisor.**

***Do you know available continuing training likely to improve the function of worksite supervisor and what is your opinion regarding the offer proposed?***

|  |  |
| --- | --- |
| Interview 1  (individual) | IFAPME trainings (further training) because trainings are provided by experienced professional workers. |
| Interview 2  (individual) | Master craftsperson and EMEC |
| Interview 3  (individual) | EMEC, Construction Confederation trainings |

|  |
| --- |
| **Country: United Kingdom (Warrington Collegiate)** |

Theme 1: **Characteristics and qualities of a worksite supervisor**

***What are the main characteristics/qualities of a worksite supervisor and what are the essential skills needed for this position today?***

|  |  |
| --- | --- |
| DW Homes | Strong man management skills and understanding of your worker’s needs. To be able to support the workforce around you, you are the link. |
| ISG Construction | Individually driven with high standards and a proven record of delivering projects, achieving high levels of customer satisfaction and must have effective leadership skills. |
| Conlon | To be able to understand the building industry. Being able to work to deadlines and follow schedules. |
| Interview 4  (focus group) | Driven and conscientious person, with high standards and extensive on-site knowledge. |

Theme 2: **Changes within the worksite environment**

***What have been the major changes within the worksite environment in relation to the job role of a worksite supervisor over the last five years? Which of these changes do you feel are most important to ensure that the role of worksite supervisor develops alongside of changes within the industry?***

|  |  |
| --- | --- |
| DW Homes | One of the main changes is that site managers can move from company to company more frequently. This means the continuing changing of staff members and standards. More focus on customer care (5 star build) lack of quality trades i.e. bricklayers and joiners. |
| ISG Construction | To be a company ambassador and take responsibility for the success, profitability, safety, quality and delivery and programme compliance of allocated projects. |
| Conlon | The supervisor is expected to be up to date with modern day technology and the sustainable requirements of a 21st century construction project. |
| Interview 4  (focus group) | Greater roles and responsibilities within the company, possible financial incentives. |

Theme 3: **Changes of expectations expressed by foremen and company managers of what is needed in a worksite supervisor**

***Have there been any changes in the last 5 years in what is expected of a worksite supervisor?***

|  |  |
| --- | --- |
| DW Homes | More health and safety tool box talks, on key areas of the build, are required. Better management of stock levels on site and more responsibility and ownership of the job is expected. |
| ISG Construction | The candidate should be able to present progress reports, internally and externally and have the skills to create and maintain customer relationships. |
| Conlon | More responsibility has been put on the site supervisor in recent years, to ensure they fulfil the company’s needs and their role within the project. This is due to the pay structure and the hierarchical requirements within the company. |

|  |  |
| --- | --- |
| Interview 4  (focus group) | Attending more managerial meetings. To be the link between site and managers. |

Theme 4: **Organisational, financial and human resources management of the worksite**

***How does the worksite supervisor participate in the organisational, financial and human resources management of the worksite today?***

|  |  |
| --- | --- |
| DW Homes | HR plays a major role in supporting and guiding the staff in the building industry. Without this, careers and opportunities in the industry would be very difficult. |
| ISG Construction | The supervisor will manage subcontractors, in line with time, quality and budget requirements. |
| Conlon | The supervisor is to deal with everyday issues regarding the workforce, including time management and is also in charge of hiring and firing on site. |
| Interview 4  (focus group) | Support all staff. Be aware of any on-site problems and deal with malpractice or insubordination. There are no financial responsibilities to undertake, except to get authorisation for certain materials or costings. |

Theme 5: **Criteria of professional performance**

***What level of professional performance is expected from worksite supervisors at each step: preparation, execution and quality check of the work achieved?***

|  |  |
| --- | --- |
| DW Homes | Supervisors are expected to cross check all elements of health and safety, customer care, production, home inspections, courtesy calls, ordering of materials and checking stock. All the faults that are found must be re-inspected after being put right. Quality inspection will then sign off on the production, including payments for work carried out. |
| ISG Construction | We expect a “zero defects” approach to quality and for our supervisors to be able to manage, direct and support the project delivery team, in all construction activities. |
| Conlon | A top level of professionalism is expected at all time from my supervisors. They are expected to work with clients and staff and produce high quality outcomes. |
| Interview 4  (focus group) | A high level of professionalism that should filter down through the people on the construction site. |

Theme 6: **Main aspects in the relationship between worksite supervisors and team leaders**

***Are there similarities or differences between worksite supervisors and team leaders within the context of human resources management at the worksite at each step: preparation, execution and quality check of the work achieved? I.e. are there differences in the way that each role would interact with other colleagues and workers***

|  |  |
| --- | --- |
| DW Homes | Daily meetings and toolbox talks are required. Good preparation and communications are necessary with all colleagues. Everyone must be involved in all aspects of the build. Working together we will achieve a better result. |
| ISG Construction | Supervisors and team leaders should be on the same page, in relation to the project. This is achieved by, at least once a week, team meetings and quality checks. Clients are also expected to be included with any project issues. |
| Conlon | Both team leaders and supervisors are expected to work together to attain the same goals. The difference in roles being that the team leader is a constant on site presence, were as the supervisor might have a couple or three jobs to oversee, including being the link between clients and management. |
| Interview 4  (focus group) | There should always be a strong professional link between both members of staff. The difference being that the supervisor is the link to management and the team leader is the link to the trades. |

Theme 7: **Recruitment of worksite supervisors**

***How do companies currently recruit worksite supervisors: internal or external promotion, graduates, after specific in-job training? What kind of difficulties do companies actually meet?***

|  |  |
| --- | --- |
| DW Homes | Internal promotions come first, as we feel it is better to promote the people we know and trust. When they are required, external interviews will be implemented. The construction department will then determine which candidate has the relevant experience or skills for a specific job. |

|  |  |
| --- | --- |
| ISG Construction | Firstly, we are devoted to employing young apprentices who are expected to learn a trade, before being trained and in time, promoted to site supervisors. If a project requires specific skills and qualities, then we will advertise. We look for evidence of strong interpersonal and people management skills. A good technical knowledge and awareness of health and safety and environmental procedures. The ability to understand the wider picture while being able to focus on the finer details. |
| Conlon | We use experienced supervisors that we know will achieve. We recruit from within, unless there is a need to employ somebody knew. If recruiting a new staff member, a detailed cv and references are needed, to prove that the candidate is capable and has the qualities that we look for. |
| Interview 4  (focus group) | There is a preference to promote known, current employees, who have worked hard and proven themselves within the company. |

Theme 8: **Initial education leading to the function of worksite supervisor**

***Do you know what qualifications lead to the function of worksite supervisor and what is your opinion about the paths that workers may take? E.g. difference between Vocational training and working your way up through the company***

|  |  |
| --- | --- |
| DW Homes | In my opinion, it is better to work your way up from an apprentice on site and achieve all the required qualifications that your company believes are necessary to become a site supervisor. This will usually be, up to and including, an NVQ level 3 in a particular trade. If the company see fit to promote you further, they will pay for any further qualifications. |
| ISG Construction | The best path, I have come to believe, is to be fully trained and promoted by the company. Vocationally trained candidates can appear less confident and lack a certain amount of “savvy”. This can lead to a lack of respect from the work force and have a detrimental effect on production. |
| Conlon | We look for on-site experience, so management qualifications are not essential but will help to determine a potential supervisor’s credentials. |
| Interview 4  (focus group) | A knowledgeable proven site supervisor with a good track record is preferred and will probably be chosen over an academically trained supervisor with little experience. |

Theme 9: **Continuing training related to the function of worksite supervisor.**

***Do you know what further training is available that may improve the function of the worksite supervisor and what is your opinion regarding the available training?***

|  |  |
| --- | --- |
| DW Homes | At DW Homes, we have an academy scheme for our site supervisors. |
| ISG Construction | Our further training can include anything from health and safety (first aid) courses to higher national certificate/diplomas (HNC/HND) |
| Conlon | There are lots of further education certificates available in construction, such as CSCS and site safety training. If a supervisor is required to undertake any of these, the company will support them. |
| Interview 4  (focus group) | Companies will provide extra training where needed to benefit the supervisor and in the long run, the company itself. |

|  |
| --- |
| **Country: Poland (IBE)** |

Theme 1: **Characteristics of worksite supervisor**

***How could you define the main characteristics of worksite supervisor and what is essential in this function today?***

|  |  |
| --- | --- |
| Interview 1  (individual) | 2 relevant groups of characteristics – firstly coordination and responsibility, because of highly regulated character of it in Poland and secondly technical/practical skills.  The first group of characteristics is more or less independent from the type of construction, contrary to the technical/practical skills. |
| Interview 2  (individual) | On one hand it should be strong knowledge of construction law and wide technical knowledge (mainly in the field of technology and organization of construction works), together with skills built on this knowledge. On the other hand characteristics connected with process management, including management of resources such as: people, materials, information etc. are essential.  This work requires a high resistance to stress with a great sense of responsibility and taking into account the ethical context of this work (regardless of the pressures for reducing costs, safety and quality should be placed always before money). |
| Interview 3  (individual) | * technical knowledge in the field of construction, including technology and organization of building works, construction law, costing and scheduling, etc. * social competences: the ability to make decisions and manage teams (investments on a large scale – 80 million PLN and more – foremen, civil engineers, team managers, subcontractors, etc.) * he/she works on behalf of a general contractor (construction company), which employs so called “supervision staff” [nadzór] (10-15 people in cases of large building sites – they supervise proper management and execution of works, gather documentation, check quantity surveys [obmiary], control subcontractors, settle with building materials suppliers, etc.) * resistance to stress – connected with responsibility for safety on site (security and health protection plan – he/she prepares it or asks appropriate person for its preparation, then he/she must control its observance) * assertiveness – towards investors, designers, subcontractors, suppliers (e.g. he/she needs to select the best and yet cost effective materials, sometimes also the most suitable subcontractors, etc.); cooperation with designers – he/she has the right to apply to an investor for changes in design solutions; worksite supervisor and investor often have conflicting interests – the later wants to minimize costs of investment and the first one wants to be sure that the profit of his/her company will be sufficient – he/she has to know how to reconcile these different points of view (negotiating skills) * organizational skills – planning and delegating responsibilities, flexibility in work scheduling (the ability to efficiently shifting people from one work to another) * project management, including the ability to comply with regulations, terms of contracts and work schedules; often also control of costs (he/she must be oriented in the prices of materials, services, equipment and so on) * knowledge of technology of construction works – e.g. he/she must be able to decide how much cranes should be on concrete construction site (the ability to optimize – according to the principle "it has to be profitable, but on time and of good quality") * the ability to manage subordinates in an efficient way – he/she must discipline employees – if necessary, must know which employees are overloaded and which are under loaded, must have a feel for people, must be able to communicate with various kinds of people, can’t be a confrontational type of person * accuracy – he/she must beware of accepting unfinished or imprecise work and at the same time beware of signing unfavourable contracts – e.g. with suppliers, subcontractors etc. (knowledge of local and national construction market) – especially in the cases of smaller sites (where worksite supervisors play also the role of contract managers) * the ability to understand and predict behaviours of people working on lower positions, who are often low-skilled and need to be well supervised – he/she should be able to indicate team leaders who will manage to do it |
| Interview 4  (focus group) | Worksite supervisor must be able to manage the whole process, including:   * proper planning (this is a very important, though often neglected, phase of his work – the key to proper functioning of the entire construction process) * organizing and coordinating, * supervising, * controlling results.   This involves human resources management that takes into account different needs of employees, their various competences and experiences (he/she manages both unqualified and qualified workers and engineers), as well as time management and partly financial management.  The fact that a concrete worksite supervisor has graduated appropriate training programmes (e.g. corporate trainings) can be discovered immediately after entering the site that he manages (e.g. on the basis of observed organisation aimed at adequate protection of building materials). |

Theme 2: **Evolutions of the worksite environment**

***What main evolutions of the worksite environment did you notice these last five years? What is essential for you within these evolutions in terms of sustainable change at worksite?***

|  |  |
| --- | --- |
| Interview 1  (individual) | The big constructions are becoming more complicated and longer. That is both because of organizational and technical issues.  The functions of coordinating and supervising work is being divided according to organizational levels on the construction (however the responsibility remains on worksite supervisor). New occupations/specialisations have emerged, such as ‘construction sites managers’ – coordinating and managing the biggest construction sites or a group of related sites.  The increasing level of complexity results in more demand for supervisors, but the number of new worksite supervisors is very limited, which effects in the fact that on smaller constructions the supervisors are often not present on an everyday basis.  The general contractors have hollowed out during the recession (reduced numbers of own staff) – which changed the requirements for worksite supervisors. |
| Interview 2  (individual) | General contractors often don’t employ more than few workers – over the last decade the number of subcontractors has significantly increased and a lot of contracts are being coordinated by companies located in more than one city (investor, general contractor, project designer, subcontractors), which necessitates the need for remote communication. |
| Interview 3  (individual) | * Today's way of working (general contractors employing only few members of staff and specialized subcontractors) is a matter of the past approx. 15 years – the industry requires a great deal of flexibility and this is the answer (large objects can be built in 12-13 months and not in two years or even longer – as it was 20-25 years ago) * As a result of reducing the number of construction technicians in the last 15 years there has been a shortage of mid-level experienced technical staff – the lack of good technicians, but also welders, carpenters etc. The number of vocational teachers in the field of construction also steadily decreases. |
| Interview 4  (focus group) | During the last 5 years a huge step towards safety was made. Lack of alcohol on construction sites has become standard – in this case we can talk about generational change, but it is also the effect of focussing large companies on management processes (which was forced by the market).  20 years ago projects for 300 thousands PLN were perceived as large, than projects for 3 million PLN appeared and average numbers of staffs on sites increased – from circa 30 to circa 300 people – it forced the change in planning processes on sites. Because of Polish accession to EU a lot of large investments were started – most of them were done by contractors with foreign capital that were used to European and international safety standards (and aware of the fact that safety is one of the keys to construction company’s positive image). Focus on safety was the reason for starting the initiative called “Agreement for Safety in Construction Industry” (“Porozumienie dla Bezpieczeństwa w Budownictwie”) which resulted in the agreement between ten largest construction companies operating in Poland. Apart from financial goals, to CEO’s of these companies have been appointed targets in the area of safety on sites (e.g. they introduced the obligation to wear protective goggles when performing any kind of construction work; they made wearing helmet a standard etc.). |

Theme 3: **Evolution of expectations expressed by foremen and company managers**

***What is the evolution of expectations expressed by foremen and company managers regarding worksite supervisors these last five years?***

|  |  |
| --- | --- |
| Interview 1  (individual) | Supervisors have to assess the competences of their own or external employees, because formal qualifications are not sufficient for that. And in some cases the lower-tier workers have no formal qualifications.  The expectations related to language skills seem to be more visible.  Need for knowledge of new technologies has been also growing. |
| Interview 2  (individual) | Because of a lot of foreign (mainly western) influences and increased awareness, Polish companies care nowadays more about their image, which is connected with greater demands towards supervisors in terms of safety on worksites. |
| Interview 3  (individual) | Because of rapid changes in technology (e.g. integrated control systems in so-called "smart buildings"), we can see increase in the number of documents that have to be stored by worksite supervisors and they must have wider knowledge. In the last 20 years the pressure for cost effectiveness has significantly increased. Foreign investors and clients with greater awareness require buildings of good quality. Worksite supervisors and team leaders work under greater pressure than before. |
| Interview 4  (focus group) | Since the beginning of 2000’s for each construction carried out in Poland the detailed plan of safety and health protection (BIOZ) is prepared. Worksite supervisors are responsible for it and – in order to do it – they have to cooperate with all subcontractors working on their sites (worksite supervisors’ task is to gain from them all information necessary for preparing such plans). It is an example illustrating the fact that planning is the most important phase of each construction project. In order to properly manage all processes carried out on site, worksite supervisors have to plan each tasks – many of them long before projects start (e.g. BIOZ), they need to create instructions, schedules etc. Not all of them understand the role of planning, but all large construction companies put emphasise on it (and smaller companies increasingly follow it and require it from their supervisors). |

Theme 4: **Organisational, financial and human resources management of the worksite**

***How does the worksite supervisor participate in the organisational, financial and human resources management of the worksite today?***

|  |  |
| --- | --- |
| Interview 1  (individual) | Difficult to answer with certainty. However surely worksite supervisors have most to say about the organizational and human resources, less about finance.  Because of the hierarchical organization, the supervisor will only manage lower tier workers via higher-tier workers. |
| Interview 2  (individual) | In most cases worksite supervisors may indicate some of their direct experienced subordinates (foremen/team managers). It is often connected with indicating concrete subcontractors that employ these professionals. In such cases the rest of the staff is usually employed by subcontractors. A separate case is the case of unexperienced worksite engineers, who are usually assigned to contracts by general contractors (e.g. HR departments). Organization is the key responsibility of worksite supervisor: he/she distributes tasks, controls their execution, disciplines employees (irresponsible people should be afraid of him/her), manages schedule etc. If there is no contract’s coordinator/manager, worksite supervisor is responsible for financial issues (to some extent – e.g. he/she receives building materials from suppliers, signs protocols of delivery and acceptance, controls payments for subcontractors etc.) |
| Interview 3  (individual) | * assigning tasks, creating and updating schedules (together with investors and investor's supervision inspectors), controlling timeliness, shifting teams from one place to another etc. * meeting with team leaders on a regular basis (e.g. once o week) – updating information about all works (identifying potential problems, such as delays, technical issues etc.) * taking part in meetings with investor and investor’s representatives (e.g. supervision inspector investor) – in the cases of greater delays, random events etc. * controlling supplies – worksite supervisor may appoint site engineer to this task, but supervisor’s responsibility is to watch if it is properly supervised * finances – in some companies supervisors are concerned only with the technical side of projects – getting things done on time, quality of work etc., in some they are also responsible for cost management as well as for negotiating agreements with subcontractors (rather smaller companies and projects) * human resources management – organizing and coordinating of work, executing, reporting recruitment needs, in some cases deciding on the amounts of bonuses for subordinates (based on information reported by foremen or team leaders) |
| Interview 4  (focus group) | Apart from all the things that have mentioned before, worksite supervisors are often responsible for negotiations with suppliers, subcontractors etc. (otherwise it is the responsibility of central purchasing departments).  When we look at it from another point of view, very often worksite supervisors primary task is to build, develop and manage an efficient and loyal core team with which he/she will be able to move from project to project (and his/her supervisor – project/contract coordinator – task is to appoint such team to ever larger and more advanced projects). There are huge growth opportunities in the industry, where one can be promoted even every six months. Worksite supervisors have to be aware of it and constantly seek opportunities for their own development as well as their people development (in order not to lose them). |

Theme 5: **Criteria of professional performance**

***What are the criteria of the professional performance related to worksite supervisors at each step: preparation, execution and quality check of the work achieved?***

|  |  |
| --- | --- |
| Interview 1  (individual) | “The only criterion is effectiveness/successfulness”.  The professional performance is evaluated by clients – in case of smaller sites, that could be the direct client, in case of bigger sites – the investors or general contractors representatives (architects, inspectors, managers etc.).  There are also state inspections on different levels – local (poviat), central (urząd nadzoru budowlanego) and focused on different aspects, such as labour conditions (państwowa inspekcja pracy) or technical (nadzór techniczny). And also other relevant, for example related to roads transport (urząd transportu drogowego). |
| Interview 2  (individual) | Worksite supervisor’s performance is evaluated by:   * his/her employer’s (general contractor) representatives: * direct superior – for efficiency and quality of work, compliance with design and schedule requirements, cost effectiveness etc. * OHS (BHP) specialist – for ensuring safety at workplace * investor’s representatives: * supervision inspector (inspektor nadzoru inwestorskiego) * contract’s/project’s engineer   for all of the above (including all installations made in a building and documentation required by law)   * state inspectors (e.g. construction site inspectors – inspektorzy nadzoru budowlanego; labor inspectorate inspectors – PIP, etc.) – for all of the above (including all installations made in a building and documentation required by law) |
| Interview 3  (individual) | Criteria:   * acting according to construction law, including keeping project’s records according to all regulations * keeping project’s schedule * cost effectiveness * quality of works * compliance with project’s design * ensuring safety on worksite |
| Interview 4  (focus group) | The focus group confirmed the information given in individual interviews. |

Theme 6: **Main aspects in the relationship between worksite supervisors and team leaders**

***How can you characterise the main aspects in the relationship between worksite supervisors and team leaders within a larger context of human resources management at worksite at each step: preparation, execution and quality check of the work achieved?***

|  |  |
| --- | --- |
| Interview 1  (individual) | This is a clear hierarchical relation. The supervisor gives orders/commands and decides on what is done. In practice though, he can delegate some decisions to other workers and allow for initiative. However the legal responsibilities remain on the supervisor.  The contact with meisters and/or team leaders is continuous and direct, because this is the only way to coordinate. This is usually achieved through regular meetings of staff. |
| Interview 2  (individual) | It is important that worksite supervisor trusts his/her team leaders, because they supervise workers on a daily basis. They report to supervisors on work progress as well as on emerging problems, they often ask them for advice or decision. Most of worksite supervisors prefer to work with team leaders they know. Foremen performance is evaluated by worksite supervisors, but usually not in a formal way. |
| Interview 3  (individual) | It is difficult to answer this question. In the cases of large projects worksite supervisors are on site for the whole day, at least 5 days a week, in the cases of smaller investments they often have to visit several sites during a day – it has significant impact on relations and is connected with many risks, including accidents caused partly because of poor supervision. The average work day of a worksite supervisor is 10-11 hours. Relationships between supervisors and their direct subordinates depend on the situation – if a supervisor is experienced and knows his/her team leaders very well, they trust each other and have rather informal relations, but sometimes relationships are very formalized. |
| Interview 4  (focus group) | The interpersonal relations would mainly depend on the specific construction site, and personalities of supervisor and other workers. There is a clear underlying legal status of these relations. Because the worksite supervisor takes responsibility for all.  A worksite supervisor on a large site manages the works of:  - sections supervisors (kierownicy odcinków)  - construction supervisor (kierownicy robot)  - team leaders: Majstrowie – who have to be always in place and coordinate work of small teams and collect information from Brygadziści (brigades coordinators)  - civil engineers  A worksite supervisor reports to a project manager (project/contract coordinator) and should closely cooperate with him. |

Theme 7: **Recruitment of worksite supervisors**

***How do companies currently recruit worksite supervisors: internal or external promotion, graduates, after specific in-job training? What kind of difficulties do companies actually meet?***

|  |  |
| --- | --- |
| Interview 1  (individual) | In case of smaller companies usually the owner has the licence required to work as worksite supervisor.    In case of larger companies the worksite supervisors are in almost all cases internally promoted. Going through a longer path of in company training, often by doing jobs on different positions after graduation.  In case of external recruitment usually the experience and references are used for showing responsibility and coordination skills, but need to be verified later on. However people recruited from outside companies are getting positions which are not full responsibility worksite supervisors, but rather have elements of coordination and supervision, but under the worksite supervisor. |
| Interview 2  (individual) | The most often case is moving worksite supervisor from project to project, however external recruitment are also found. According to Polish law, you have to be experienced to perform this role, so all supervisors have started their career on lower positions and was internally or externally promoted. |
| Interview 3  (individual) | Moving worksite supervisors from project to project is a very popular case. If there is high need, companies recruit from the market, internal promotions are also very frequent (e.g. from the position of foreman/team manager – after working on 2, 3 contracts). Not everyone wants to be a worksite supervisor – it is a huge responsibility, and the payment is often not so high. Therefore there are not too many experienced supervisors – such persons are very much appreciated and companies try to keep them (it is difficult to recruit them from the market, they are attached to their companies and contracts). |
| Interview 4  (focus group) | Only “young” and very rapidly growing companies decide to hire worksite supervisors from the market (externally), especially for large projects and without assigning them on trial to a smaller site. No well-managed and large company will let a valued worksite supervisor go, because instead of it such company will prefer to promote him/her. In Poland we have more construction sites than worksite supervisors and investor’s supervision inspectors altogether (they should have the same competencies). Therefore, worksite supervisors – who sometimes manage more than one project – have to count on trusted team leaders. Each company has different procedures (e.g. financial reporting), so usually it is not good to take supervisors completely from the outside. |

Theme 8: **Initial education leading to the function of worksite supervisor**

***Do you know available initial education leading to the function of worksite supervisor and what is your opinion regarding the paths proposed?***

|  |  |
| --- | --- |
| Interview 1  (individual) | Typically higher education in selected specialties. With relevant licences required. Since recently, for smaller construction sites – also technicians and meister diploma holders can be worksite supervisors. |
| Interview 2  (individual) | Engineering studies with construction licences, but it is a profession learned in the course of work – you have to see others successes and mistakes and learn from them. |

|  |  |
| --- | --- |
| Interview 3  (individual) | As above. |
| Interview 4  (focus group) | The construction faculties on the few renowned Politechnics are considered to be a good preparation for technical skills, and very often the workers gain practical experience during the period of studies. Only after the studies and gaining practical experience can one approach the exams for the licence.  But minimum a few years of experience (after obtaining the licence) is usually needed to become a construction site supervisor on bigger sites. |

Theme 9: **Continuing training related to the function of worksite supervisor.**

***Do you know available continuing training likely to improve the function of worksite supervisor and what is your opinion regarding the offer proposed?***

|  |  |
| --- | --- |
| Interview 1  (individual) | There are post-graduate studies related to worksite supervision, there are specialist courses in project management (etc.) but these are not practically oriented. So these are more entry oriented, having those would make it more likely to start training for worksite supervisor. In-company practical training is the only road to worksite supervisor. |
| Interview 2  (individual) | Some people attend construction law courses or go to postgraduate studies (e.g. management in construction industry) or other training offered, e.g., by Polski Związek Inżynierów i Techników Budownictwa (Polish Association of Civil Engineers and Building Technicians) or Polska Izba Inżynierów Budownictwa (Polish Chamber of Civil Engineers). It is hard to say that any of these programmes prepare comprehensively for the role of worksite supervisor. Large companies organise courses on their own and they are best suited to the specific nature of this work. |
| Interview 3  (individual) | Large companies often train their staff on their own and often outsource trainings to external companies (e.g. in the field of project costing). There are not many “open” courses for this group, professional trainings are “tailor-made”, so it is difficult to say something about them. |
| Interview 4  (focus group) | A person who has just received construction licence is not yet able to manage a large construction site (but can handle management of a smaller project). His/her employer often sends such person to participate in management training (in order to teach him/her how to supervise various kinds of employees, how to plan budgets, schedules etc.). Companies are aware of the fact that efficient management is reflected in the financial results. Such courses are organized and conducted mostly by training providers that aren’t specialized in construction industry – they are focused on such issues as defining goals, planning the day, prioritizing etc. Of course we see the need to develop training programmes tailored to the specifics of the industry. Managerial processes in other industries often look different than here – e.g. worksite supervisors often have to face problems that are very hard to predict (e.g. weather). Programmes related to topics such as: team building, giving feedback (positive and negative), crisis management (critical paths) on construction site would be certainly very much appreciated. |

|  |
| --- |
| **Country: Italy (FORMEDIL)** |

Theme 1: **Characteristics of a worksite supervisor**

***How could you define the main characteristics of a worksite supervisor and what is essential to this function today?***

|  |  |
| --- | --- |
| Interview 1  32 employees | The role of the worksite supervisor is important in supervising and checking work progress at the worksite. He/she controls and guarantees the work to be carried out and coordinates the various subcontractor workers. He/she can be defined as “worksite mediator” given the presence of numerous foreign workers. |
| Interview 2  36 employees | It is essential the worksite supervisor is always active and keeps on top of the work in progress. He/she must have a global knowledge of all the work phases, not only the building part but also of the machinery. He/she must be able to mediate with the different roles on the worksite. |
| Interview 3 (Medium sized company) | He/she must be a resource manager. He/she relies on other company services (accounting – logistics). He/she has to check them but has not necessarily to be competent in those services.  The worksite supervisor guarantees the company that the work commissioned is carried out in the best way in terms of resources, economic quality of the contract, duration and safety.  He/she serves the purchasing department, supervises the subcontractors and the arrival and departure of machinery. |
| Interview 4  beyond the large | He/she must guarantee the most efficient management of production costs of every commission regarding contract duration agreements, quality and safety at work. He/she has the operative responsibility of different worksites as well as coordinating the workforce and materials. |
| Interview 5 (individual) | It is essential that the worksite supervisor knows how to organise the work in the best way possible and to know how to deal with his/her co-workers so as to guarantee that the work is carried out in accordance with best practice respecting schedules. |
| Interview 6 (individual) | Supervise work operations |
| Interview 7 (individual) | Supervise work operations |
| Interview 8 (individual) | To be responsible of the role he/she covers |
| Interview 9 (individual) | It is a very responsible role. It is very important to be experienced. |
| Interview 10 (individual) | Responsibility, organisational skills |
| Interview 11 (individual) | It is a very professional role and it is often necessary to take serious decisions. |
| Interview 12 (individual) | Vigilant – attentive – experienced – organisational skills – good communicator  It is essential in this role to know how to organise different works in accordance with safety regulations and to respect the roles of co-workers in order to obtain a good result. Communication skills, experience in the sector and training are fundamental characteristics. |
| Interview 13 (individual) | He/she must always know what is going on and keep the worksite as much as possible under control. |
| Interview 14 (individual) | Main characteristics: experienced in safety, good team leader, be able to interpret a project and respect it |

Theme 2*:* **Evolution of the worksite environment**

***What main evolutions of the worksite environment did you notice over the last five years? What is important for you concerning these evolutions in terms of sustainable change at the worksite?***

|  |  |
| --- | --- |
| Interview 1  32 employees | The main evolution is the fragmentation of professional roles due to an increasing demand for professional qualifications and competences originating from the innovation of productive techniques. Therefore the most important thing is to coordinate the coexistence of the various workers on the worksite without “disturbing” their work. |
| Interview 2  36 employees | Among the main changes today is the greater importance given to workers´ safety, also thanks to specific courses. Improved cleaning including recycling; the way of approaching sustainability linked to organisation. |
| Interview 3 (Medium sized company) | -------- |
| Interview 4  beyond the large | A greater awareness and involvement by the interested parties. Corporate knowledge addressed at safety on behalf of all managerial figures. Sharing goals and participation by the interested parties and their achievement. |
| Interview 5  (individual) | Over the last five years I have noticed a greater awareness on behalf of the workers concerning the PPE and respect for security regulations |
| Interview 6  (individual) | Subdivision and correct recycling |
| Interview 7  (individual) | Subdivision and correct recycling |
| Interview 8  (individual) | Orderliness, responsibility, safety |
| Interview 9  (individual) | Work is carried out with more regard to safety than in the past. There is still room for improvement. |
| Interview 10  (individual) | One tries to respect safety regulations and tries to be aware that by working better one lives better |
| Interview 11  (individual) | Much more attention is paid to the handling of waste and dangerous liquids. First and foremost it would be extremely important to sensitise all those carrying out different tasks on the worksite; very difficult to do. |
| Interview 12  (individual) | Safety aspects have improved. It is important to improve workers´ conditions especially in terms of health and safety. |
| Interview 13  (individual) | Over recent years I have noticed there is more organization, safety and prevention etc. on the worksite. |

Theme 3:**Evolution of expectations expressed by foremen and company managers**

***What is the evolution of expectations expressed by foremen and company managers regarding worksite supervisors these last five years?***

|  |  |
| --- | --- |
| Interview 1  32 employees | A prompt solution and implementation of the various problems at the worksite. This requires an in-depth knowledge of the complete work to be carried out. |
| Interview 2  36 employees | The foreman considers the supervisor as the person who coordinates the project and final execution, or that he/she simplifies the work plan to be carried out at the worksite. Development of executive managers.  The manager supervises work progress without interrupting the productive process. |
| Interview 3 (Medium sized company) |  |
| Interview 4  beyond the large |  |
| Interview 5  (individual) | Managers look for better supervisory and for organisational skills in supervisors. |
| Interview 6  (individual) | More competence |
| Interview 7  (individual) | More competence |
| Interview 8  (individual) | In my opinion more safety at worksite |
| Interview 9  (individual) | There has been an improvement even though it depends on the people. |
| Interview 10  (individual) | Unfortunately with the economic crisis money is the foremost issue and often there are discussions about respecting regulations. |
| Interview 11  (individual) | As far as I am concerned, what is expected of my role embraces most worksite activities, thus having to relate to different people and realities. Furthermore it is my duty to make sure the working environment is safe and kept in order. |
| Interview 12  (individual) | Improvements in productivity |
| Interview 13  (individual) | Improvements in productivity |

Theme 4:**Organisational, financial and human resource management at the worksite**

***How does the worksite supervisor participate in the organisational, financial and human resources management at the worksite today?***

|  |  |
| --- | --- |
| Interview 1  32 employees | Preliminary meetings at the initial organisational work phase are held with the head of safety and the H&S manager where we discuss and decide how to oversee the work stages and especially how to indicate the critical phases of worksite safety. |
| Interview 2  36 employees | The supervisor plays an active role asking for the manager’s advice concerning the number of people and machinery for the job on hand.  These discussions take place at least 2 or 3 times a week. |
| Interview 3 (Medium sized company) |  |
| Interview 4  beyond the large | He/she prepares the worksite organigram and requests the necessary professional figures from the competent service, elaborates the work plan according to the tender and before work start-up assesses the operational economical aspects.  He/she receives information from the sales department.  He/she is the operations manager. |
| Interview 5  (individual) |  |
| Interview 6  (individual) | As regards my working environment it is the supervisor who weekly manages all these tasks meeting the manager once a week to discuss progress. |
| Interview 7  (individual) | Actively with special attention towards safety |
| Interview 8  (individual) | Actively with special attention towards safety |
| Interview 9  (individual) | Doing as much as possible in order to respect safety regulations on the worksite |
| Interview 10  (individual) | Trying to implement |
| Interview 11  (individual) | Doing as much as possible in order to respect safety regulations of workers |
| Interview 12  (individual) | Subdividing the workers in different jobs according to an attentive assessment. Mediating with the different commercial activities to assess where it is more convenient to reorganise in order to optimise costs, but without foregoing quality. Informing the employer of any difficulty or complicated situation on the worksite. |
| Interview 13  (individual) | Implementing what has been acquired in vocational training courses as much as possible |
| Interview 14  (individual) | The supervisor has the ability of organising human and financial resources |

Theme 5:**Criteria of professional performance**

***What are the professional performances standards related to worksite supervisors at each step: preparation, execution and quality control of the performed work?***

|  |  |
| --- | --- |
| Interview 1  32 employees | Did not answer |
| Interview 2  36 employees | Progress must be checked daily, repeatedly, if necessary.  The customer and his/her standards requested must also be considered.  Subcontractors often pose problems of work quality, which are more difficult to control. |
| Interview 3 (Medium sized company) | ----- |
| Interview 4  beyond the large | At work start-up and not only, meetings are held with the foreman, technical manager and services to explain what has to be done and what is required. |
| Interview 5  (individual) |  |
| Interview 6  (individual) | The supervisor must have the necessary experience in order to carry out each phase well |
| Interview 7  (individual) | Team leader – concept of project – work assistance |
| Interview 8  (individual) | Team leader – concept of project – work assistance |
| Interview 9  (individual) | The foreman must always be open to learning new things |
| Interview 10  (individual) | The worksite supervisor must thoroughly follow up each work phase on the worksite, not foregoing safety principles and safeguarding workers involved |
| Interview 11  (individual) | Study, experience, competence |
| Interview 12  (individual) | Study, experience, competence |

Theme 6:**Main aspects in the relationship between worksite supervisors and team leaders**

***How can you describe the main aspects in the relationship between worksite supervisors and team leaders within a larger context of human resource management on the worksite at each of the following steps: preparation, execution and quality control of work performed?***

|  |  |
| --- | --- |
| Interview 1  32 employees | Exhaustive and continuous discussion is important to guarantee work quality and keep an eye on costs and work quality. |
| Interview 2  36 employees | Constant discussion, reasoning together to coordinate costs, quality and safety.  The foreman reports the work performed. |
| Interview 3 (Medium sized company) | Constant discussion |
| Interview 4  beyond the large | There is continuous discussion between different roles. The foreman is in charge of works and must check that the work is carried out according to what was agreed with the worksite supervisor. |
| Interview 5  (individual) |  |
| Interview 6  (individual) | The supervisors must try to be as clear as possible and explain the various works to the team leader and be easily understood by people from other countries. |
| Interview 7  (individual) | Communication – way of expressing |
| Interview 8  (individual) | Communication – way of expressing |
| Interview 9  (individual) | A good relationship and professionalism is necessary |
| Interview 10  (individual) | In my opinion a good working relationship |
| Interview 11  (individual) | This depends upon the common sense of workers |
| Interview 12  (individual) | The worksite supervisor and team leader must communicate correctly; regarding the working environment (material and tools), as well as the human environment (personal communication) and bureaucratic environment (proper documentation and financial management) |
| Interview 13  (individual) | Collaborative |

Theme 7:**Recruitment of worksite supervisors**

***How do companies currently recruit worksite supervisors: internal or external promotion, graduates, after specific in-job training? What kind of difficulties do companies actually meet?***

|  |  |
| --- | --- |
| Interview 1  32 employees | My professional experience is that of after having gained years of experience on the worksite I did a 600 hour vocational training programme at CEAP (Centro Edile Andrea Palladio) and achieved the regional qualification. Currently companies are finding it difficult to find skilled workers to carry out this job. |
| Interview 2  36 employees | Experience in 2 professional studies, I have not done a specific vocational training course.  It is easy to find people looking for work but not all can boast enough experience to be taken over as a supervisor. |
| Interview 3 (Medium sized company) |  |
| Interview 4  beyond the large | Generally it is a person that matures in the company.  When a top level competence is required it is requested on the market. |
| Interview 5  (individual) |  |
| Interview 6  (individual) | In my case I was employed after having completed a vocational training course |
| Interview 7  (individual) | Lack of practical training |
| Interview 8  (individual) | Lack of practical training |
| Interview 9  (individual) | I do not know |
| Interview 10  (individual) | Depends on the type of company and employer |
| Interview 11  (individual) | In the various kinds of work carried out it is very difficult to find people willing to take on responsibility |
| Interview 12  (individual) | It would be necessary to ascertain that the supervisor is able to manage a worksite and not rely merely on an educational qualification or other |
| Interview 13  (individual) | Looking at the CV |
| Interview 14  (individual) | After a specific vocational training course |

Theme 8:**Initial vocational training leading to the role of worksite supervisor**

***Do you know of an initial vocational course for the role of worksite supervisor and what is your opinion regarding the paths proposed?***

|  |  |
| --- | --- |
| Interview 1  32 employees | In Veneto I know of an initial vocational training course for young people at the Building School of Veneto that after three years awards the qualification of construction worker and therefore there is the chance of following a fourth year to obtain a technical construction diploma, which would be the role of worksite supervisor. This is the proposal to insert young people in the sector and through work placements and experience on the worksite they will have the possibility in the future of becoming experienced worksite supervisors. |
| Interview 2  36 employees | I know of courses at the Building Centre of Vicenza from the technical consultants visiting the worksite. |
| Interview 3 (Medium sized company) |  |
| Interview 4  beyond the large | He/she must mature on the worksite and then proceed with continuous vocational training.  The foreman has to be experienced.  He/she can also be a surveyor.  The foreman (depending on the company) is requested to cover a managerial role apart from the diploma he/she can also have a degree. |
| Interview 5  (individual) |  |
| Interview 6  (individual) | The courses offered are useful for providing basic knowledge in order to enter the world of work and construction |
| Interview 7  (individual) | They are useful |
| Interview 8  (individual) | They are useful |
| Interview 9  (individual) | Very professional, more knowledge is necessary |
| Interview 10  (individual) | The MICSxCAPO course we are doing is very interesting |
| Interview 11  (individual) | I do not know of any course – opinion is discrete |
| Interview 12  (individual) | In my opinion more practice on the worksite is necessary and less theory |
| Interview 13  (individual) | Construction evening courses |
| Interview 14  (individual) | No |

Theme 9:**Continuing vocational training concerning the role of worksite supervisor**

***Do you know of any vocational training course aimed at improving the role of worksite supervisor and what is your opinion regarding the offer proposed?***

|  |  |
| --- | --- |
| Interview 1  32 employees | Certainly the building schools of Veneto offer vocational training courses about technological innovation, worksite management and aspects related to the evolution of the worksite itself, that though continuous refresher courses, are kept up-to-date with modern worksite management. |
| Interview 2  36 employees | Difficulty in attending the courses offered due to lack of time even if they might be useful to the company. |
| Interview 3 (Medium sized company) |  |
| Interview 4  beyond the large | The building school system |
| Interview 5  (individual) |  |
| Interview 6  (individual) | The supervisor should always do refresher courses and continuous training especially concerning safety. I think that in my sphere there are several refresher courses and a lot is being done concerning continuous training. |
| Interview 7  (individual) | Good |
| Interview 8  (individual) | Good |
| Interview 9  (individual) | I do not know of any |
| Interview 10  (individual) | I am attending the MICSxCAPO course |
| Interview 11  (individual) | In my opinion no – opinion: I accept it, everything can be useful |
| Interview 12  (individual) | To carry out more practical work |
| Interview 13  (individual) | Courses should be periodically repeated |
| Interview 14  (individual) | No |

|  |
| --- |
| **Country: Spain (FLC & FLC Asturias)** |

Theme 1: **Characteristics of worksite supervisor**

***How could you define the main characteristics of worksite supervisor and what is essential in this function today?***

|  |  |
| --- | --- |
| Interview 1  (individual) | He/she is the responsible for the direct execution of the project. The link between the head of works and the workers of the different trades. |
| Interview 2  (individual) | The essential for a worksite supervisor is the organization and monitoring of the works, correct execution through the control and supervision of each of the constructive phases.  The main characteristics and functions of a works manages are:   * Internal organization of the works, planning and supervising the hiring of the subcontracted companies * Meetings with the head of works and the production manager in order to set the execution milestones * Ensure the compliance of the quality, environment and occupational risk prevention plans. * Manage, organize and supervise the staff at this charge, choosing appropriate people and equipment for each type of work, checking that they do it correctly (quality and quantity) and making the daily report * Foresight, request, monitoring, reception and control of the materials and construction machinery, securing its proper storage, maintenance and utilization * Control of the reconsiderations, interpreting construction blueprints and marking levels, heights, gradients, etc. * Program and control the times and costs of the works * Maintenance order in the construction site * Preparation of the site visits with the head of the works |
| Interview 3  (individual) | The figure of the supervisor is fundamental in the construction. His/her position serves as a connector between the executive direction and the workers. The worksite supervisor is permanently in direct contact with the officers and the executors of work: he/she organizes the work for them, he/she sets the production pace, he/she teaches them how to resolve technical difficulties, he/she demands a quality work as well as the use of the protection means, he/she proposes rewards when appropriate, he/she creates a positive work environment and, if the company is big, he/she detects the best officers in order to promote them: from 2nd to 1st, team leaders or to foremen.  For all these reasons, he/she is a decisive figure in the productivity of the work and in the accidents prevention. The supervisors are professionals who are fully trusted by the work site managers and the production manager, since they delegate in them – to a large extent - the success of the works. The work site managers dispute among themselves the assignment of the best supervisors to their works. |
| Interview 4  (focus group) | One of the outstanding characteristics by all participants is the global and integrated vision of the works, the project and, specially, its execution (such as: how to propose the supplies; taking into account the size of vehicles, their access areas, order in the use of the materials…).  Another characteristic highlighted by the participants has a lot to do with the selection procedures. These procedures are based in workers who have previously carried out that function in a specific company or who can demonstrate their participation and experience in similar works carrying out similar functions.  As they are retrained professionals from different trades (such as those officers who carry out reconsiderations) they have experience but not always from the global vision previously underlined and this global vision is necessary in order to understand the reason for all things, that is, of the actions or tasks by work phase. It is proposed by the group, as an example, the integration of the occupational risks prevention as one of the limitations of these kinds of professionals who have a career specifically based in production. For a greater clarity, it could be said that a profile of eminently productive professional experience has difficulties to understand the necessary economic investment associated to the application of protection measures for the workers. Similarly, they often understand it as a delay, and they head for the achievement of productive objectives (in this case again it there is a perceived need of knowing the role that a supervisor has). It has to be understood the importance that this job position has for the good realization of the functions: firstly knowing what a supervisor does or should do for those who have to carry out his functions.  **BEHAVIOURS**: These are the employed in order to determine the necessary competences in the middle management, that is, from the behaviours (for example authoritarian by deficiencies of communication): **communication** well orientated to the capacity or the **level of the listener**. This, combined with **empathy** would conform the **active listening**. |

Theme 2: **Evolutions of the worksite environment**

***What main evolutions of the worksite environment did you notice these last five years? What is essential for you within these evolutions in terms of sustainable change at worksite?***

|  |  |
| --- | --- |
| Interview 1  (individual) | It is necessary a greater leadership and organization capacity. Responsible of the correct execution of the works. |
| Interview 2  (individual) | * New technologies introduction * Greater control of the quality, environment and prevention * Greater presence of women in construction job positions |
| Interview 3  (individual) | In my opinion we are in a transition phase between the traditional supervisor (a good officer with leadership and organization qualities) and other type of supervisor who masters, even if it is in an average level, the new technologies: blueprints interpretation, reconsiderations via GPS, organization, planning and costs control. The Construction III VET graduates have this training but they have a lack of practical experience in construction works and, due to their age (around 20 years when they finish), the officers do not see them with the necessary authority (*auctoritas*) to tacitly accept their leadership.  Another important factor that appeared in the last 10-15 years is the presence of the subcontracting. The supervisor of the main company, by law, cannot directly manage the staff of the subcontracted company unless he does it through the supervisor or foreman of their company. This supervisory work is even more difficult when the supervisor manages the staff affiliated to the company. |
| Interview 4  (focus group) | In relation with the rapid evolution of the works it was outlined, especially by one of the participants (Ferrovial), the existence of two very different profiles based on the age. There are worksite supervisors with lot of on-site experience and with no or low academic education of vocational training, not even of continuous training (specific short courses). This profile of supervisor coexists with many other youngsters who have less on-site experience and more theoretical and multidimensional education, that is, there is a generational gap. The new supervisors are more used to the paperwork, the documentation of a technical office, or even the use of drones in order to carry out work surveys.  In the last years, the subcontracting has increased, as it is already happening since some years ago, that forces the supervisor not only to deal with people under his charge or responsibility, but also with subcontracted companies that execute part of the works and which treatment must be different from the one given to the workers of the own company.  **ICT´s**: Highlighted between the answers and remarkable as one of the possible transversal competences. |

Theme 3: **Evolution of expectations expressed by foremen and company managers**

***What is the evolution of expectations expressed by foremen and company managers regarding worksite supervisors these last five years?***

|  |  |
| --- | --- |
| Interview 1  (individual) | Person with social qualities/skills, he/she has to be in contact with the work site managers, the faculty management, the health and safety coordinator. Their training is becoming increasingly important. |
| Interview 2  (individual) | no answer |
| Interview 3  (individual) | The construction crisis has in a way affected the role of the supervisor. On one hand, the professional qualification of these middle managements in the work sites has been increased, due to the high offer that there is and there was of this type of professionals, the best have been incorporated. It has been possible to elect the best from a large group of well qualified.  On the other hand, the reduction of the costs wages derived from the crisis, also between technical architects and civil engineers, has caused that sometimes, these graduates have been hired –maintaining their category- to occupy the supervisor positions: for the same price I hire a graduated. Anyway, this is not a much generalized situation and it is also not very satisfying for the technicians who, in the mid-term, feel that they are underemployed and are not motivated.  So far, the vision of the managers.  The foremen do not necessarily have changed their professional attitude towards the supervisors. On one hand, they respect more the graduates due to their high level of preparation; on the other, in these last years of crisis two situations have occurred: a) the foreman who carries out the supervisor functions, precisely because his/her labour costs are a little inferior, or b) if they are subordinated to an architect or technical engineer, they have descended –at least functionally- to the role of the team managers. |
| Interview 4  (focus group) | This evolution has been conducted in terms of demands to this type of professionals, to the soft skills or skills as the worksite supervisor is the figure that implies a greater number of relationships: with the work site managers, with the faculty management, with the health and safety coordinator… for this reason the complementary training to their technical training has become increasingly more important.  The appearance of the ICTs (new technologies) means a generational gap. On the one hand, there would be the younger workers, familiarized with this type of technology, with the necessary abilities for its use (foremen and officers); and, on the other hand, there would be those supervisors who come from the works, whose knowledge about the new technologies tends to be very limited.  The reason for this statement is related to the previous question in the group guide, that is, with the changes produced in the works environment in the last years.  The expectations are directly related to the application of the different fields that have been introduced into the supervisor’s competences, specifically, the quality has been integrated in the documentation and work processes as well as in the tasks and knowledge of the supervisor as he is in charge of the supervision and control of the quality processes. Together with the quality, the environment and the occupational risks prevention, they are elements no specifically derived from the constructive field, frequently unknown by the (traditional) supervisors but legally required to the construction companies and to the supervisors due to their position. |

Theme 4: **Organisational, financial and human resources management of the worksite**

***How does the worksite supervisor participate in the organisational, financial and human resources management of the worksite today?***

|  |  |
| --- | --- |
| Interview 1  (individual) | He/she participates actively in the terms and costs compliance. He/she is also partly responsible of the quality and environment systems. |
| Interview 2  (individual) | * He/she daily orders the required materials and machinery, approving or not the supplied materials. * He/she prepares the monthly machinery report and materials stock. * He/she manages, organizes and supervises the staff under his charge, choosing the appropriate people and equipment for each type of work, checking that they do it correctly (quality and quantity) and elaborating the daily reports. * He/she organizes the work, the materials, the means and equipment. * He/she plans and supervises the contracting of the outsourcing companies, together with the work site managers. |
| Interview 3  (individual) | He/she always agrees with the production manager, but he/she has certain autonomy to organize his work: human resources and sequence planning of the work unit that he/she executes.  On the financial issue he/she has little to do: he/she has to monitor that the costs do not exceed from those planned by the work site managers to the units execution (works); in order to do it, the supervisor knows the prices of the workforce, of the used materials and the machinery fares, if they are used.  Regarding the human resources his responsibility is very important: he/she has a real leadership on the 10-20 workers under his charge: he/she organizes them in the work, he/she requires the use of the PPE, he/she indicates the production that has to be done, he/she applies discipline when it is necessary and he/she shows them how to do their job when they have doubts. |
| Interview 4  (focus group) | He/she participates through the control and monitoring of the carried out tasks by those workers under his charge, that is, at the end of the work day he/she has to determine the quantity of realized work by the different officers so they could get paid.  He/she has to know well the documentation of the “construction shed” (technical office) in order to determine the quality and adequacy with the price of the received materials in the works. The organization of the works would not be a specific task of the worksite supervisor but the head of the works, who has to determine this organization, depends on the indications and necessities of the supervisors, for example in what regards the order of arrival of the materials, where they are located…  It could be summarized in:   |  |  | | --- | --- | | Listening skills | Communication skills | | Global vision | Ability to make decisions in order to prioritize the works |   Before moving on to the next item with one of the things that must be highlighted in relation with this professional profile and, in a special way, with the most professional supervisor, that is, the “ bright shutterer”, is the **role conflict** that appears when continuing with a production mentality as he/she is forced, when carrying out the functions of the supervisor, to keep into account issues more difficult to value in relation with the productive process, he/she has to have a global vision of the constructive process and value some of the expenses (such as the health and safety expenses in the construction works) not as reductions of the production.  **ASSORTED “PROFILES”**: In relation with the professional evolution of the supervisors there are different profiles, that is, there are different levels of consciousness-raising with the occupational risks prevention or the quality of the works, or in some cases the supervisor has deeper technical knowledge in relation with the structure or the masonry… In all cases reflected in the group, the supervisors achieve their position through the experience and from the trades.  Related to this, what companies are seeking is that the person who works in this position (worksite supervisor) has a global vision:  *“…There is a quest for a profile that has a global vision, not unidirectional, what is essential is that when you look at a work, you do not only see productivity, the deadline, that is, I can execute this because you may have the tank about to concreting a wall but it turns out that you do not have the work platform…, then you have not planned well the work…”* *[sic]*  The global vision in this type of profiles would imply the **integration** of different phases and specialities in a way that the different works will be adequately coordinated keeping into consideration matters like the waste management or the environmental management.  Two profiles stand out: the youngest people, who are more aware with the occupational risks preventions, and more theoretical, that is, without construction work experience or with low experience in building works but with a good knowledge of the technical documentation (of technical office); and another one that, on the contrary, does not have the technical or theoretical knowledge (the experience in the construction works does not imply an appropriate interpretation of the blueprints or the knowledge of the documentation in environmental issues…) but he knows how the works function. In this last case the consciousness-raising in terms of prevention comes from  *“…the training in matters of health and safety, documentation, blueprints reading and such issues, that must be learnt through the training because it is not learnt in the works…”*  **Highlighted social skills:** authority, stress management skills, leadership (self-confidence). Some of the skills highlighted by the participants in the experts group are the following: SOCIAL SKILLS, ORGANIZATIONAL CAPACITY, TECHNICAL CAPACITY, INTEGRATED MANAGEMENT (ORP, QUALITY, ENVIROMENT, NEW TECHNOLOGIES and ECONOMIC TRAINING). |

Theme 5: **Criteria of professional performance**

***What are the criteria of the professional performance related to worksite supervisors at each step: preparation, execution and quality check of the work achieved?***

|  |  |
| --- | --- |
| Interview 1  (individual) | He/she has to be an organized person, lead and be able to anticipate the problems and propose solutions. |
| Interview 2  (individual) | * Organize the work, materials, means and equipment, applying the suitable methodology for the organization of the work procedures and execution processes of the different tasks that the works integrate, as well as the necessary materials, means and equipment for them. * Study and interpret the general blueprints of the works, so the established specifications are met. * Program and control the construction work times and costs in order to optimize the work. * Organize the work procedures keeping into consideration the human and material resources. * Know the technological regulations and the different construction materials, their applications and technical characteristics in order to optimize their utilization in the different phases of the execution process of the work. * Handle concrete software construction applications, such as digital topography programmes; structure, measurement and budget calculation programmes; 3D programmes, etc. |
| Interview 3  (individual) | In the preparation phase, his main performance is the planning of the necessary resources: number of officers and labourers, needed tools, materials that have to be incorporated, collective protection measurements and, according to the production manager, creating a coherent plan with the general work planning.  During the execution, and according to the work plan, he/she takes charge of his/her team doing the planned works, with the security, the quality and the necessary pace. He/she has always the production manager in the proximity, and he/she resorts to him to request clarifications or to share decisions faced when unexpected problems come.  He/she usually participates in the realization of the building surveying that are monthly carried out and that –once approved by the property (quantity and quality)- generate the right to payment of the executed work. |
| Interview 4  (focus group) | He/she has to know well the technical execution processes in the different phases, know how to identify those whose delegation to the officers is possible, knows well the documentation and the applicable legislation to quality, environment or occupational risks prevention.  In any case, what it is expected from this figure, in comparison with the foreman for example, is that the supervisor is compelled to know how to interpret blueprints (but they are also applied he has to know the applications that let him get and acknowledge the last valid version of them), the indications derived from the technical office… and know how to pass it to the foremen so they can execute them following his instructions based in the work documentation (quality of the materials and of the result of the work carried out; occupational risks prevention and application of individual and collective protection equipment or work secure procedures; environment and selection of the disposal routes for the different residues generated in the process), observing in a comprehensive manner all the legal or quality requirements and check that they are applied.  **CONCIOUSNESS-RAISING**: For example in relation with the administrative-bureaucratic procedures they turn out to be important so the work of a professional (MI) can be done with exactitude. For example, taking into account the inspection points related to the quality of the work.  Related to the ORP, the situation is similar and requires certain consciousness-raising of the importance of the figure that they represent and the position that they occupy. That is, they know well the technical requirements related to the work and, at the same time, they are the contact person with the external prevention services or the own prevention technicians or with the safe and safety coordinators in the work. For this reason the consciousness-raising of this profiles tends to be very useful, because if they have already become aware of the importance of the safe and safety matters in the works they apply it from their own behaviour (such as the use of PPE).  This consciousness-raising should be included into the training plans. That means that they must know the project or for what are for each of the things that they are required (inspection points) by the work site managers, for example. The fact of knowing how things can affect the materials reception and their control of the quality when they arrive, or the way they have been stored, has a great importance when, in many cases, it is analysed the reasons why there has been a quality problem related with the reception, the storage or the realization of one of the phases of the works.  **DEFINITION/DEFINITION OF ROLE**: It is often associated to the origin (especially in the cases of supervisors who have reached this position through the experience in the development of diverse works). |

Theme 6: **Main aspects in the relationship between worksite supervisors and team leaders**

***How can you characterise the main aspects in the relationship between worksite supervisors and team leaders within a larger context of human resources management at worksite at each step: preparation, execution and quality check of the work achieved?***

|  |  |
| --- | --- |
| Interview 1  (individual) | Monitor the compliance of the security regulations, the correct execution of the works, the terms compliance, the not deviation of the costs and, above all, the coordination of the different activities of the work and their simultaneity. |
| Interview 2  (individual) | * teamwork capacity and collaboration between all members who are part of the work * concern about the order and the quality * concern about doing a good job, in specifications and terms * adoption of the leader role * change adaptation capacity |
| Interview 3  (individual) | The 1st officer is the team manager for very concrete and specialized works in the short term and usually he/she manages a small group of workers (from 3 to 6). Normally, they depend on a foreman, on a supervisor and, sometimes, directly on the production manager.  The team managers constitute the source from where foreman are promoted and, even, directly to supervisor, if the professional value proves it. |
| Interview 4  (focus group) | The relation is good between both profiles. It is required the application of social competences, the management of teams, of communication (comprised in psychological), specially to the supervisors and, to a lower extent, to the foremen, that means, in this other case the competences are technical to a large extent and according to the gang that they have to manage (or to the work phase where they are, foundations, enclosures, roofing…).  It is particularly focused in the communication and the good management of this (modifying the type of communication, more authoritarian or more conciliatory…), in any case the communication is differentiated between the technical management and the supervisor (upwards) but also between the supervisor and the foremen (downwards).  There is a highlighted element, which is the motivation (not explicitly posed but inferable from the discourse of the participants in the focus group), necessary competence to mobilise, convince and achieve the use of the mandatory protection means in the exiting prevention issues in a construction work.  **ATTITUDE**: Situation of the middle-level management. It is necessary taking into account and not to forget that the worksite supervisor is a figure that is at an intermediate situation and that can cause feelings of lack of valuation or that the requirements and necessities of his job are not being taken into consideration:  “*…you have to taking into account how the supervisor feels, that is the attitude, I have dealt with many and you have to take into consideration that the supervisor is a person who is in the middle, he has a person above who is in charge of him and is requiring a lot of information but at the same time he has a number of subcontracted workers that are also pressuring him…”*  **THE LISTENING capacity; the active LISTENING**: It is presented from the other positions and in relation with the middle-level management, that means, they have to be listened so they can express their doubts, their complaints, their uncertainties, so they feel valued… but this is equally important from their position and downwards, that means, the supervisor has to be a person with listening capacity for the workers that are under his charge. |

Theme 7: **Recruitment of worksite supervisors**

***How do companies currently recruit worksite supervisors: internal or external promotion, graduates, after specific in-job training? What kind of difficulties do companies actually meet?***

|  |  |
| --- | --- |
| Interview 1  (individual) | My experience is that the supervisor is a part of the staff of the construction company, he/she has to be completely external to the subcontracted companies and has to be a totally reliable person for the work site managers and the team manager. |
| Interview 2  (individual) | Firstly they are internally recruited, promoting foremen. Otherwise it is done externally. |
| Interview 3  (individual) | The medium-sized and big companies have an important regular staff, they usually recruit their supervisors from their foremen and 1st officers who have leadership qualities, master a trade and are people who identify themselves with the company. The internal promotion is highly valued by the workers.  The SME, or the big companies, when they cannot recruit supervisors from their own staff, resort to the external recruitment, through a more or less rigorous process, where their CV (years of experience) is very decisive.  Apprentices of the Construction II VET are also hired, due to in those periods of 400 or more hours it can be acknowledged their suitability for carrying out this position. Usually, in these cases the confirmation of the supervisor category is made after 5-7 years of construction work experience. Anyway, even in good periods of construction activity this mean of recruitment is less important, as near 1.000 students finish the studies (20 students on average per province). |
| Interview 4  (focus group) | The selection is made in the work and from the experience in the realization of a concrete work typology, proved through the acquired experience carrying out similar tasks in similar companies but in any case in works and not starting from the acquired professional training.  *[If the work site managers sees a “bright” redrawer, a builder, a tiler, a shutterer… he promotes him, turning him to a foreman and from there to a worksite supervisor…]*  The practice of the recruitment of these profiles (worksite supervisor) is not usually made in the training centres due to what has been previously said.  It is possible that the generational change, already taken into consideration, helps to change this tendency but as the training plans are considered obsolete (by the companies) they are not valued nor checked.  Another reason why currently the companies, after the economic recession period and because the tendency in the estimation of necessary human means remains equal (with a downward trend, that is, to the workforce reduction) need a professional who knows very well the work processes, but in a special way its peculiarities, the necessary prevision related to the different phases of the work, the influence of the tasks-works to others, the influence of the subcontracted companies in the work… As a result of the time limitation of time for these type of professionals, reason why they do not have sufficient margin so they have to know well the problems of a work, the unexpected events and those things that are necessary to keep into account in a coordinated way.  The students of the superior modules of vocational training have a good technical training in the different work phases but they do not have the authority that the confidence backed up by the experience gives, the knowledge of the situations that can appear in the work, the learnt solutions of problems that already happened in previous work. |

Theme 8: **Initial education leading to the function of worksite supervisor**

***Do you know available initial education leading to the function of worksite supervisor and what is your opinion regarding the paths proposed?***

|  |  |
| --- | --- |
| Interview 1  (individual) | Traditionally they have been qualified builders with a great experience and qualities for the problems resolution and the management of different trades. |
| Interview 2  (individual) | Yes, but the first thing to value is the experience.  In the case of a young supervisor, the modules of the vocational training and the training in prevention are valued.  The practical training is also very important (the execution of a complete work). |
| Interview 3  (individual) | The training plans are very good. The worst thing is that it is required perseverance on the part of the professionals and it is also required lot of motivation in order to finish them. |
| Interview 4  (focus group) | Based in the previous statements, the participants consider that this training should be based in a training plan described from a trade, going from the team manager position (foreman) to the worksite supervisor position.  The fact of consider as very important the knowledge of what is a worksite manager in order to correctly carry out the tasks related to his job position makes that the previous vision from other fields (initially from a trade) of the work and specially from those activities that are directly “affected” by the worksite supervisor would be key to create the training plan (at his most dual-practical part).  Ultimately, even in this moment and on the part of the big companies of the sector, it is not considered the recruitment of these profiles with the only reference to the training that they have received. Traditionally they have been qualified builders with a great experience and qualities for the problem resolution and the management of different trades.  TRAINING TYPOLOGY: One of the things that are clear in this case is that the training should be in-person and through the exchange of information between the participants and the trainer.  CERTIFICATE OF PROFESSIONALISM: They are a good solution to complement the professional experience through the lacking theoretical contents in some cases, such as the social skills or the transversals competences.  TRAINING WITH SUPPORT OF OTHER WORKERS WITH WORK EXPERIENCE:  Mentoring |

Theme 9: **Continuing training related to the function of worksite supervisor.**

***Do you know available continuing training likely to improve the function of worksite supervisor and what is your opinion regarding the offer proposed?***

|  |  |
| --- | --- |
| Interview 1  (individual) | I do not know the proposed training but I understand that the existence of new materials, the concerns for the environment, the waste management, the new technical regulations and the issue of the energetic efficiency required a continuous training. |
| Interview 2  (individual) | Yes |
| Interview 3  (individual) | I know them, as I was one of the designers of these plans - I believe they are set out well (around 600 in-person hours), that can be followed in modules and that contemplate a) a training in common matters for all the supervisors and b) a subsequent specialization in Building and Civil Works.  In the FLC all necessary texts to make these training plans are available. |
| Interview 4  (focus group) | In spite of being contradictory with the set out situation in the works, the training should be comprehensive, that is, integrating the different facets that have to be taken into account and always going from the necessity of comprehensive knowledge of the execution of the work starting from the technical documentation.  For this reason the continuous training is not considered appropriate, as a consequence of the operating limits for its implementation due to, as it has been already highlighted, the times are tight and the working hours are not enough to carry out the commanded work to the professionals who work in this type of works.  Basically, and from the experience of one of the participants (FCC) in relation with the continuous training what happens is: 1. in working hours that cannot do it (they cannot handle the training and workload that they have); 2. outside the working hours they do not want to carry this type of training. |

|  |
| --- |
| **Country: Portugal (CENFIC)** |

Theme 1: **Characteristics of worksite supervisor**

***How could you define the main characteristics of worksite supervisor and what is essential in this function today?***

|  |  |
| --- | --- |
| Interview 1  (individual) | A professional with strong technical knowledge that must have good soft skills regarding communication and resource management. |
| Interview 2  (individual) | Must have strong skills regarding Team Leading and be able to work as part of a team. The communication skills are very important since he is someone that can be talking either to the client or to one of the workers. |
| Interview 3  (individual) | The person must be available to learn new matters regarding both technological and soft skills. |
| Interview 4  (focus group) | Communication, team leading, ability to speak at least another language are very important soft skills. |

Theme 2: **Evolutions of the worksite environment**

***What main evolutions of the worksite environment did you notice these last five years? What is essential for you within these evolutions in terms of sustainable change at worksite?***

|  |  |
| --- | --- |
| Interview 1  (individual) | The WS of the future must keep the development of some skills that are not that enhanced in the current role such as IT skills and budgeting. This is getting clearer for the professionals from some years ago to the future. |
| Interview 2  (individual) | The strongest and most sustained developments on this professional are the ones related to Health and Safety that are considered in the first assessment when facing any new task. |
| Interview 3  (individual) | The main evolution has been on what regards to IT mastering, especially on what regards to the e-mail and to CAD software. |
| Interview 4  (focus group) | The main evolutions have been noted within the ability to master IT technologies that are related to communications and Health and Safety issues. |

Theme 3: **Evolution of expectations expressed by foremen and company managers**

***What is the evolution of expectations expressed by foremen and company managers regarding worksite supervisors these last five years?***

|  |  |
| --- | --- |
| Interview 1  (individual) | The recruitment of workers will be a big part of the WS work because of the lack of professionals in some trades, so the techniques related to that must be developed in a short term. |
| Interview 2  (individual) | This professional must have strong leadership and IT related skills. The ability to on-site training of other people is very important. |
| Interview 3  (individual) | Some development on what regards to soft skills and Health and Safety issues. |
| Interview 4  (focus group) | The professionals must have stronger IT skills because the majority of them is around 50 years old and still thinks that these kinds of skills are not related to constructions sites. |

Theme 4: **Organisational, financial and human resources management of the worksite**

***How does the worksite supervisor participate in the organisational, financial and human resources management of the worksite today?***

|  |  |
| --- | --- |
| Interview 1  (individual) | At the organizational level the participation of this professional is only within the operational organization of the construction site. Financial participation is not done by him/her. HR management is done mostly by him/her, especially on the recruitment. |
| Interview 2  (individual) | At HR management level, the WS is part of the team that defines the workforce assigned to each construction site, at organisational and financial levels, the contribution is nearly none. |
| Interview 3  (individual) | The WS is one of the parts involved and heard on almost every decision regarding these levels of management because he/she is a key factor on the good development of the works regarding HR or other resources. |
| Interview 4  (focus group) | The role of the WS in the management of the worksite is mostly at the HR level like the assignment of people to every step of the project. |

Theme 5: **Criteria of professional performance**

***What are the criteria of the professional performance related to worksite supervisors at each step: preparation, execution and quality check of the work achieved?***

|  |  |
| --- | --- |
| Interview 1  (individual) | The criteria are not defined via written procedures but the professionals are assessed by the hierarchy with criteria like the ability to establish good working relationships between all the involved and compliance with the project both in budget and time consumption. |
| Interview 2  (individual) | The criteria are defined every fortnight within every project via the achievement of objectives regarding planning and quality control criteria. |
| Interview 3  (individual) | Mostly the observation from the hierarchy and the final results achieved on every construction site. |
| Interview 4  (focus group) | Most of the companies do not have a written procedure due to the differences on the context of each construction site, but this assessment is made and is taken in account on the time to promote some professionals. |

Theme 6: **Main aspects in the relationship between worksite supervisors and team leaders**

***How can you characterise the main aspects in the relationship between worksite supervisors and team leaders within a larger context of human resources management at worksite at each step: preparation, execution and quality check of the work achieved?***

|  |  |
| --- | --- |
| Interview 1  (individual) | In every step of the project it must be a relationship that is driven towards the higher possible quality of the work. |
| Interview 2  (individual) | It must be a relationship based on mutual reliability both at technical and personal levels so that the final product is achieved with the maximum quality. |
| Interview 3  (individual) | The relationship between these two key functions must be of total technical trust on each other. |
| Interview 4  (focus group) | This must be a good relationship because this is a really sensible point regarding every construction site, the connection between the managers and the people that actually perform the job. |

Theme 7: **Recruitment of worksite supervisors**

***How do companies currently recruit worksite supervisors: internal or external promotion, graduates, after specific in-job training? What kind of difficulties do companies actually meet?***

|  |  |
| --- | --- |
| Interview 1  (individual) | Internal promotion is the way to promote people to WS via performance criteria assessment – done annually within procedures that are established on the company- but regarding that this is a very sensible position some other criteria are applied such as the technical ability demonstrated on previous jobs. |
| Interview 2  (individual) | The company is on a process of promoting people to WS because the existing ones are near retirement age, but this is done in a way that most of the criteria are the observation of the various candidates regarding every aspect of the trade, not by a written process. |
| Interview 3  (individual) | Primarily from internal promotion without any written process. When there is some specific need and simultaneously the knowledge of someone that has the skills on another company, the external recruitment is considered, but always via the experience of the persons. |
| Interview 4  (focus group) | Most of the promotion is done within the workforce of the companies given some empirical criteria, almost never by measurable assessment. Most of the promotions are done via the merit of the professional. |

Theme 8: **Initial education leading to the function of worksite supervisor**

***Do you know available initial education leading to the function of worksite supervisor and what is your opinion regarding the paths proposed?***

|  |  |
| --- | --- |
| Interview 1  (individual) | Has a vague knowledge but cannot express an opinion. |
| Interview 2  (individual) | no |
| Interview 3  (individual) | no |
| Interview 4  (focus group) | These matters are rarely known and/or valued by the companies because the most important way to recruit or promote workers is by their technical merit. |

Theme 9: **Continuing training related to the function of worksite supervisor.**

***Do you know available continuing training likely to improve the function of worksite supervisor and what is your opinion regarding the offer proposed?***

|  |  |
| --- | --- |
| Interview 1  (individual) | Has a vague knowledge, but the initiatives taken from the professionals regarding enhancement of their skills via training are well received within the company. |
| Interview 2  (individual) | no |
| Interview 3  (individual) | no |
| Interview 4  (focus group) | These matters are rarely known and/or valued by the companies because the most important way to recruit or promote workers is by their technical merit. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **FRANCE - WORKSITE SUPERVISOR – CHEF DE CHANTIER** | | | | | |
| **ENTREPRISE** | **Représentant** | **1. Caractéristique du chef de chantier** | **2. Évolutions de l’environnement du chantier** | **3. Évolutions des attentes** | **4. Gestion du chantier (organisationnel, financier et ressources humaines)** |
| **TAB**  Bureau d’étude  *<50 salariés* | **Guillaume CHAUMEIL,** Chargé d’affaire | * Être organisé * Assurer la sécurité du chantier * Maîtriser les relations humaines * Gérer un planning et le suivre | * Normes de plus en plus importantes * Nouveaux matériaux et techniques à maîtriser | * Augmentation des compétences sur les innovations dans leurs pratiques * Garantir la propreté et la sécurité du chantier | * Maîtriser le mode opératoire : de la phase de préparation à la transmission des informations au chef d’équipe, en passant par le suivi des différentes phases du chantier |
| **SUD OUEST ENERGIE**  Génie Climatique  *80 salariés* | **Jérôme FONTENEAU,** Responsable chantier | * Connaissances techniques afin de bien cerner les consignes de son chef de chantier * Importance de la bonne transmission des messages aux équipes * Bonne entente avec ses équipes | * Maîtriser les nouvelles techniques (énergies renouvelables) afin de répondre aux nouvelles exigences du secteur * Maîtriser les aspects techniques d’autres métiers (électricité) * Être polyvalent | * Savoir s’adapter aux nouvelles techniques (s’informer, s’interroger) * S’approprier les informations du chef de chantier * Assurer la transmission des informations et leur mise en œuvre | * Prend en compte le planning établi par le chef de chantier * Coordonne les tâches à réaliser * Assure le suivi et le contrôle |
| **EEE**  Électricité  38 salariés  Filiale MAS  (500 salariés) | **ECHEVARRIA Pierre**  Chef d’équipe  Depuis 32 ans dans la même entreprise  Managé par le chef de chantier de l’agence EEE Bayonne | * Grande connaissance technique (surtout s’il n’y a pas de chef d’équipe) * Anticiper et planifier en permanence, prévoir les plannings en fonction des délais | * Les nouvelles techniques | * Autonomie totale, les conducteurs sont les « comptables » du chantier, le chef de chantier doit entièrement gérer son chantier | * Délai à respecter impérativement (car coût important des dépassements) |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **GTM Bâtiment**  **Aquitaine**  Entreprise générale du bâtiment  (100 salariés) | **BOUDIN Daniel**  Directeur | * (Encadre environ 25 personnes avec 2 à 3 chefs d’équipe) * « Patron » du chantier,  de tous les corps d’état : doit savoir tout sur ce qui se passe sur le chantier * « Meneur d’hommes » * « Expert dans sa fonction » (pragmatique), tout en respecter la « ligne jaune » fixée par le leader (le chef de chantier reste opérationnel) * Doit maîtriser totalement l’exécution : a reçu tous les documents de la part du conducteur et doit les connaître * Participe à la revue du contrat * Doit anticiper et maîtriser la préparation de son chantier * Importance de travailler en grande collaboration avec le conducteur de travaux * Est capable de donner et de faire mettre en œuvre toutes les consignes de sécurité (déchet, protection …) * Est animateur de réunion, * Doit contrôler en permanence | * Organisation très différente : chantier assuré avec moins de personnel mais mieux organisé, plus préparé, plus structuré (on a banni les aléas) * Les tâches très organisées * Sollicitation du chef d’équipe à des réunions de chantier * Peut-être le représentant de l’entreprise auprès du client | * Proposer de solutions innovantes * Inventer de processus * Être maître d’apprentissage * Maîtriser les outils informatiques | * Est au centre de l’organisation du chantier * Anticipe les besoins humains et matériels par rapport aux tâches, met les bons moyens au bon moment * S’implique dans la partie financière (doit connaître le coût de ce qu’il achète) * Est au courant du point 0 : connaissances des objectifs, des marges et ratio fixés |
| **DUNE CONSTRUCTION**  Entreprise de bâtiment  (33 salariés) | **BROOKS Bryan chef d’équipe** | * Être un bon manager * Avoir de bonnes connaissances techniques * Savoir parler différentes langues !!! | * La main d’œuvre étrangère qu’il faut gérer | * Travailler toujours plus vite et avec de la qualité | * Il est le garant de la conduite du chantier : établir un planning cohérent, commander les approvisionnements, suivre l’avancement avec son chef d’équipe |
| **LANOS**  + 50 salariés  3 activités :  Isolation – Menuiserie et Placo | **M. Gérard LANOS - PDG** | Parfaites connaissances techniques, notamment des normes  Anticiper – planifier – gestion de planning | Implication dans les délais et maîtrise des tendances financières, par rapport à l’évolution du chantier | Représente le chef d’entreprise | Maîtrise du planning  Assure la coordination des tâches, le suivi et le contrôle |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **DUPUIS SAS**  **Entreprise de couverture – maçonnerie – charpente - plaquiste** | **Mme Marie DUPUIS-COURTES – PDG** | Autonomie – rigueur – bon technicien  Vision globale du chantier | Maîtrise de l’aspect sécuritaire – de la dimension environnementale :  Gestion des déchets – économie d’énergie – connaissance des nouveaux matériaux | Maîtrise de la qualité de réalisation par rapport au cahier des charges, avec plus de rigueur | Prendre le temps de préparation et d’installation du chantier  Assurer l’organisation de chantier, tant sur le plan humain que matériel |
| **T2C**  **Entreprise générale** | **M. Jean-Philippe TAMARELLE** | Compétences techniques maîtrisées  Préparation et élaboration du planning  Relation avec le chef d’équipe | Savoir s’imposer plus qu’avant | Plus de responsabilités correspondant aux nouveaux besoins | Respect de la valeur financière  Intégration plus importante de la phase bilan  Meilleure gestion des ressources humaines en termes de besoins au fil du chantier |
| **Groupe TREUIL**  **6 entreprises du Gros-Œuvre à la finition** | **M. Gilles TREUIL – Président du Directoire** | Être meneur d’hommes  Être le patron sur le chantier | Maîtrise des outils d’intelligence embarquée  Pas de temps à perdre | Évolution des attentes  Autonomie et implication des collaborateurs | Délais à respecter  Qualité du travail sans réserve |
| **LEON GROSSE**  **Entreprise générale** | **M. Denis RANVEL – Direction d’Agence régionale** | Maîtrise du métier et de la technique | Maîtriser la sécurité et intégrer les normes qualité dans la réalisation | Identique au thème 2 | Anticipation avec les intervenants du chantier, tant à la journée qu’à la semaine |
| **CBA**  **30 collaborateurs**  **Cabinet d’Architectes** | **M. Christophe BIDAUD – Architecte** | Être bon manager  Avoir de bonnes connaissances techniques | Avoir un bon dialogue avec le chef d’équipe afin que le volet normatif soit bien explicité | Être force de propositions | Maîtrise totale du sujet |
| **MRB CALORESCO**  **110 collaborateurs**  **Entreprise de génie climatique** | **M. André BONNET – PDG** | Organiser le chantier de façon opérationnelle et efficace selon les prescriptions transmises par le Bureau d’études | Maîtrise de la mise en œuvre des nouveaux matériaux, tant sur le volet du génie climatique que de l’électricité | Être de plus en plus autonome et force de propositions | Anticiper sur les besoins humains et matériels |
| **SOGETI**  **200 collaborateurs**  **Bureau d’Etudes et ingénierie** | **M. Dominique SUTRA – PDG** | Bonnes connaissances techniques et des normes environnementales | Évolutions liées aux normes environnementales et aux résultats attendus dans le cadre de la construction | Être force de propositions | Garant de la conduite du chantier et de son avancement |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **FRANCE - WORKSITE SUPERVISOR – CHEF DE CHANTIER (cont.)** | | | | | |
| **ENTREPRISE** | **Représentant** | **5. Critères de performance** | **6. Aspect de la relation chef de chantier et chef d’équipe** | **7. Recrutement du chef de chantier** | **8. Formation initiale ou continue à la fonction chef de chantier** |
| **5TAB**  Bureau d’étude  *<50 salariés* | **Guillaume CHAUMEIL,** Chargé d’affaire | * Respect des délais * Propreté du site | * Inspirer confiance * Être expérimenté et avoir une bonne connaissance technique pour garantir l’adhésion des ouvriers | * Promotion interne : il faut commencer par chef d’équipe pour devenir chef de chantier | * Formation continue : construire une formation complémentaire sur l’encadrement chantier (lecture de plan, management des équipes, gestion de planning) |
| **SUD OUEST ENERGIE**  Génie climatique  *80 salariés* | **Jérôme FONTENEAU,** Responsable chantier | * Respect des délais * S’assurer qu’il n’y ait pas de souci majeur (matériel et humain) * Qualité du travail * Respect du mode opératoire * Bon climat de travail | * Être diplomate : définir le négociable et le non-négociable * Être reconnu sur la maîtrise technique * Bonne transmission des informations | * Promotion interne : faire monter en compétence des ouvriers ayant du potentiel | * Formation continue « une bonne entreprise formatrice est une entreprise de moins de 12 salariés. » |
| **EEE**  Électricité  38 salariés  Filiale MAS  (500 salariés) | **ECHEVARRIA Pierre**  Chef d’équipe  Depuis 32 ans dans la même entreprise  Managé par le chef de chantier de l’agence EEE Bayonne |  | * Importance d’une bonne entente pour favoriser les échanges (chacun doit pouvoir donner son avis et contribuer au chantier) * Cohésion indispensable * Relation basée sur la confiance (pas le choix) car en cas de conflit entre le chef d’équipe et le chef de chantier, le chantier n’aboutit pas et les délais ne sont pas respectés. | * Promotion interne   Difficulté rencontrée : tous les chefs d’équipe ne souhaitent pas évoluer à ce poste :   * Responsabilités importantes (délais, sécurité, etc.) pour une rémunération considérée moyenne (forfait jour) | * Formation chef de chantier : n’en connait pas * Formations nécessaires : lecture de plan, utilisation de lunettes théodolite |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **MRB CALORESCO**  **110 collaborateurs**  **Entreprise de génie climatique** | **M. André BONNET – PDG** | Solidarité entre les personnels d’exécution  Poste de travail parfait | Être expérimenté  Avoir une bonne connaissance des matériaux et une maîtrise du geste | Promotion interne et après une solide formation BAC PRO/BTS | Il serait souhaitable de développer des formations sur le management de proximité |
| **SOGETI**  **200 collaborateurs**  **Bureau d’études et ingénierie** | **M. Dominique SUTRA – PDG** | Réception du support ++  Avoir l’œil sur tout | Relations claires entre les différents intervenants du chantier, afin d’éviter toute ambiguïté quant à la compréhension des normes | Promotion interne ou candidature spontanée | Solide formation théorique enrichie d’une expérience en entreprise |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **DUNE CONSTRUCTION**  Entreprise de bâtiment  (33 salariés) | **BROOKS BRYAN**  **Chef d’équipe** | * Un chantier rendu dans les délais | * Une excellente relation de confiance et d’écoute : il faut qu’ils soient sur la même longueur d’onde | Soit promotion interne (un chef d’équipe qui a le potentiel pour évoluer) soit promotion externe en allant piquer un élément dans une autre entreprise | * Pas d’avis |
| **LANOS**  + 50 salariés  3 activités :  Isolation – Menuiserie et Placoplâtre | **M. Gérard LANOS - PDG** | * Respect des délais | * Le chef de chantier doit avoir la reconnaissance de ses collaborateurs, et de fait, l’adhésion de l’ensemble de l’équipe | Promotion interne | * Formation continue à la carte, en fonction des besoins |
| **DUPUIS SAS**  **Entreprise de couverture – maçonnerie – charpente - plaquiste** | **Mme Marie DUPUIS-COURTES – PDG** | Mettre en place des fiches satisfaction client et des collaborateurs de l’équipe | Relations directes et directrices, mais toutefois collaboratives avec la notion de partage de l’objectif final | Promotion interne avec identification du potentiel des collaborateurs + volonté affichée | Formation de manager de proximité à définir |
| **T2C**  **Entreprise générale** | **M. Jean-Philippe TAMARELLE** | Les mesures actuelles sont trop empiriques  Évolution sur les champs de la préparation – exécution et contrôle | Délégation des tâches et apport de connaissances si nécessaire | Interne | Ne connait pas de parcours de formation propice |
| **Groupe TREUIL**  **6 entreprises du Gros-Œuvre à la finition** | **M. Gilles TREUIL – Président du Directoire** | Ne pas revenir sur le chantier | Importance d’une bonne coordination et bonnes relations entre les différents intervenants sur le chantier | Promotion interne | Ne connait pas de parcours de formation formel |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **LEON GROSSE**  **Entreprise générale** | **M. Denis RANVEL – Direction d’Agence régionale** | Préparation – anticipation ++ | Être légitime  Expérimenter et avoir la reconnaissance de ses collaborateurs | Candidature spontanée ou promotion interne | Parcours établi par LEON GROSSE national |
| **CBA**  **30 collaborateurs**  **Cabinet d’Architectes** | **M. Christophe BIDAUD – Architecte** | Mesurer si l’équipe a bien assimilé l’organisation retenue | Être en capacité de transmettre les attendus de l’Architecte | Pas d’avis | Solide formation technique |

## Annex 2

**National interviews related to Team Leaders**

|  |
| --- |
| **Country: Germany (BZB Krefeld)** |

Theme 1: **Main characteristics of team leader**

***How could you define the main characteristics of team leader and what is essential in this function today?***

|  |  |
| --- | --- |
| Interview 1  (individual) | Main items: organization of building sites; human resource planning; securing, that material, equipment and tools/machinery are available at all times; actually being a gofer (German: “Mädchen für alles”) |
| Interview 2  (individual) | One has to have leading competences; one should be able to work autonomously; one should be able to plan human resources; one should be able to order material; setting up site; work forward-looking |
| Interview 3  (individual) | Planning of company-internal working processes; human resource planning; supervising of material supply and order new material; measurement service (German: “Aufmaß”); being interface to the boss for regular staff but also for the engineer/architect |

Theme 2: **Evolution of worksite environment**

***What evolutions of the worksite environment during last five years impact directly the function of team leader?***

|  |  |
| --- | --- |
| Interview 1  (individual) | Years ago the team leader was somehow a „group-pusher“ (one out of several). Nowadays he/she is often alone on site, even on bigger ones. Years ago crafts masters and engineers have had better knowledge and experience. Today one has to explain them a lot, what they are actually supposed to know about. However also recent constructions are more complex than they used to be. Then one has been more tolerating less exact issues. Currently there is more bothering people and complaining. |
| Interview 2  (individual) | Building sites are not near located any more. This causes longer driving to and from sites. |
| Interview 3  (individual) | More work now in the maintenance and renovation field. This causes more communication between professional fields and thus a more intense checking and assessing of realized services. |

Theme 3: **Evolution of expectations expressed by worksite supervisors, foremen or company managers**

***What is the evolution of expectations expressed by worksite supervisors, foremen or company managers regarding team leaders these last five years?***

|  |  |
| --- | --- |
| Interview 1  (individual) | Crafts masters and bosses (mostly academics) have not got as much experience like in previous years. They expect us to be able to cover everything and even correct their mistakes or let them at least know about their mistakes, once detected. Works are far more complex than before. You have to be very careful in order to enable staff to operate properly to not face objections afterwards. |
| Interview 2  (individual) | The boss is still the responsible one, but the team lead has nevertheless to have the competence to run the building site without him/her. This also includes ordering material for instance. |
| Interview 3  (individual) | One has to deal to a higher degree with specifications lists and one is also more involved in financial settlements. A more intense communication is necessary in order to come up with the more specific services, which are demanded from renovation works and the like of reconstructions. |

Theme 4: **Participation in the organisation of the worksite**

***How does the team leader participate in the organisation of the worksite today?***

|  |  |
| --- | --- |
| Interview 1  (individual) | The team leader is a gofer. Nowadays he/she faces the same tasks like a worksite supervisor. In former periods he/she was only planned for some shifts, e.g. night shift. The worksite supervisor then had all supervision for all shifts; above that there was only the site manager. Today you stand alone as team leader. You can ask question, which will be answered, but this takes time. Most important is the fact, that you come along with the people and that you can explain all issues. And, it is important that there is not any stop of work on site. You always have to have some works for reserve. |
| Interview 2  (individual) | From the very start of setting up site until the last day before closing the site. |
| Interview 3  (individual) | He/she has to take care for having material at the right time to be processed in order to avoid stops in the operation. Furthermore he/she has to take for a proper manpower for the site, which is decided upon by the site manager. |

Theme 5: **Criteria of professional performance**

***What are the criteria of the professional performance related to team leader at each step: preparation, execution and quality check of the work achieved?***

|  |  |
| --- | --- |
| Interview 1  (individual) | Setting up site; human resource planning for the right operations; checking works and sometimes – but very seldom – letting them tear down again, in case the work result is poor and not acceptable. Always be there for people as a competent contact. |
| Interview 2  (individual) | Team leader has to know what he/she is doing. Eventually this means, that he/she has to have a solution for situations, when questions arise. |
| Interview 3  (individual) | Preparation of works is the main part of a team leader´s job. He engages him-/herself in the practical work when there is a demand for, but must not neglect preparing works. Final check will be done by the team leader; he/she has the last word. |

Theme 6: **Main aspects in the relationship between team leaders and other workers**

***How can you characterise the main aspects in the relationship between team leaders and other workers at worksite at each step: preparation, execution and quality check of the work achieved?***

|  |  |
| --- | --- |
| Interview 1  (individual) | Do not understand the question. |
| Interview 2  (individual) | The team leader is the supervisor of the others. He/she has to be met with respect. Of course he/she can tell jokes, but the respect towards him/her is important. |
| Interview 3  (individual) | The preparation could be left over to a small degree to other staff. However this has to be decided by the team leader, who has the last word. The conduct is then basically on regular staff´s side alone, but still the team leader has to put an eye on the speed and the quality, which should be kept. The final check will be done together with the worker to let him/her have the opportunity to explain/justify his/her work. |

Theme 7: **Recruitment of team leaders**

***How do companies currently recruit team leaders: internal or external promotion, graduates, after specific in-job training? What kind of difficulties do companies actually meet?***

|  |  |
| --- | --- |
| Interview 1  (individual) | In our company team leaders and supervisor will be recruited from staff. One has to be on site for at least one year to prove oneself. In case of good and quick work with proper and quality work results, one can be selected to become team leader. The worksite supervisor recommends the colleague and then he/she will get his first own building site with some people. When he/she is behaving well in that a few times, he/she will formally become team leader. Nobody from outside our company will be employed as team leader; first he/she has to pass the probe as skilled worker. |
| Interview 2  (individual) | I am junior boss. So I was born into that. However everybody can become team leader. The main problem is that people are not forward looking. |

|  |  |
| --- | --- |
| Interview 3  (individual) | no comment |

Theme 8: **Initial education leading to the function of team leader**

***Do you know available initial education leading to the function of team leader and what is your opinion regarding the paths proposed?***

|  |  |
| --- | --- |
| Interview 1  (individual) | In our company team leaders and supervisor will be recruited from staff. One has to be on site for at least one year to prove oneself. In case of good and quick work with proper and quality work results, one can be selected to become team leader. The worksite supervisor recommends the colleague and then he/she will get his first own building site with some people. When he/she is behaving well in that a few times, he/she will formally become team leader. Nobody from outside our company will be employed as team leader; first he/she has to pass the probe as skilled worker. |
| Interview 2  (individual) | Vocational Education and Training, work experience, leading competence to be proved |
| Interview 3  (individual) | Crafts Master course or long work experience as skilled worker with self-initiative are good paths, but still basic and good school education is important as well as a proper character and attitude. |

Theme 9: **Continuing training likely to improve the function of team leaders**

***Do you know available continuing training likely to improve the function of team leaders and what is your opinion regarding the offer proposed?***

|  |  |
| --- | --- |
| Interview 1  (individual) | I have not passed any courses to become team leader. The practical experience is much more important. |
| Interview 2  (individual) | Worksite supervisor. Offers are ok. Everything beyond that is the crafts master. |
| Interview 3  (individual) | Becoming crafts master is a good way but somehow very expensive. |

|  |
| --- |
| **Country: Belgium (IFAPME)** |

Context of interviews:

Individual Interview 1: Victor Hagelstein - Company owner for more than 20 years – Carpentry – 8 workers

Individual interview 2: Eric Portier - Company owner for more than 10 years – General Contractor – Architect

Individual Interview 3: Silvio Dini, company owner – more than 25 workers in general construction.

Focus group: discussion with self-workers, team leaders and foreman specialized in construction but especially in HEATING techniques

Theme 1: **Main characteristics of team leader**

***How could you define the main characteristics of team leader and what is essential in this function today?***

|  |  |
| --- | --- |
| Interview 1  (individual) | Good knowledge of the job (theoretic also practical knowledge) and technical nature of the trade as he/she is the referent on the building site.  Human qualities🡪 gather people, motivate the team, calm down conflicts, mediator  Planner (work, documents, orders, …)  Anticipation! |
| Interview 2  (individual) | The main point is to know the job very well! According to me, this is the most important thing if you want to be respected by your team (workers) but also by the other partners (architects, worksite supervisors, …)  The team leader must be able to lead his/her team but must be empathic, too.  Team leaders must have very good communication skills – adapted to the person he/she is speaking to (workers / architects / worksite supervisors / clients) |
| Interview 3  (individual) | Human features are very important.  Team leaders must be closed to their workers. The team leader must be an **example** for his/her team and show the right example, especially to youngsters. The team leader must have an experience in the company. |
| Interview 4  (focus group) | **One very simple thing is to be ON TIME!**  Punctuality: the example comes from above!  The team leader must be an example to others, he/she must be blameless in order not to be criticized.  The foreman expects from his/her team leader, to explain what is expected, to his/her team. The foreman and the team leader have a short meeting in the morning, in order to discuss the tasks and the TL will explain that to his team afterwards.  The team leader is the link between the team and the foreman / company owner.  The team leader must have good human qualities -> openness, be a “nanny” and “Mr. Bogeyman” ... he must do all this without having been previously trained as a psychologist. It is very difficult and they need to be solid enough. In addition to that, the team leader is constantly between “the devil and the deep blue sea” -> high level of pressure. |

Theme 2: **Evolution of worksite environment**

***What evolutions of the worksite environment during last five years impact directly the function of team leader?***

|  |  |
| --- | --- |
| Interview 1  (individual) | Energy saving 🡪 Energetic Performances of Buildings (PEB in French). Team leaders must have good knowledge of the phenomenon (insulation, air tightness, water tightness …) and of the good ways to implement it.  Planning is now one of the most important matter (linked to cost-effectiveness)  More administrative work than before.  Problem of responsibilities. Nowadays, when there is a problem, people need to find a responsible, so each partner of the building construction acts lose a lot of time in administrative issues, in order to protect himself/herself and its responsibility.  Clients are more and more exigent at a qualitative point of view but also with deadlines 🡪 this is probably due to industrialization (people can have what they want very quickly and are used to that) but buildings’ construction in not industrialization –> oppression for team leaders and company owners. |
| Interview 2  (individual) | New telecommunication channels (i.e. mobile phones)  New communications networks (i.e. emailing)  In carpentry, numeric / digital control systems  Anticipation. As an example, stock by suppliers are decreasing, team leaders must order the materials in advance. Few years before, suppliers had almost everything on stock. Team leaders or workers could go and directly have what they needed. Now, team leaders have to order some days before and that means they must be well organized and have a more long-term vision of the worksite than before.  Problem of responsibilities.  **Clients are more and more exigent at a qualitative point of view but also schedules are very important 🡪 this is due to industrialization but buildings in not industrialization** |
| Interview 3  (individual) | Evolution of workers’ mentalities (rights and duties, …)  Evolution of the jobs 🡪 must now have new competencies concerning energy saving such as isolating, constructive new methods |
| Interview 4  (focus group) | There are more and more technical constraints, especially since the development of the energy saving regulations and all the matters dealing with that subject, such as airtightness, water-tightness, ventilation, …  The team leader must (with the help of the foreman) always be aware of these developments and master it. That means that he needs to be very flexible and follow some trainings – mostly in the evening.  However, the foreman must be able to answer all the technical questions (often engineer or bachelor) and the team leader must count on him when he/she does not master something. Collaboration between them is very important because they rely mutually on each other. In a sense, the team leader is the eyes of the foreman, on the building site. They must have a blind trust in each other. |

Theme 3: **Evolution of expectations expressed by worksite supervisors, foremen or company managers**

***What is the evolution of expectations expressed by worksite supervisors, foremen or company managers regarding team leaders these last five years?***

|  |  |
| --- | --- |
| Interview 1  (individual) | Increased cost effectiveness  Team leaders are less workmen/workwomen but more administrative people due to their expectations |
| Interview 2  (individual) | Safety and security aspects  Follow-up of worksites including participation to worksite meetings (with architects, worksite supervisors, clients, engineers, …)  Always having time schedules and DEADLINES in view as it is nowadays one of the most important thing for building actors. This means that team leaders have a high level of pressure |
| Interview 3  (individual) | Motivate workers to work well, respecting the rules, prescriptions and be very precise and meticulous  They need to have specific trainings linked to the evolution of techniques (energy saving in buildings)  Be very precise in the way they work |
| Interview 4  (focus group) | There are more and more technical constraints, especially since the development of the energy saving regulations and all the matters dealing with that such as air-tightness, water-tightness, ventilation, …  Training offer does not always go fast enough following this sharp technical evolution. Whatever, the team leader must (with the help of the foreman) always be aware of these developments master it. That means that he needs to be very flexible and follow some trainings – mostly in the evening.  However, the foreman must be able to answer all the technical questions (often engineer or bachelor) and the team leader must count on him/her, when he/she does not master something. Collaboration between them is very important because they rely mutually on each other. In a sense, the team leader is the eyes of the foreman, on the building site. They must have a blind trust in each other. |

Theme 4: **Participation in the organisation of the worksite**

***How does the team leader participate in the organisation of the worksite today?***

|  |  |
| --- | --- |
| Interview 1  (individual) | Work on the building site (not that many hours/day due to administrative issues)  Organize the building site  Anticipation  Often, as the team leader has a lot of work, he/she has to work before and after his working day in order to meet the needs of the building sites he is responsible for.  This can be linked to the fact that many team leaders are not trained to the administrative and managerial aspects so it takes them a lot of time. |
| Interview 2  (individual) | First, he/she has to verify the measures as the plans are not always reliable and establish the documents if necessary  Then he/she has to order the materials, equipment, rolling stock, … and plan the whole organisational matters  He/she has to prepare the execution plans and manage the teams in order to put the right woman at the right place as the deadlines are so important that he has to think about everything it order to respect it.  He/she participates at the worksites meetings and deal with all the administrative aspects linked to the decisions of the different actors.  When the work is achieved, he has to manage the quality check and all the administrative aspects linked to the end of a worksite (before accountancy) |
| Interview 3  (individual) | By planning the interventions of its team and put the right man at the right place (according to their abilities)  Be aware of building site’s provision  Need good collaboration with the worksite supervisor and inform him/her in case of any problem (technical and human resources) |

|  |  |
| --- | --- |
| Interview 4  (focus group) | The team leader will manage his site from A TO Z **ON SITE**!!!  He/she gives information to his/her superiors.  They shall consult each morning and evening with the foreman.  The team leader will have the buildings and technical plans and the planning from the foreman and he/she will to put the right worker of his team, in the right place. It is his role as he knows his/her workers very well and their abilities. Their distribution on the site is his/her responsibility. The team leader works on the site with its team and is responsible for the work.  The team leader also manages the supply of the site but did not supply itself. He/she tells his foreman what he needs, which will relay the information to the warehouse. Warehouse will then load the truck or command what they do not have in their own stock.  As far as sites meetings are concerned, the team leader is only involved in case of problem. Otherwise, the foreman has the information from his/her team leader and will manage by himself/herself.  The team leader is working on the building site and is considered as a PRODUCTIVE workforce. He/she is not especially involved in financial aspects, this is the role / job of the foreman. |

Theme 5: **Criteria of professional performance**

***What are the criteria of the professional performance related to team leader at each step: preparation, execution and quality check of the work achieved?***

|  |  |
| --- | --- |
| Interview 1  (individual) | Preparation: comprehensive but strict (an iron fist in a velvet glove)  Execution: must require a lot from his/her team as he/she has results to reach + mutual trust  Modesty 🡪 the results belongs to the whole team and not only to the team leader  Quality check is not only at the end but during the whole cycle of construction |
| Interview 2  (individual) | Good knowledge of field and work experience in order to be able to anticipate, to explain the work to workmen and they really need to rely on him/her.  Preparation: be able to calculate and knows the job very well  Execution: take time and always be present for everybody (available)  Check quality during and after as he is responsible of it  Be sure that the work has been done in respect with the standards  He/she has more and more administrative tasks. |
| Interview 3  (individual) | Motivate workers to work well, respecting the rules, prescriptions and be very precise and meticulous  They need to have specific trainings linked to the evolution of techniques (energy saving in buildings)  Be very precise in the way they work |
| Interview 4  (focus group) | The team leader will manage his/her site from A TO Z **ON SITE**!!!  He gives information to his superiors.  They shall consult each morning and evening with the foreman.  The team leader will have the buildings and technical plans and the planning from the foreman and he will to put the right worker of his/her team, in the right place. It is his role as he knows his workers very well and their abilities. Their distribution on the site is his/her responsibility. The team leader works on the site with its team and is responsible for the work.  The team leader also manages the supply of the site but did not supply itself. He/she tells his foreman what he needs, which will relay the information to the warehouse. Warehouse will then load the truck or command what they do not have in their own stock.  As far as sites meetings are concerned, the team leader is only involved in case of problem. Otherwise, the foreman has the information from his/her team leader and will manage by himself.  The team leader is working on the building site and is considered as a PRODUCTIVE workforce. He/she is not especially involved in financial aspects, this is the role / job of the foreman. |

Theme 6: **Main aspects in the relationship between team leaders and other workers**

***How can you characterise the main aspects in the relationship between team leaders and other workers at worksite at each step: preparation, execution and quality check of the work achieved?***

|  |  |
| --- | --- |
| Interview 1  (individual) | Team leaders need to have good relationships with the workers. He/she must be respected and strict but also humane, open-minded and empathic. |

|  |  |
| --- | --- |
| Interview 2  (individual) | Everybody must feel at ease with the team leader and trust on him/her.  He/she often needs to act as a mediator between team members / team members and other stakeholder / boss and team members / clients and boss, … |
| Interview 3  (individual) | Our company is ISO 9001 certified. It is a circle:  Workers 🡪 team leader 🡪 worksite supervisor 🡪 boss 🡪 worksite supervisor -> team leader 🡪 workers  The quality of the work on the building site is the direct responsibility of its team leader. |
| Interview 4  (focus group) | Team leaders have a strong input at each step by being responsible for the work quality of his team.  Team leaders must pay attention not being too close to the workers. Otherwise, he/she will lose part of his “authority” and credibility. He/she really needs to be an example for the group! |

Theme 7: **Recruitment of team leaders**

***How do companies currently recruit team leaders: internal or external promotion, graduates, after specific in-job training? What kind of difficulties do companies actually meet?***

|  |  |
| --- | --- |
| Interview 1  (individual) | Internal recruitment but the problem is that workmen/workwomen are not often trained to administrative issues, managerial issues and ICT and they lose a lot of time (see before)  External: via temporary agencies |
| Interview 2  (individual) | In most cases, team leaders are recruited within the company. The company owner already knows, trained and trusts him/her. The only problem is that they do not often have all the needed competences as far as TIC and administrative aspects are concerned. It is also sometimes difficult for the team leader to be respected by the members of the team as they could be jealous.  When external recruitment is required, companies often begins with an interim period as it is quite difficult to propose directly a permanent and the company owner needs to propose a trial period. |
| Interview 3  (individual) | Most of the time, internal promotion  It is quite difficult to find team leaders outside the company, being able to work very well and able to manage a team. |
| Interview 4  (focus group) | The most experienced workers (not especially the oldest one) internally if possible. The best thing with internal promotion is that the person already knows the company and its running.  It is a good way to motivate the workers.  We recruit externally if we do not have the person with the required skills in-house.  If external recruitment, we focus on skills such as VMC, heat pumps ... with higher level of education. |

Theme 8: **Initial education leading to the function of team leader**

***Do you know available initial education leading to the function of team leader and what is your opinion regarding the paths proposed?***

|  |  |
| --- | --- |
| Interview 1  (individual) | There exists two types:  Bachelor in construction 🡪 ok for technical matters and administrative aspects but nothing linked to “human resources”  Master craftsperson in VET 🡪 ok at a professional point of view but once again, nothing liked to team managements and so on. |
| Interview 2  (individual) | There is the IFAPME master craftsperson training that helps workers to have some of the necessary skills (administrative, plans and more work-based competences) |
| Interview 3  (individual) | IFAPME training in “master craftsperson” combined with good and significant work experience (!very important!) |
| Interview 4  (focus group) | Trainings do not always follows the changings fast enough + for specific functions, specific agreements (ventilation, automation) |

Theme 9: **Continuing training likely to improve the function of team leaders**

***Do you know available continuing training likely to improve the function of team leaders and what is your opinion regarding the offer proposed?***

|  |  |
| --- | --- |
| Interview 1  (individual) | EMEC 🡪 management of teams, organisation of worksite, planning, … |
| Interview 2  (individual) | EMEC -> School for Managers of Construction Sector (continuous education)  Some modules about team management, administrative issues, TIC could be interesting  Special trainings linked to the job (in carpentry all aspects linked to digital work space)  All aspects linked to safety and security management  HR aspects |
| Interview 3  (individual) | Specific **f**urther trainings and EMEC |
| Interview 4  (focus group) | CEFORTEC = Training Centre for Special Techniques (heating and electricity)  EMEC for Managerial aspects |

|  |
| --- |
| **Country: United Kingdom (Warrington Collegiate)** |

Theme 1: **Main characteristics of team leader**

***What are the main characteristics/qualities of a team leader and what are the essential skills needed for this position today?***

|  |  |
| --- | --- |
| DW Homes | Strong man management skills, to lead by example and be a team player and have the ability to be able to quickly problem solve. An essential skill is the ability to get the best out of your staff and achieve the required targets. |
| ISG Construction | To be able to proactively manage the team, overcoming unforeseen, minimal problems on site and man manage in order to complete deadlines. |
| Conlon | Similar to a supervisor, a team leader should be able to understand the building industry and b able to work to deadlines and follow schedules. |
| Interview 4  (focus group) | Knowledge of the workforce and the tasks that need to be carried out. Good man management and mediation skills. |

Theme 2: **Changes within worksite environment**

***What have been the major changes within the worksite environment in relation to the role of a team leader supervisor over the last five years? Which of these changes do you feel are most important to ensure that the role of team leader develops alongside of changes within the industry?***

|  |  |
| --- | --- |
| DW Homes | The team leader accepts more responsibility and will require more training, when needed, to improve the staff and be able to deliver the results that are demanded. |
| ISG Construction | The team leader should be able to converse and regularly update management on project progression and understand what is needed to deliver set objectives. |
| Conlon | The team leader should be able to cultivate relationships with their team and produce the maximum work output from them. This is always the same. |
| Interview 4  (focus group) | The team leader’s role has not changed a great deal within the last few years. All of the above is expected as standard. |

Theme 3: **Evolution of expectations expressed by worksite supervisors, foremen or company managers**

***Have there been any changes in the last 5 years in what is expected of a team leader?***

|  |  |
| --- | --- |
| DW Homes | No. Our team leaders have always carried out the same job requirements. To take guidance from the construction team and communicate the project strategies to the work force. |
| ISG Construction | Our team leader role has essentially always been the same but over the last 5 years or so we have required more input and expect our team leaders or “site foremen” to attend official meetings with clients and architects. |
| Conlon | Not really any changes in the job role in recent years. |
| Interview 4  (focus group) | The team leader’s role has not changed a great deal within the last few years. All of the above is expected as standard. |

Theme 4: **Participation in the organisation of the worksite**

***How does the team leader participate in the organisation of the worksite today?***

|  |  |
| --- | --- |
| DW Homes | Holding meetings with their team and being the link between the construction team, the suppliers and the contractors. |
| ISG Construction | The team leader is to hold (if necessary) daily meetings with the subcontractors. It is his/her job to adhere to schedules and make sure timeframes are being met. Any problems that are encountered should always be relayed back to the project manager. |
| Conlon | The team leader receives his instructions from the supervisor or a member of the management team and implements those instructions on site. |
| Interview 4  (focus group) | Daily “tool box talks” with subcontractors, to keep the work force in the loop and aware of what is needed. |

Theme 5: **Criteria of professional performance**

***What level of professional performance is expected from team leaders at each step: preparation, execution and quality check of the work achieved?***

|  |  |
| --- | --- |
| DW Homes | We expect quality to be checked daily and a strict tolerance to be followed. |
| ISG Construction | Team leaders are usually promoted, experienced tradesmen. They are to have an eye for the details and lead by example when portraying the company’s needs. Often our team leaders will be working alongside the other trades, so it is essential that they follow our guidelines and set a good example on site. |
| Conlon | A top level of professionalism is expected at all time from a team leader. They are our management representative on site and are expected to follow company procedures at all times. |
| Interview 4  (focus group) | The team leader is seen as the lead trade’s person on site and should always work to exacting standards and lead by example. |

Theme 6: **Main aspects in the relationship between team leaders and other workers**

***How can you characterise the main aspects in the relationship between team leaders and other workers at worksite at each step: preparation, execution and quality check of the work achieved?***

|  |  |
| --- | --- |
| DW Homes | The relationship should be respectful. The team leader should know what is expected and be able to confidently convey these ides. |
| ISG Construction | A good working relationship with our workforce is paramount for the team leader. The team leader should understand all aspects of construction and have an extensive knowledge of everything, from foundations to roofs. All completed work is quality checked by our team leaders initially, before any supervisor or project manager visits the site. |
| Conlon | Both team leaders and supervisors are expected to work together to attain the same goals. The difference in roles being that the team leader is a constant on site presence, were as the supervisor might have a couple or three jobs to oversee, including being the link between clients and management. |
| Interview 4  (focus group) | There should always be a strong professional link between both members of staff. The difference being that the supervisor is the link to management and the team leader is the link to the trades. |

Theme 7: **Recruitment of team leaders**

***How do companies currently recruit team leaders: internal or external promotion, graduates, after specific in-job training? What kind of difficulties do companies actually meet?***

|  |  |
| --- | --- |
| DW Homes | We will usually give specific in job training and promote from within. |
| ISG Construction | Our team leaders are usually promoted tradesmen. People we have worked with for many years or over the course of a job, who have given us reason to believe in their ability to lead. |
| Conlon | A team leader usually has the role of site foreman and for this they are expected to be a competent and skilled worker, with a minimum level 3 NVQ qualification. |
| Interview 4  (focus group) | There is a preference to promote known, current employees, who have worked hard and proven themselves within the company. |

Theme 8: **Initial education leading to the function of team leader**

***Do you know what initial education is available leading to the function of team leader and what is your opinion regarding these paths?***

|  |  |
| --- | --- |
| DW Homes | There is no official training given to team leaders as such, they are expected to be a good tradesman first and foremost and have a good relationship with the other tradesmen. |
| ISG Construction | The only education expected are the team leaders own trade qualifications. We do not offer any further education or training. |
| Conlon | Initial education is an expected level 3 NVQ in any trade. Any further education that might be needed will be provided as and when the team leader needs it. |
| Interview 4  (focus group) | As a team leader is usually an experienced tradesman, there is an expectance of at least an NVQ level 3 qualification. |

Theme 9: **Continuing training likely to improve the function of team leaders**

***Do you know of any available continuing training that is likely to improve the function of team leaders and what is your opinion regarding these?***

|  |  |
| --- | --- |
| DW Homes | Job experience and knowledge. The only training is on site experience. |
| ISG Construction | Usually, our team leaders are happy to do this job and have no ambition to progress further. If we think an employer is talented enough and has the right requirements needed to be a supervisor or manager, we will cultivate this and promote them. We will offer further education and bigger projects with more responsibility. |
| Conlon | On site safety training courses such as first aid can be provided. PASMA or CPCS (construction plant competence scheme) are also provided for on-site team leaders if necessary. |
| Interview 4  (focus group) | Companies will provide extra training where needed to benefit the team leader and in the long run, the company itself. |

|  |
| --- |
| **Country: Poland (IBE)** |

Theme 1: **Main characteristics of team leader**

***How could you define the main characteristics of team leader and what is essential in this function today?***

|  |  |
| --- | --- |
| Interview 1  (individual) | Professional and competent in his field and has to be wide-profile, i.e. apart from a narrow specialisation, team leader has to have a general knowledge and elasticity to work in/with many other specialists. In solving technical problems one needs to be creative to some extent, foresee and avoid obstacles in the technological process.  The most relevant social skills concern leading a team, controlling work of others and evaluating the results. For this communication skills are highly relevant, as well as organization of work and consequence in realizing those. The results have to be delivered on time.  In cooperating with other workers on the site – one has to be able to negotiate agreements (e.g. with general contractor). Be able to take and give commands.  In all cases the work requires good mechanisms of coping with stress.  Finally cost estimates are of high relevance as well, especially in smaller companies. |
| Interview 2  (individual) | The most relevant characteristic is ability to verify the results of work and supervise workers in teams. This requires both technical skills for assessment of quality of work, as well as coordination, communication skills. Thirdly the ability to communicate with the supervisor, and execute his commands.  A whole lot could be said about safety. The team leader has a very important role when it comes to safety on worksite. Partially because he has the most contact with individual workers and is able to influence their behaviour. |
| Interview 3  (individual) | Knowledge of technical issues, ability to direct and supervise workers.  Ability to solve problems, elasticity in finding solutions to both technical and organizational difficulties. |
| Interview 4  (focus group) | The function of team leader was controversial, because this name is used both on subcontractors and contractor levels. And depending on that, different skills and characteristics would be relevant. It could be said that the function of Majster could be used interchangeably. Depending on the organization on a given construction site the team leader/meister can be a person who is physically working or only organizing. The bigger the construction the less probable that, the team leader will be physically working. In some cases team leaders take on part of the documentation work.  There was wide agreement between interviewees about the need for a wide general-construction knowledge of team leaders and a very good knowledge of the work and technical organization of a given field (such as sanitary installations or concrete works). However the specifics of more advanced technologies or solutions would usually be explained by a construction engineer or other specialist on the worksite.  Everyone agreed that the team leading and supervising skills were crucial, with strong communication and interpersonal skills required in each case. This led to discussion about the role of team leaders in solving problems related to interpersonal issues – conflicts between workers or negotiations about number of working hours of the team.  The team leader competencies will also depend on whether the team is organized ‘ad hoc’ or is a permanent team. Much more skills will be required in the first case, both because of the need to organize and build a new team, as well as because of the training to be conducted.  Based on these discussions it can also be said that team leaders often need to have skills to pass on the knowledge about using specific equipment or materials. As well as, what is often the case, teach the workers how to do something, give them instructions and sometimes presentation.  In case of many construction site, there is a lot of informal work coordination happening between team leaders – so that they can work without disturbing each other.  Finally it was agreed that, the ability to assess quality of work done and give feedback is also an important characteristic. |

Theme 2: **Evolution of worksite environment**

***What evolutions of the worksite environment during last five years impact directly the function of team leader?***

|  |  |
| --- | --- |
| Interview 1  (individual) | The technologies, tools and materials used have significantly evolved. For example enabling work in very different weather conditions, allowing for a faster and more efficient work.  These changes influence the competencies of the teams. One has to govern workers with more interchangeable skills. The teams are smaller (but then again it’s possible that the team leader will lead more than one team).  The changes in regulations have little effect on team leaders. |
| Interview 2  (individual) | The high numbers of contractors and small number of general contractors specialists puts pressure on team leaders to take part of the weight from them. The team leaders have gained more coordination functions perhaps, surely he has to be able to communicate with most of the workers/specialists on the construction site.  Because of the constant technological change, the team leaders need to constantly adopt, learn new technologies.  Furthermore the fact that more and more foreigners are working in teams, makes it team leaders job more demanding. |
| Interview 3  (individual) | It is more and more difficult to find a good workers. Workers now about that, and because of that show less respect for the work itself and their supervisors. Because of that the team leaders work is becoming more demanding.  The legal changes have not influenced the team leaders work in any way. |
| Interview 4  (focus group) | The identified changes in worksite environment were different in different companies and/or specialised branches of industry (housing construction, infrastructure, etc.). In some cases the function of a team leader (in subcontractors companies) has been aided by another worker in contractor company (such as Majster, construction engineer), in other cases the burden on team leaders has increased. It has been mentioned that there is more women hired in some companies, which influenced the general atmosphere on the constructions site (south of Poland, Warbud). This has not been a common perception.  The technological changes are happening in all sectors and have led to constant need to update skills, however it has been questioned whether this is really a new thing in the workplace.  There has been wide consensus about the fact, that more and more foreigners (especially Ukrainians) started working on the construction sites which makes it more difficult to lead the teams. It was also a common perception that a number of competent specialists have left Poland to work for better salaries (e.g. in DE or Sweden), which creates problems with finding good workers.  There was a full agreement that health and safety regulations have become more and more demanding, and that this is mostly on team leaders. The changes have been implemented based on legal acts, as well as companies´ internal policies. The ‘pact for safety on construction’ (Porozumienie dla bezpieczeństwa) has been mentioned in that context.  It has also been said that there is some novelties in contracting for workers and team leaders. |

Theme 3: **Evolution of expectations expressed by worksite supervisors, foremen or company managers**

***What is the evolution of expectations expressed by worksite supervisors, foremen or company managers regarding team leaders these last five years?***

|  |  |
| --- | --- |
| Interview 1  (individual) | Depending on the context, the number of workers in teams and type of construction.  It is possible that workers on construction sites are in many cases unqualified. Nowadays there is a lot of workers from Ukraine. Leading them requires different skills, including taking into account cultural differences.  Also the fluctuation of workers seems to be even higher, meaning that the team leader has to be able to work with new (i.e. unknown to him) workers most of the time. From this point of view team and trust building might be of growing relevance.  Many team leaders leave to work abroad. Problem with finding good team leaders led to increase of salaries. |
| Interview 2  (individual) | The expectations from team leaders are always high – these are some of the most competent workers. Because of their skills, apart from doing their regular work, team leaders are often asked to participate in flat receptions (by the clients) and control the quality of them.  The demand for team leader is constantly high. Very often there is internal staff turnover, because of skills optimization in the company. But also externally, because of higher wages – on market basis. |
| Interview 3  (individual) | This was difficult to answer because in the company the team leaders are still the same. Surely the safety regulations have become more important – companies have become stricter in executing them. From that point of view, the team leader is the main person responsible in implementing those regulations in practice. |
| Interview 4  (focus group) | The expectations from team leaders are changing, but depend on company organization. In most cases however they need to be more flexible – there is a growing need for team leaders to be able to solve complex technical problems (sometimes even engineers level). The plans given by supervisors are often quite general, so they have to be able to provide a proposal for constructing it.  One of the interviewees said that ‘what they (team leaders) used to do was typical and repeatable, now it is rarely typical and repeatable’.  Assuring health and safety has been indicated as a requirement which is constantly evolving and becoming widely accepted.  IT and computer skills start to be required. There is less and less paper on the construction site. It happens that team leaders take laptops to the construction sites (since they would receive instructions or plans via e-mail). |

Theme 4: **Participation in the organisation of the worksite**

***How does the team leader participate in the organisation of the worksite today?***

|  |  |
| --- | --- |
| Interview 1  (individual) | In organization of work, the team leader has to give feedback and take commands from worksite supervisor. He should be able to foresee difficulties and support the supervisor.  In smaller companies the team leader is often taking care of most of organization on the worksite, being sometimes the worksite supervisor at the same time (owner, leader, supervisor).  However in bigger sites, the organization of materials, tools and machines is ceded to specialised workers, the role of team leader is than to receive and sign documents. |
| Interview 2  (individual) | Team leaders take part in meetings with worksite supervisors every week – during these the work is planned. They are takers of instructions, but also give feedback on progress or comments on what is possible, what difficulties might arise.  Team leaders take responsibility for the materials, but do not govern/organize their flow on the worksite. The team leaders are coordinating works of individual workers (in teams) – but they do it on behalf of worksite supervisors. |
| Interview 3  (individual) | The team leaders are responsible for supervising physical workers and making sure that they have the materials and tools needed. In some cases that means almost constant supervision. There is a lot of planning on the small scale made by team leaders. |

|  |  |
| --- | --- |
| Interview 4  (focus group) | The core task and participation of team leaders in the organization of the worksite has not changed significantly in the last few years. Team leaders remain the group responsible for execution of plans and supervision of individual workers. They plan the works of teams and coordinate it with other team leaders, make sure that the needed equipment and materials is on time and in place. They are still responsible for the teams work outcomes. They shape the atmosphere and organization of teams.  However because of increasing specialisation, team leaders would only seldom take care of logistics issues – there are specialised teams for that. They only plan the needs, pass the information on and control the amounts of materials.  During the meetings with the supervisors (worksite supervisors or construction supervisors) they report progress and sometimes offer comments on foreseen difficulties. |

Theme 5: **Criteria of professional performance**

***What are the criteria of the professional performance related to team leader at each step: preparation, execution and quality check of the work achieved?***

|  |  |
| --- | --- |
| Interview 1  (individual) | On all steps the criteria are quality of result, technological soundness (using right materials, etc.), accordance with the project (all as in documentation). Last but not least – delivery on time.  Usually the person to assess the performance is the worksite supervisor (or his subordinate worker), sometimes also client or external controlling institutions. |
| Interview 2  (individual) | The team leaders performance is assessed by the worksite supervisors and contract manager. In practice this is often on-going assessment, because some of the elements cannot be checked at the end. However in our company these opinions are noted, and at the end of construction, these influence pays or access to training.  The assessment takes into account both technical issues and attitudes. For example quality of cooperation with (other) contractors, communication, scrupulousness, diligence. |
| Interview 3  (individual) | The professional performance is assessed based on the pace of works performed (deadlines need to be kept up to). The ability to communicate with worksite supervisor and other higher tier workers is also relevant.  The quality of work is of course the underlying, obvious criterion. |
| Interview 4  (focus group) | It has been agreed that the core (and “hard”) criteria for assessing performance of team leaders are:   * satisfactory quality of work (has the intended result been achieved – from technical point of view), * timely delivery of results.   Additionally on a less formal basis, a group of other criteria are used, such as:   * presented attitude, * quality of communication with other workers on the construction site, * the ability to autonomously solve problems arising from unexpected situations. |

Theme 6: **Main aspects in the relationship between team leaders and other workers**

***How can you characterise the main aspects in the relationship between team leaders and other workers at worksite at each step: preparation, execution and quality check of the work achieved?***

|  |  |
| --- | --- |
| Interview 1  (individual) | Mutual trust and responsibility for/with workers and superiors is needed. However it is difficult to build. Ability to give and take orders is also relevant.  The relation is formalised – the team leader has his workers, very often employees. So he can fire them. In a similar way, the worksite supervisor can find another team leader if needed. |
| Interview 2  (individual) | All this depends on the type of works. However in general the closer to the end, the more work there usually is, so the relations are becoming more intense. The team leader is formally subordinate to worksite supervisor.  Sometimes it happens that the general contractor has team leader or construction leaders (subordinate to worksite supervisor) who supervise subcontractors team leaders. |
| Interview 3  (individual) | The team leaders and worksite supervisors have a formal relationship, based on which worksite supervisor can require somethings from the team leaders. This is often a reason for conflicts, however this depends on the individual situations. Sometimes the worksite supervisors and other high-tier workers only demand from team leaders, in other cases there is mutual understanding and cooperation (help) between them.  Very often between team leaders and worksite supervisors, there are ‘construction supervisor’ (kierownik robot) – as intermediaries. |
| Interview 4  (focus group) | The focus interview has not led to establishing or deepening the knowledge about formal relationships of team leaders with other workers on the worksite (they are hierarchical). However the discussion has enabled to identify/specify some of the actors.   1. Worksite supervisor (kierownik budowy) – depending on the size of the construction site, there might be an individual relation linked with on-going work planning and controlling the results of work. However in case of bigger sites, it is usually a case when there is one or two intermediaries between them. In any case, formally the team leader is subordinate to worksite supervisor. 2. Construction supervisor (kierownik robot), construction engineer or sometimes Majster (specialist)– these are the above mentioned intermediaries. Organizing and/or controlling the work of team leaders. But also cooperating with them, by collecting feedback, solving technical problems arising. This cooperation does not always imply hierarchical relations in practice, since their competences are often complementary (roughly speaking ~ realization & practical perspective meets engineering, designing and a wider, construction site perspective). However depending on the company structure – this would formally be a hierarchical relation. 3. Majster (leader) – in some cases the name is used for a person, who is in charge of a few teams on the construction site. It could be said that this would be a leader of subcontracting team leaders. The name reflects the required superior knowledge of construction. 4. Physical workers, specialists in teams – are subordinate workers to the team leader. Ideally (often in practice) this relation is based on respect and long term cooperation. Teams are changing not that often.   However it has to be noted, that the names of functions given above were not 100% agreed on. Depending on the case, the individual organization of the firm, they would be differently organized. |

Theme 7: **Recruitment of team leaders**

***How do companies currently recruit team leaders: internal or external promotion, graduates, after specific in-job training? What kind of difficulties do companies actually meet?***

|  |  |
| --- | --- |
| Interview 1  (individual) | In smaller companies, the team leader is usually the core of the team. Rotates seldom. In smallest ones it is often the owner. However in case of external recruitment, the CV, recommendations or portfolio are used, however always verified in practice. Usually during a test period.  In larger companies it is possible to promote internally, if they hire team leaders of course. |
| Interview 2  (individual) | In our company the promotions are generally internal. After evaluation and assessment of needs some people are proposed team leaders functions. It is very seldom to hire a team leader straight away from other company, there is always a period of trial.  This is mainly because the shown experience and documents are not a guarantee that the person will be fully competent, and that he will fit the specifics of a given construction site.  If we speak about team leader from a subcontractor, than in case of problems – the person simply needs to be changed. |
| Interview 3  (individual) | Usually team leader is recruited internally. A worker with years of experience in one company might become a team leader. If the recruitment is external, these would usually be with a reference from befriended company/cooperant.  The interlocutor added that, he would never hire someone from an announcement in the press or internet. |
| Interview 4  (focus group) | The discussion confirmed that the promotion is almost always internal. This reflects the learning pathways. In order to become a team leader one has to go through different experiences (positions) and to have opportunities of working in an ad-hoc formed team. Usually a case when there needs to be a new team formed on the construction site is a case for one of the workers to learn the skills relevant for team leader. |

Theme 8: **Initial education leading to the function of team leader**

***Do you know available initial education leading to the function of team leader and what is your opinion regarding the paths proposed?***

|  |  |
| --- | --- |
| Interview 1  (individual) | Schools train specialised workers for the construction sector. That is the case in both 3 and 4 year initial vocational education and training (level 3 and 4 of PQF usually).  The technikum schools (4 year IVET) provide all the necessary knowledge and skills for working as a team leader. However the real competence will always depend on the amount of practice and individual characteristics of student. Nonetheless it is a good preparatory training, surely speeding up the accommodation to work on site.  For people who finished 3 year VET, there are short training courses, which can be used to fill in missing skills. These include skills directly related to organization of work of small teams, as well as building theory related to documentation, cost estimates, as well as general and technical knowledge relevant for construction (math, physics, materials…). |
| Interview 2  (individual) | Team leaders are sometimes after 3 years VET schools, later internally trained. More often they are after 4 years VET schools, but never higher education.  The things learnt in schools are not practical for the function. In fact the things needed for being a team leader can only be learnt in practice. However the skills related to physics or documentation, planning are of course relevant (but not enough).  When it comes to team leaders in subcontractors – there is no way to tell what education they have. |
| Interview 3  (individual) | There are many team leaders who have no finished formal education, and learnt almost everything on the job. The technicians usually work in bureau/office.  The school itself is not sufficient to be prepared for work. |
| Interview 4  (focus group) | The disputants made it clear that there is no initial vocational education leading to becoming team leader, i.e. providing the skills and competences necessary for it. Certain patterns can be identified - usually people who had finished a 3 year VET school (basic vocational school) would become team leaders. However it is not unusual for people with no formal education to become team leaders. On the other hand, the 4 year VET school (upper secondary vocational school) – Technikum, provides skills related to leading small teams – as indicated in the core curricula. These people though rarely work as team leaders. And it has been doubted whether these skills are actually taught in the education process.  However, after asking a question about whether it is possible at all for IVET to prepare a competent team leader – the answer was unanimously: No. Therefore the opinion about the IVET paths is not negative (bad preparation), but rather that it prepares for different functions. |

Theme 9: **Continuing training likely to improve the function of team leaders**

***Do you know available continuing training likely to improve the function of team leaders and what is your opinion regarding the offer proposed?***

|  |  |
| --- | --- |
| Interview 1  (individual) | In most cases the learning is happening in informal setting. During work. |
| Interview 2  (individual) | The continuing training is most often related to new technologies. |
| Interview 3  (individual) | There are trainings offered by companies producing materials or equipment. These courses are usually of good quality and enable using these technologies on the construction sites. It is usually the team leaders who take these courses, and later pass on the knowledge to the workers.  The interlocutor has taken a few of such courses himself. |
| Interview 4  (focus group) | The interlocutors agreed that the continuing training can be divided in training on technical (technological) aspects and other (team leading related soft/transversal skills). In the first case there is sufficient training offered by producing companies and to some extent also the education system for continuing training, which became more elastic in recent years.  In the second case the training is in generally informal, on the job. According to the group, there were no team leading courses for construction team leaders on the market. Such training, related to communication or task planning has been mentioned as potentially useful. However it would have to be provided during work time.  The discussion then followed into possibilities for such training. Possibilities of training of the trainers was discussed (would it be profitable for companies to train selected workers on how to support team leaders in developing their skills?), preparatory trainings for people selected to become team leaders (how long could these be, where would the practical part happen?). This discussion led to a conclusion that, the problem is mostly related to work organization on site and financing, however finding trainers for that purpose could also pose difficulties. |

|  |
| --- |
| **Country: Italy (FORMEDIL)** |

Theme 1: **Main characteristics of team leader**

***How could you define the main characteristics of team leader and what is essential to this role today?***

|  |  |
| --- | --- |
| Interview 1 (individual) | The team leader has to be able to supervise a small group of workers and is essentially a labourer. He/she has to know how to work in a team.  He/she is usually found on different worksites.  He/she must be experienced, command respect and with examples and input manage to advance the micro parts of the worksite with daily autonomy. |
| Interview 2 (individual) | The team leader must know how to manage and know the potential of the team |
| Interview 3 (individual) | The understanding between the parties |
| Interview 4 (individual) | The understanding between the parties |
| Interview 5 (individual) | He/she must know very well people involved in the work inside the building site |
| Interview 6 (individual) | Cooperation |
| Interview 7 (individual) | Knowledge and experience |

Theme 2: **Worksite environment evolution**

***What worksite environment evolutions over the last five years have had a direct impact on the role of team leader?***

|  |  |
| --- | --- |
| Interview 1 (individual) | The ability of supervising a team. A team, which is often intercultural and often with different work that has to be integrated. |
| Interview 2 (individual) | In the last 5 years there is better training for and greater sensitivity concerning the role of team leader |
| Interview 3 (individual) | More attention towards building waste |
| Interview 4 (individual) | More attention to safety and health |
| Interview 5 (individual) | More attention to safety and health |
| Interview 6 (individual) | The greatest responsibility in managing works |
| Interview 7 (individual) | Organization |

Theme 3: **Evolution of expectations expressed by worksite supervisors, foremen and company managers**

***What is the evolution of expectations expressed by worksite supervisors, foremen or company managers regarding team leaders over the last five years?***

|  |  |
| --- | --- |
| Interview 1 (individual) | Ability of creating a team that promotes single professionalism directing energies towards a common goal. |
| Interview 2 (individual) | A greater sensitivity in enforcing the rules on security |
| Interview 3 (individual) | More attention on safety and heath |
| Interview 4 (individual) | More attention on safety and heath |

Theme 4: **Worksite organisation participation**

***How does the team leader participate in worksite organisation today?***

|  |  |
| --- | --- |
| Interview 1 (individual) | He/she consults with the foreman and at work start-up with all the professional roles of the worksite. |
| Interview 2 (individual) | He/she discusses and organizes working with the supervisor every day. |
| Interview 3 (individual) | Equipment and rules |
| Interview 4 (individual) | He/she tries to do the best, but the building site is getting more and more complex. |
| Interview 5 (individual) | It depends on the way to afford the things and the problem in general. |

Theme 5: **Professional performance criteria**

***What are the professional performance criteria of team leaders at each of the following phases: preparation, execution and quality control of the work performed?***

|  |  |
| --- | --- |
| Interview 1 (individual) | The formation of teams appropriate to the work to be carried out |
| Interview 2 (individual) |  |
| Interview 3 (individual) |  |

Theme 6: **Main aspects in the relationship between team leaders and other workers**

***How can you describe the main aspects in the relationship between team leaders and other workers at the worksite in each of the following phases: preparation, execution and quality control of the work performed?***

|  |  |
| --- | --- |
| Interview 1 (individual) | Consultation |
| Interview 2 (individual) | Consultation |
| Interview 3 (individual) | Respect for people |

Theme 7: **Recruitment of team leaders**

***How do companies currently recruit team leaders: internal or external promotion, graduates, after specific in-job training? What kind of difficulties do companies actually meet?***

|  |  |
| --- | --- |
| Interview 1 (individual) | Generally internal promotion and not graduates |
| Interview 2 (individual) | Career promotion inside the company |
| Interview 3 (individual) | Career promotion inside the company |
| Interview 4 (individual) | Training is important |
| Interview 5 (individual) | The company tries to train the person |

Theme 8: **Initial vocational training for the role of team leader**

***Do you know of any initial vocational courses for the role of team leader and what is your opinion regarding the paths proposed?***

|  |  |
| --- | --- |
| Interview 1 (individual) | No |
| Interview 2 (individual) |  |
| Interview 3 (individual) |  |

Theme 9: **Continuing training to improve the role of team leaders**

***Do you know of any continuing training courses to improve the role of team leaders and what is your opinion regarding the offer proposed?***

|  |  |
| --- | --- |
| Interview 1 (individual) | Those from building schools concerning new techniques, new products and soft skills |
| Interview 2 (individual) | There are so many training courses and they are very good. |
| Interview 3 (individual) |  |

|  |
| --- |
| **Country: Spain (FLC & FLC Asturias)** |

Theme 1: **Main characteristics of team leader**

***How could you define the main characteristics of team leader and what is essential in this function today?***

|  |  |
| --- | --- |
| Interview 1  (individual) | This professional has to be **highly skilled in his / her trade**, but at the same time he / she should be **versatile** and “**multifunctional”**, capable of turning easily from one to another of various tasks on the worksite. The team leader should also have basic **legislative knowledge** related to **occupational health and safety**, **environmental protection** (waste management, energy saving, etc.) and to **quality standards** in order to assure that the team addresses all relevant issues within the **specifications** and various standards. He / she must have the ability to **coordinate people** and to **solve complex problems** on the worksite. |
| Interview 2  (individual) | It is essential for the team leader to show willingness and openness to **dialogue** with all the agents involved in the building process (worksite managers, project managers, worksite supervisors, other team leaders, coordinators, own staff, etc.). It is thus, very important for the team leader to **have good communication and negotiating skills** because he / she serves as a **focal point** to resolve interface and integration issues.  One of the main roles of a team leader on the worksite is to be able to **inspire** **trust** and **encourage** his / her team toward developing their abilities and skills. He / she should ensure that the **standards** of the **team are always high** and that the tasks assigned are carried out on time. A team leader should also ensure that the **team spirit and morale is kept high** by involving his / her team in setting goals and objectives for the group, whenever possible, and encouraging them to **voice their opinions** about the new objectives. He / she should have the ability to increase the staff’s participation and keep them engaged through an **ongoing review and adjustment process**. |
| Interview 3  (individual) | Nowadays it is very important for the team leader to have the ability and knowledge to **strategically plan** and **set** the **goals** and **objectives** to be met and **accomplished by his / her staff** on the worksite. This professional usually undertakes the initial planning in **close collaboration** with the worksite supervisor, from whom he / she **receives direct orders and instructions**. The plan has to determine the following: **what** work needs to be done, **how** the work will be done, **when** the work will be done (timelines and deadlines), **who** will do the work (allocation of tasks and responsibilities), **what** human and capital **resources** will be required, how the work will be **monitored**, **checked**, **assessed** and **measured** (in terms of quality and quantity).  The team leader should have the ability to efficiently **communicate** this **work plan** and the **objectives** to his / her staff, **encouraging** their active participation and their commitment in the achievement of these goals and allowing them, when possible, to provide their own input, thus acknowledging their concerns and contributions. It is essential for the team leader to have the **capacity to clearly distinguish between those objectives that are fixed and those can be adapted by the team members**. In the case of broad objectives, this professional has to have the ability **to foresee** in advance how he /she will **guide the team** to define the specific tasks and interim steps to meet the objectives. The team leader has to **facilitate the tasks** to be carried out by the rest of the staff on the worksite and he / she has to have **the skill to delegate** specific functions and responsibilities to them. Delegation allows the team leader to make the best use of his / her time and skills, and it helps the **team to grow and develop** and reach its full potential. |
| Interview 4  (focus group) | The focus group has stressed that the characteristics and traits of the team leader are determined by the functions that he /she is obliged to undertake on the worksite. The team leader’s main functions include the **planning, organisation, coordination and control** of the construction works to be carried out by his / her crew, assuring the **compliance of different procedures and regulations** (quality standards, environmental protection, occupational safety and health, etc.). This professional also has to undertake the **assessment and verification of the tasks and activities achieved by the staff on the worksite** and **apply** if necessary the **corrective actions or improvements** in order to eliminate causes of non-conformities or other undesirable situations. The characteristics of the team leader are also marked by the fact that he /she is an **important link or « bridge » between the crew and the rest of the employees** involved in the construction process (mainly worksite managers, worksite supervisors, foremen, occupational health and safety technicians, coordinators, other team leaders, etc.).  Based on the above, the focus group has discussed the main traits or characteristics that a team leader should possess nowadays to optimally develop his / her functions and responsibilities. The focus group has made the following contributions:   * The team leader must **possess technical expertise** related to the different phases of the construction process (earthmoving operations, maintenance of the worksite, masonry works, structures, installations, finishing works, etc.) and have knowledge in relation to the different construction trades. He / she is obviously requested to be **highly skilled in his / her trade** and at the same time has to be **more versatile and multifunctional** in order to act efficiently as a team leader. * This professional must have knowledge related to the **reading and interpretation of construction drawings** and **blueprints**, **measurements**, **stakeouts**, **basic layouts, sketches and project analysis**. * The team leader must have **knowledge** related to the **organization** of the worksite and the **control and monitoring of staff**. This mainly implies the ability to **set objectives and goals**, to **plan**, to **allocate** and **distribute the tasks** and the **resources** required: human resources, tools, materials, equipment, machinery, etc.). * It is essential to have an **overall and comprehensive view** of the **entire construction process** at each step. In addition, the team leader must possess knowledge in relation to construction materials, techniques and methods in order to apply these correctly when executing all types of construction. * This professional must be concerned about **quality standards**, **order**, **cleanliness**, **occupational safety and health**, etc. and this is reflected in the continuous control, monitoring and checking of the tasks and activities undertaken by the crew and in the optimization of available resources. It is strongly emphasized that the team leader has to be **well acquainted with the company’s quality procedures** in order to ensure the compliance with these in each of the phases of the construction process. The focus group also highlights the important role that the team leader plays in reducing workplace accidents. * It is desirable for this professional to be familiarised with procedures and regulations pertaining to **environmental protection issues** (e.g. waste management, energy saving and efficiency, renewable energies, etc.). * This professional must have **effective team-working skills** in order to foster the team spirit in his / her crew. We have to be aware that in the construction sector the projects developed require the full integration of the team members, where each employee assumes specific responsibilities and performs specific tasks in each of the phases of the construction process. All team members must interact and must contribute to achieve the objectives set. This is done with the encouragement and continuous guidance of the leader. * Obviously the team leader must possess and develop **solid leadership skills** in order to effectively **manage**, **organise**, **coordinate**, **encourage** and **guide** the crew towards achieving outcomes. All the experts agree that leadership and team building go hand in hand. * He / she must have **excellent communication skills**. The focus group was in complete agreement that this skill or ability, that can obviously be learnt and developed, is essential to the team leader considering that he / she assumes a **key role as an intermediary between the crew and the rest of the company employees**, mainly the worksite supervisor. That is, the team leader must have the ability to give **verbal and written instructions** **clearly** and **precisely** so that the team members understand exactly what tasks they have to perform, how they are to be performed and when to achieve them. An **open and fluid communication**, based on **respect**, with the team members will assure a full understanding about what is expected from them in terms of their functions, contributions and responsibilities in the achievement of goals and objectives. Furthermore, the team leader must also have excellent communication skills considering that he / she also has to **provide accurate information to the worksite manager or supervisor** about project progress, task accomplishment, resources used, problems with the implementation schedule, corrective and preventive actions implemented, etc. This professional sometimes has to present written reports on all these issues. * The team leader must have the ability to create and maintain a **climate of mutual respect and trust in the workplace**. In this way he /she will assure an open communication and a continuous feedback between all the team members because they will feel free to ask for support and guidance and to contribute actively to optimal task performance. * This professional must strive to **attain and maintain quality standards**, meeting **deadlines and established technical specifications**. In this sense, the team leader must possess **organisational skills** and must have the capacity to plan efficiently. He / she must be a person of **high authority and credibility** and should set an example for the crew in terms of efficiency and effort. * The team leader must have the capacity to **adapt to changes** and the ability to face new challenges and responsibilities. He / she is required **to solve** complex problems and situations on the worksite. * The team leader must have the ability to **create and maintain a high level of motivation** among the members of his / her team. It is essential for this professional to know how to detect and deal with low morale in the workplace. |

Theme 2: **Evolution of worksite environment**

***What evolutions of the worksite environment during last five years impact directly the function of team leader?***

|  |  |
| --- | --- |
| Interview 1  (individual) | The harsh economic crisis has obviously led to many changes in the worksite environment in the last six or seven years. The drastic and continuous fall in the **demand for new houses** and the reduction in **public works and infrastructure projects**, has meant that many construction companies have either gone out of business or they have been forced to **downsize their personnel** in order to reduce the operating costs. Currently the majority of the construction worksites are **small-sized** and the main activities undertaken are related to **home repairs**, **rehabilitation** and **refurbishment** of **old buildings**. These changes and the **need to reduce costs** have had a direct impact on the entire construction workforce. The **team leader** now more than ever, needs to have a great ability to **plan** and set those objectivesand goalsthat together with his / her team will have to be achieved with **high quality standards**, incompliance with **safety and environmental procedures and regulations,** before the deadlines established. This professional has to have the capacity to cope with stressful situations precisely due to the tight timelines and the limited amount of resources available primarily due to the economic recession. |
| Interview 2  (individual) | The economic recession has seriously affected the construction industry. In recent years the demand for new houses has fallen and so have the prices of the existing stock. Consequently, the construction companies, in order to continue with their activity, have had to undertake a **continuous process of reorganisation**, a process which has also implied a massive **reduction of the workforce**. The employees that have kept their jobs are now required to be more **productive** and **resourceful** on the worksite. For example, the team leader must be capable of handling all types of situations on the worksite; i.e. he / she has to develop the ability and skills to find creative solutions for complex everyday problems, optimizing the resources that he / she has to work with (human resources, materials, tools, equipment, etc.). The team leader has a crucial role in reducing the operating cost on the worksite. |
| Interview 3  (individual) | Due to the economic recession, the companies of our sector have been forced to change their main activity from new building and residential construction to the **maintenance**, **repairing** and **renovation of existing houses**. These changes in the **type of construction** together with the **downsizing process** **in personnel** and **costs** that has taken place in the majority of the companies have obviously impacted on the functions and responsibilities of the team leader. This employee needs to **update his / her technical skills and competences** related to **new building techniques**, **methods** and **materials**, **new technologies**, **sustainability**, energy saving, renewable energy, new building regulations (Building Technical Code, etc.). Furthermore, this professional has to maximise his / her **organisational** and **analytical skills**. Nowadays, the team leader must also inspire confidence and trust among his / her crew and must have the capacity and willingness to offer them on the job training in order to increase their abilities and skills to carry out their tasks and activities efficiently. |
| Interview 4  (focus group) | One of the participants pointed out that the **main changes** that have taken place in the last few years are **related to the type of construction**. There has been a drastic reduction in civil / public works and in new construction. The type of construction that is now carried out is related to the **maintenance, rehabilitation and refurbishment of existing buildings**, meaning that the majority of the **worksite environments** are nowadays **much smaller** than in the past. These changes have had a very direct impact on the team leader because nowadays the companies hardly demand this job profile. The team leader’s functions and responsibilities are increasingly assumed by the worksite supervisor.  Another expert specified that the changes in the construction sector are obviously a result of the **harsh economic recession of the last years**, exacerbated by the **“Spanish property bubble”**. This has meant a **huge decrease in the construction of new buildings and housing**. This decrease together with the fact that there is a **surplus of unsold housing stock for the next 10 years** means that the growth prospects of the construction sector in the coming years are very slim. The sector’s situation has been further aggravated by the international economic crisis that has forced the public administrations to apply cost cutting measures and thus, **reduce investment in public works**. All these changes have **impacted on the functions and responsibilities of the team leader** on the construction site in the following way: they must be **more professional** and must have **technical training**; nowadays it is essential for the team leader to improve and develop his / her **social skills** and to have the ability **to motivate and encourage his / her crew** to achieve the goals optimally. In addition, this professional has to have **excellent planning and time management skills** in order to accomplish very tight deadlines and to reduce construction costs. Furthermore, at present there is a greater demand for this professional to assure the crew’s **compliance** in relation to different regulations and procedures (**quality standards, health and safety, environmental issues, building requirements**, etc.). Nowadays the team leader has to also adapt to the greater compliance with bureaucratic requirements.  Finally another expert pointed out that the most important changes that have occurred in the construction industry in recent years are related to the adaptation and periodic updating of the applicable technical regulations (**Building Technical Code**). To a lesser extent, the evolutions with regard to the worksite environment are related to the emergence of new materials and new building techniques and methods. Thus, if the team leader doesn’t updated his / her knowledge continuously, he / she will not be able to undertake his / her functions efficiently. |

Theme 3: **Evolution of expectations expressed by worksite supervisors, foremen or company managers**

***What is the evolution of expectations expressed by worksite supervisors, foremen or company managers regarding team leaders these last five years?***

|  |  |
| --- | --- |
| Interview 1  (individual) | The company managers and worksite supervisors expect the team leader to manage and coordinate his / her crew by **focusing on construction progress** in its different phases and to achieve the goals and objectives according to the time frame established. This professional has to have the ability to cope with many stressful situations considering the tight deadlines and the scant resources available for the achievement of project objectives. Furthermore, the team leader is obliged to keep the worksite supervisor informed of task accomplishment, issues and status. Thus, he / she has to have very good communication skills (quality verbal and written communication skills).  The foreman and the rest of the crew expect the team leader to have **solid technical** **knowledge** and **organisational skills** so that he / she can offer them **adequate guidance** and help them to keep focused and on track. These employees expect the team leader to be **respectful**, **empathetic** and **open-minded** so that they can feel free to contribute to the team’s performance. The crew expect a team leader who will **actively** **listen to them** and who will take into consideration their contributions. They expect this professional to have the capacity to help them solve problems on the worksite. |
| Interview 2  (individual) | Worksite managers and supervisors expect team leaders to have **effective communication skills** so that they can present expectations to team members in a way workers can understand. It is also essential for this professional to have excellent **organizational skills** because team leaders are expected to **efficiently** **plan objectives and strategies** so that the crew can be **productive** on the worksite. The team leader has to **guide** team members toward meeting company goals and has to **monitor**, **control** and **verify t**he accomplishment of tasks and activities on the worksite. He / she has to keep the worksite supervisor informed about the results obtained by the team and other relevant issues.  The foreman and the rest of the staff expect a team leader who has the ability to **inspire** and **guide** them toward a common goal for everyone’s benefit. Their team leader should **give them credit** **for their work**, **praise their effo**rts and **reward them when they succeed**. He /she should also have the capacity to create an **atmosphere orientated to trust** and **open communication**; the team leader should also have a **positive attitude** and intervene when necessary to aid the team in resolving issues and correcting mistakes. |
| Interview 3  (individual) | Company managers and worksite supervisors expect the team leader to be someone that they can profoundly **confide in**, **highly skilled** in his / her trade, **disciplined**, **autonomous** and with sound **organisational and leadership skills**. He / she has to have the capacity to **assume specific responsibilities** and is expected to **lead** and guide his / her crew so that the objectives and goals previously planned can be met before the deadlines proposed, achieving **high quality standards**, in compliance with **safety** and **environmental** **procedures** and **regulations**. This professional has to have the ability to **motivate and encourage** the staff, assuring the accomplishment of the tasks and activities assigned and taking **full responsibility** for the mistakes or errors made and the **non-achievement of goals**. The team leader has to escalate issues which cannot be resolved by the team and has to report regularly on task achievement; sometimes he / she is required to present written reports.  On the other hand, the foreman and the rest of the crew expect the team leader to have the capacity to give clear, precise and coherent instructions on what tasks and activities have to be accomplished and how to achieve them. The team leader has to be respectful of their ideas and opinions and he / she should be a **role model** (he / she leads by setting a good example). |

|  |  |
| --- | --- |
| Interview 4  (focus group) | All the experts agree that the team leader is increasingly regarded as a "**primus inter pares**", thus meaning that he / she is the “first among equals”. He / she is expected to work within the team with the rest of the members, but taking into account that he / she has additional responsibilities and has to set a good example for the rest of the crew, by making an extra effort and offering more quality on the worksite.  In recent years there has been a clear shift in the qualification requirements of the team leader. Beforehand, the team leader could occupy this position without any type of training or qualification. Nowadays the construction companies, in order to improve their competitiveness, have become more demanding with regard to this professional and to the rest of the workforce. The team leader has to be highly skilled and should, as already mentioned, update his / her training and qualifications. The team leader has to be highly specialised but at the same time has to be versatile. It is highlighted that a team leader should not only have knowledge or competencies related to a single trade.  One of the participants specified that the expectations expressed by the company owners, worksite managers and supervisors regarding team leaders differ from the expectations expressed by the foremen and rest of the staff on the worksite. This expert briefly explained these differences:   * **The expectations of the company managers, worksite managers and supervisors with regard to the team leader:** * They expect this professional to improve the performance of his / her crew or at least maintain their productivity if it is acceptable. * They need the team leader to be trustworthy, honest and reliable so that they can delegate responsibilities and functions. * This professional has to have good interpersonal skills with other team leaders and his / her crew. * **The expectations of the foremen and the rest of the crew with regard to the team leader:** * This professional should be highly skilled and have solid knowledge related to the different trades and to the different phases of the construction process. * The team leader is expected to be respectful and empathetic. * He / she is expected to give clear and precise instructions (verbal and written) as to what has to be done. * The team leader is expected to be highly operative and has to have the ability to provide solutions to complex problems and situations.   Finally, one of the experts commented that from his point of view as a site manager, the team leader has a key role in assisting in the control and monitoring of the project progress, especially in the large-scale construction worksites. |

Theme 4: **Participation in the organisation of the worksite**

***How does the team leader participate in the organisation of the worksite today?***

|  |  |
| --- | --- |
| Interview 1  (individual) | With regard to the participation of the team leader in the organisation of the worksite, we have to consider that this professional is the **link or contact person** between the worksite manager or supervisor and the rest of the members of the team. He / she has to initially plan the **main objectives** and **goals** to be achieved by the team with the support and direct orders and specifications of the worksite manager or supervisor. This professional, thanks to his / her technical experience, undertakes the organisation of the worksite by setting out priorities and assigning tasks, activities and responsibilities among the crew, assuring **resource optimisation** in an efficient way in order to reduce production costs and enhance productivity. |
| Interview 2  (individual) | The team leader is expected to **participate** very **actively** in the **organisation** of the worksite. This professional has to provide or order all the supplies and resources (for example, materials, tools and equipment) that he / she **foresees** will be required by the team for optimal task accomplishment. He / she has to allocate tasks to members of the team, finding the optimal combination of people and tasks that will produce the desired results. The team leader ensures the cleaning and maintenance of the worksite and **monitors** and **assesses** the performance of the crew. This also means listening and analysing periodic feedbacks from the team. |
| Interview 3  (individual) | The team leader is **in charge of the organisation** of all the tasks and activities to be undertaken by his / her crew on the worksite, ensuring that **all the resources (materials, tools and equipment) are available for optimal** **task accomplishment** within the time schedules established. He /she is thus, requested to assign and delegate specific tasks and responsibilities to each one of the team members according to their abilities and competences, providing them with clear and precise instructions and information about what is expected from them. He / she interacts with each team member on a continuous basis in order to ensure the **efficient achievement** of the tasks attributed. The team leader, as already highlighted in question 3 has to apply health and safety rules and company’s policy to get the work done without accidents or incidents. He / she has to have the capacity to explain why it is crucial to comply with these **safety** and **health** **procedures** and **regulations**. |
| Interview 4  (focus group) | The team leader **monitors and controls the crew** on the **worksite** and **assesses** their **performance** on a continuous basis, intervening if necessary to **resolve problems or incidents**. He / she is responsible for the **planning, organisation, coordination and the execution of the construction works**, **complying with the deadlines** established. This professional is in charge of monitoring the crew’s compliance with the company’s quality procedures and specifications, as well as their observance in relation to other regulations and procedures (safety and health, waste management and treatment, etc.). Nowadays, the team leader **participates actively and quite autonomously** in the organisation of the worksite, even though he / she receives direct orders from the worksite supervisor, to whom he / she is obliged to inform about the status of the project or about issues which cannot be resolved by the team.  All members of the "focus group" agree that the work of the team leader can vary according to the specific needs, demands or size of the construction company. Sometimes this professional has to carry out additional functions to those described in his / her job profile. |

Theme 5: **Criteria of professional performance**

***What are the criteria of the professional performance related to team leader at each step: preparation, execution and quality check of the work achieved?***

|  |  |
| --- | --- |
| Interview 1  (individual) | The team leader is actively involved in each one of the phases of the construction process, even though the final decisions are always taken by the worksite manager.  In the **preparation phase**, this professional has to **strategically plan** and **set** the **goals** and **objectives** to be met and **accomplished by his / her staff** on the worksite. He / she has to order, purchase and prepare the materials, tools, equipment, machinery that will be required to execute the construction works. During the preparation phase he / she will **efficiently** **distribute the human resources** according to the tasks or activities to be executed. It is essential for the team leader to ensure that the deliverables are prepared to satisfy the project requirements, costs and schedule.  In the **execution phase** the team leader assigns and delegates specific tasks, activities and responsibilities, offering guidance and aiding the crew in resolving those issues and problems that are within his / her field of competence. During the execution phase the team leader also **reviews and assesses** the need to redefine specific objectives and redistribute human and capital resources.  In the **quality check phase**, the team leader has to efficiently assess the crew’s performance and evaluate to what extent the objectives previously set have been met. He / she has to have the capacity to analyse possible project impediments and delays in the accomplishment of tasks and activities on behalf of the team, in order to avoid making the same mistakes in the future. |
| Interview 2  (individual) | The interviewee considers the following as criteria of the professional performance related to the team leader:   * Assure the compliance of the quality standards specified. * Assure the compliance with deadlines established. * Resource optimization. * Assure the compliance with occupational safety and health procedures. * Assure the compliance with environmental procedures. * Assure customer satisfaction. |
| Interview 3  (individual) | In the preparation phase the team leader has to provide his / her crew with **precise** and **adequate** **information** on the tasks and activities to be accomplished on the worksite. The team leader is also in charge of purchasing, supplying and distributing the resources (tools, materials, equipment, etc.) that he / she foresees will be necessary for task accomplishment.  As already mentioned in this interview, in the execution phase, the team leader will decide how to delegate tasks, activities and responsibilities to the team members taking into account their abilities and skills and will ensure and monitor their compliance with regard to the procedures and regulations already highlighted (quality standards, occupational safety health, environmental protection, etc.). The team leader will **monitor**, **check** and **revise** the tasks undertaken and will guide the group in resolving issues or correcting errors. The mistakes made will be analysed in detail with the team members in order to learn from them and avoiding them in the future. During the entire construction process the team leader will also resolve dysfunctional behaviour if necessary and will recognise and praise the work well done. |
| Interview 4  (focus group) | One of the experts explained that the team leader must have the ability to undertake a **preliminary analysis or study** of the **construction project** through the use of **specific technical documentations**, which will allow him / her to carry out the organisational aspects of the project. Furthermore, this expert thinks that the team leader should have basic knowledge related to **social and labour legislation** as well as knowledge in relation to **safety procedures** and to the **Spanish Building Technical Code**. This professional has to have knowledge of the different construction trades which will allow him / her to adequately allocate specific tasks and responsibilities to the staff. For adequate project progress this professional needs the full collaboration of other operatives especially when the tasks are complex.  Another expert observed that the team leader should have knowledge of the following: internal organization of the construction company, architectural projects (interpretation and reading of construction drawings and blueprints, sketches, technical specifications, etc.), occupational safety and health, construction technology, construction materials and equipment, quality control and environmental protection. In addition, he highlights that it is essential for the team leader to have excellent **leadership and communication skills**; he / she has to be **resourceful, proactive, flexible and versatile.**  Lastly, one of the participants of the focus group commented that in her opinion the main professional performance criteria for the team leader in each phase can be summarized as follows:   * **Preparation phase:** * Interpretation of documentation and technical information (e.g. reading and interpreting construction drawings, sketches, project analysis, verbal and written instructions). * Planning and foreseeing the materials, tools, equipment and machinery required. * Purchasing and ordering the materials, tools and equipment required. * Distribution of human and capital resources based on the work to be done. * **Execution phase:** * Problem solving, within the team leader’s field of competence, during the execution of the construction works. * Redistribution and reallocating of resources if necessary. * **Check-Review phase:** * Control of the amount of work performed (quantity). * Control and monitoring of the crew’s performance. * Quality control of the work performed. * Implementation of corrective and preventive actions if necessary. |

Theme 6: **Main aspects in the relationship between team leaders and other workers**

***How can you characterise the main aspects in the relationship between team leaders and other workers at worksite at each step: preparation, execution and quality check of the work achieved?***

|  |  |
| --- | --- |
| Interview 1  (individual) | In order for the team leader and the rest of the workers to achieve the goals and objectives successfully, there has to be a **high degree of collaboration** between them and an environment orientated to **open communication** in order to appropriately resolve problems and to cope efficiently with stressful situations due to the fact that these teams are sometimes under a lot of pressure, especially due to the tight deadlines. |
| Interview 2  (individual) | This interviewee highlights that the relationship between the team leader and the other workers has to be based on **mutual trust and confidence**. The team leader has to have total confidence in the crew’s abilities and skills and has to firmly believe that they can contribute actively to the achievement of the company’s goals and objectives. On the other hand, it is essential for the team members to trust in the team leader’s technical expertise and in his / her capacity to solve problems and to provide guidance when required. Furthermore, the team leader should serve as a focal point to communicate and resolve issues with other teams on the worksite. |
| Interview 3  (individual) | There should be a **smooth and close communication** between team leaders and the rest of the workers on the worksite. Furthermore, this relationship should be based on **mutual respect** and **trust**. It is essential for the team leader to boost the team members’ self-esteem and encourage their personal development, primarily through the delegation of specific tasks, activities and responsibilities. |
| Interview 4  (focus group) | The team leader must have **technical knowledge related to the tasks and activities to be accomplished in the worksite** and he / she must possess or develop **leadership skills in order to organise, coordinate and monitor** a crew made up of different professionals. The establishment of the different phases of the construction process on the worksite is the result of a **meticulous and detailed plan** designed by the team leader with the support and guidance of the site supervisor. Thus, in the preparation phase these two employees work closely to **set objectives / goals** and they design the strategic plan to achieve these. It is the responsibility of the **team leader to successfully carry out this plan** and **allocate and distribute the required human and material resources**. In the implementation phase of the construction process, the team leader will be directly assisted by the foreman and the rest of the team members. He / she has to give these professionals **clear and precise instructions on their responsibilities**, **tasks to be performed, their exact location on the worksite**, etc., ensuring their **compliance with all the technical specifications established in terms of deadlines**, **planned budget, quality**, etc. The team leader will also check that existing regulations with regard to building standards, safety and health, environmental protection, etc. are complied with. In the **quality check phase** the team leader has to **inform his / her workers** on those **aspects** or issues which have **to be improved and / or changed**, applying the necessary **corrective or preventive actions**. He / she will also **inform the worksite supervisor on the results obtained** by the crew. Sometimes these results are to be presented in written form (e.g. reports).  All the participants of the focus group point out that given the complexity of the construction process, teamwork is essential in this sector. Thus, in order to optimize the crew’s performance and productivity, it is very important for the **team leader to master team building techniques and methods** in order to improve teamwork in the workplace. |

Theme 7: **Recruitment of team leaders**

***How do companies currently recruit team leaders: internal or external promotion, graduates, after specific in-job training? What kind of difficulties do companies actually meet?***

|  |  |
| --- | --- |
| Interview 1  (individual) | The construction companies usually recruit team leaders through **internal promotion**, taking into account for this type of recruitment those workers who have a broad experience on the construction site and who have knowledge of the different phases of the construction process. The companies usually promote workers who have excellent organisational and communication skills and who show versatility in their everyday tasks. In our company we also value the academic qualification or training possessed by the workers.  Yet, it is important to clarify that the economic recession has obliged the construction companies to dismiss a large number of their workers in order to reduce operating costs. This has meant the elimination of middle management jobs like this one. Nowadays the construction companies hardly contract team leaders because these functions are assumed by the jobsite supervisor or manager. |
| Interview 2  (individual) | In the last few years the construction industry has faced such a drastic reduction in its activity that the companies hardly need to recruit professionals. If they do so, they usually use an **applicant pool** in order to carry out the selection process which usually consists of a job interview. The applicant’s experience in construction is considered to be more important than his / her academic qualification or training. |
| Interview 3  (individual) | Companies currently recruit team leaders through **external promotion**. The companies sometimes face difficulties when it comes to recruiting professionals as team leaders because the candidates do not always possess the practical training that is required to occupy this job. |
| Interview 4  (focus group) | All the experts agree that team leaders are usually recruited through an **internal promotion / selection**. They specify that the majority of the team leaders that currently work in construction are not graduates and although some companies are starting to value initial education, continuous training and other academic qualifications when recruiting new employees, it is still not a decisive criterion when recruiting or promoting a person for this post. The experience and the skills or competences demonstrated on the worksite by the employee prevail over his / her academic qualifications. There is unanimity on highlighting that the recruitment or hiring of new employees is very costly for most companies. The companies’ priority, in this time of economic crisis, is to reduce costs drastically. Thus, when a vacancy arises, the company firstly assesses the possibility of internally promoting an employee who can assume the new responsibilities and functions. If this is not possible, the company obviously will proceed to recruit a professional from outside the company, mainly using **cheap recruitment sources such as Internet** (jobs portals and social media) and "**Networking**" (network of acquaintances, family, friends, other employees, etc.). **To a lesser extent**, due to the high costs, companies may also **publish their job offers in newspapers** or they may resort to **human resources consultants**, **recruitment agencies**, etc.  One of the participants explains that **big companies** that are currently executing large-scale projects sometimes do **demand university graduates**, mainly in architecture or engineering, with a **broad and relevant experience** in construction for these posts.  Lastly, one of the experts wishes to highlight that most companies have difficulties recruiting or hiring professionals with this job profile because in her opinion the **functions and responsibilities of the team leader are not well defined** and they are **not professionalised**. This is one of the main reasons why many team leaders do not know exactly what is expected from them on the worksite. On many occasions they end up assuming and performing functions and tasks corresponding to other job profiles that have nothing to do with their own professional profile. |

Theme 8: **Initial education leading to the function of team leader**

***Do you know available initial education leading to the function of team leader and what is your opinion regarding the paths proposed?***

|  |  |
| --- | --- |
| Interview 1  (individual) | The interviewee is familiarized with the **two year initial education** that leads to the function of team leader and to other occupations related to the construction field. She is especially acquainted with the following two year vocational education and training certificates in “Construction” and in “Interior Works, Decoration and Rehabilitation” (“Grado Medio de Construcción” and “Grado Medio de Obras de Interior, Decoración y Rehabilitación” in Spanish). In her opinion this initial two year vocational training is the first valid step for someone who would like to develop his / her future career in a construction company but she wants to make it clear that it is not enough to occupy a position as a team leader nowadays. This is only possible after having acquired the necessary skills and competences through work experience. |
| Interview 2  (individual) | This interviewee is not at all acquainted with the initial education that leads to the function of team leader and thus, cannot give us his opinion on the training paths proposed.  Yet, he highlights that he himself was recruited as a worksite manager because of his **broad experience** in the construction sector (he has been working in this sector for 39 years). In his opinion, when companies recruit or promote team leaders they usually prefer a professional with an extensive construction work experience to a person who merely has training or education in this field. Therefore, he vouches for an initial training that includes a combination of an on-the-job practical training with a classroom / formal instruction. |
| Interview 3  (individual) | This interviewee is not at all acquainted with the initial education that leads to the function of team leader and thus, cannot give us his opinion on the training paths proposed. |
| Interview 4  (focus group) | In relation to this question the "focus group" made the following contribution :  In their opinion the **formal initial-training available** for new team leaders **is deficient** and therefore, has to be improved. They strongly believe that the initial education offeredshould consist of longer and **more intensive practical internships in companies** and that the curriculum currently offered should also be more **adapted to the evolving market needs** (e.g. new building techniques, new building materials, new management techniques, leadership and communication skills, etc.). The current training offered sometimes leads to a limited supply of these professionals. Furthermore, as we have already observed most companies opt to internally promote employees for this post; sometimes these workers do not possess enough training to occupy this new job profile.  One of the experts of the focus group pointed out that the **current vocational training offered** in “Construction” and in “Interior Works, Decoration and Rehabilitation” (“Grado Medio de Construcción” and “Obras de Interior, Decoración y Rehabilitación” in Spanish) are **designed in order to enable the students to work in a variety of construction professions**, among which we can find the **team leader**. This is reflected in the corresponding Royal Decrees. She considers that the theoretical and **practical training** offered in the training centre and especially **in the workplace** is **adequate** and **quite valid** to prepare future professionals for the construction industry, although she also firmly believes that there is **always room for improvement**. For example, she observes that at present the vocational training offered includes a transversal module related to "Business management and Entrepreneurship", which serves to broaden the job prospects of the students; previously this type of transversal training wasn’t considered relevant for the future employees of the construction sector.  The focus group agrees that it is relevant and necessary to specifically train future team leaders and that the training paths should not only aim at facilitating the acquisition of technical skills, competences and knowledge. It is very important for the future team leaders to **acquire social and transversal skills** that have already been highlighted and that they consider are essential for the optimal development of the functions of this type of job profile. |

Theme 9: **Continuing training likely to improve the function of team leaders**

***Do you know available continuing training likely to improve the function of team leaders and what is your opinion regarding the offer proposed?***

|  |  |
| --- | --- |
| Interview 1  (individual) | Our company is well acquainted with **some of the continuing training courses** that are offered to employees of the construction sector on behalf of the “Fundación Laboral de la Construcción”. For example, “Worksite Manager Courses”, “Worksite Supervisor Courses”, “Occupational Safety and Health Courses”, “Building Technical Code Course”, etc., but we are not familiarized with the specific continuing training aimed at team leaders**.** Yet, the company feels that the worker should decide whether or not to undertake training, based on his / her interest and the possibility of reconciling working and family life. We have to be aware of the fact that the working schedules of these construction workers are normally exhausting and very intense, making it very difficult for them to attend training courses in the evenings. |
| Interview 2  (individual) | This interviewee not acquainted with the continuing training targeted at team leaders and other workers of the construction sector. Yet, in his opinion a **specific training** for team leaders in all those competences that he has mentioned in this interview could be helpful for these professionals who want to adapt quicker to the new market and consumer demands. |
| Interview 3  (individual) | This interviewee is not acquainted with the continuing training targeted at team leaders and thus, is not able to suggest improvements in the training paths. Yet, he is aware that a well-trained workforce can be very beneficial. For example, the employees usually adapt quicker to changes in technology and they know how to react to high-risk situations, which helps to reducing workforce accidents. |
| Interview 4  (focus group) | The experts of the focus group specify that the **majority of the companies in the construction sector are not familiarised with the continuous training** aimed at adapting and **updating the skills of team leaders**, perhaps because the **offer aimed specifically at these professionals is scarce**. For this very reason, the experts themselves, although they are very acquainted with the training targeted at “Worksite Managers” and “Worksite Supervisors”, cannot shed their opinion on the continuous training that is currently being offered to team leaders. However, they consider that it would be positive to **provide short and specific courses** to upgrade the team leaders’ skills and competences, taking into account the evolving needs of the construction sector for this particular job profile.  The experts are also very familiarized with the current continuous training that is being offered to workers of the construction industry, related to "Occupational Health and Safety", "Reading and Interpretation of Construction Drawings", "Quality Control - ISO Standards", "Management Systems", "Environmental Management", etc. In their opinion, this type of training is valid for employees who have to perform related functions. Yet, the focus group points out that these courses are not specific for the team leader.  From the point of view of one of the participants, most of the team leaders who are currently working in the construction sector do not have remarkable technical shortcomings, but it would be **positive to cover, through training, their gaps in relation to communication, leadership and teamwork.** She has personally observed that sometimes the team leaders have great difficulties in transmitting information efficiently from top to bottom and vice versa. |

|  |
| --- |
| **Country: Portugal (CENFIC)** |

Theme 1: **Main characteristics of team leader**

***How could you define the main characteristics of team leader and what is essential in this function today?***

|  |  |
| --- | --- |
| Interview 1  (individual) | A skilled professional, that knows how to listen to all the stakeholders of the process and process the information, and be able to take decisions primarily based on the quality of the final work and price. |
| Interview 2  (individual) | Strong technical knowledge regarding materials, equipment and machinery and human, technical and timing resource management. |
| Interview 3  (individual) | A person that is able to take care of the work within the construction site when the hierarchy is not present. |
| Interview 4  (focus group) | The main characteristics of a TL regarding Soft Skills are interpersonal relationships and communication skills. |

Theme 2: **Evolution of worksite environment**

***What evolutions of the worksite environment during last five years impact directly the function of team leader?***

|  |  |
| --- | --- |
| Interview 1  (individual) | There has been some evolution related to enhanced specialization on the different trades of the TL, which is currently more focused on the work itself. |
| Interview 2  (individual) | Higher IT integration – projects, drawings –turn the TL to have more skills on that field which is heading to clearer information. There is a greater inter- activity between the hierarchies. |
| Interview 3  (individual) | Increased communication media – tablets, smartphones – and AutoCAD skills are needed to perform the job today. |
| Interview 4  (focus group) | IT skills have had the highest evolution rate throughout the last years. |

Theme 3: **Evolution of expectations expressed by worksite supervisors, foremen or company managers**

***What is the evolution of expectations expressed by worksite supervisors, foremen or company managers regarding team leaders these last five years?***

|  |  |
| --- | --- |
| Interview 1  (individual) | Higher specialization within their trade. |
| Interview 2  (individual) | Higher productivity as a result of a better work efficiency. |
| Interview 3  (individual) | Better efficiency. |
| Interview 4  (focus group) | The constant search for better results in terms of economy and quality standards is directly related to improved training in various aspects of each TL. |

Theme 4: **Participation in the organisation of the worksite**

***How does the team leader participate in the organisation of the worksite today?***

|  |  |
| --- | --- |
| Interview 1  (individual) | Not participating, this work is exclusive from WS to the above ranks. |
| Interview 2  (individual) | Low participation because he only has the skill related to one of the trades within the construction site. The unique participation is on what regards with the storage and preparation of job. |
| Interview 3  (individual) | Not relevant. |
| Interview 4  (focus group) | The worksite cleanliness is primarily of TL responsibility because he is closer from each one of the workers, so he has an important role on safety issues and on the whole looks of the construction site with the related good/bad impression to the client or to anyone that visits the site. |

Theme 5: **Criteria of professional performance**

***What are the criteria of the professional performance related to team leader at each step: preparation, execution and quality check of the work achieved?***

|  |  |
| --- | --- |
| Interview 1  (individual) | Essentially the TL performance is assessed regarding the final result in terms of quality achieved versus time and budget consumption. |
| Interview 2  (individual) | He/she has an important role on resource management with the final aim on the final quality. |
| Interview 3  (individual) | Resource management is the key criteria for the assessment of the work done. |
| Interview 4  (focus group) | The project planning time and budget achievement is always the most important feature to check the work done by the TL, in every step of the project, from the preparation to final delivery to the client. |

Theme 6: **Main aspects in the relationship between team leaders and other workers**

***How can you characterise the main aspects in the relationship between team leaders and other workers at worksite at each step: preparation, execution and quality check of the work achieved?***

|  |  |
| --- | --- |
| Interview 1  (individual) | The key factor is the technical skill, because if the TL can’t show that is his able to do the work, the other member of the team will not be comfortable with it. |
| Interview 2  (individual) | Good communication skills, being able to pass all the relevant information needed to get the work done. |
| Interview 3  (individual) | Good technical skills demonstrated within the construction site so that he can earn the respect of the workers hierarchically below. |
| Interview 4  (focus group) | Strong technical knowledge is very important and good communication skills leading to a use of simple yet efficient way to explain the work. The resource management skills are very important. |

Theme 7: **Recruitment of team leaders**

***How do companies currently recruit team leaders: internal or external promotion, graduates, after specific in-job training? What kind of difficulties do companies actually meet?***

|  |  |
| --- | --- |
| Interview 1  (individual) | Internal promotion after demonstration of skills in lower positions and assessment of personal skills for the job or external recruitment made exclusively by prior knowledge of the person. |
| Interview 2  (individual) | Internal promotion after demonstration of skills in lower positions. |
| Interview 3  (individual) | Internal promotion after demonstration of skills in lower positions. |
| Interview 4  (focus group) | The recruitment of TL only happens when there is a prior knowledge about the person and of his/her skills – mainly technical skills are considered. That prior knowledge can be achieved within the company or from communications between companies. |

Theme 8: **Initial education leading to the function of team leader**

***Do you know available initial education leading to the function of team leader and what is your opinion regarding the paths proposed?***

|  |  |
| --- | --- |
| Interview 1  (individual) | Has a vague knowledge, but stresses that the experience within the construction site is the most important issue for the TL functions despite giving some importance to training. |
| Interview 2  (individual) | Has perfect knowledge, but stresses that the experience within the construction site is the most important issue for the TL functions. |
| Interview 3  (individual) | Has a vague knowledge, but stresses that the experience within the construction site is the most important issue for the TL functions. |
| Interview 4  (focus group) | The training is very important regarding all the trades within the building construction, but for the specific TL function the construction site experience is surely the most important factor, because this professional is always under surveillance from his/her team and must show strong technical knowledge. |

Theme 9: **Continuing training likely to improve the function of team leaders**

***Do you know available continuing training likely to improve the function of team leaders and what is your opinion regarding the offer proposed?***

|  |  |
| --- | --- |
| Interview 1  (individual) | Has a vague knowledge, but stresses that the company must be directly involved regarding the specific knowledge to develop during training. The company should spare 2 to 3 hours per week and try to motivate workers to learn and master new technologies. |
| Interview 2  (individual) | Has perfect knowledge, and mentions that the strengthening/developing of knowledge is of real importance for the company. |
| Interview 3  (individual) | Has a vague knowledge, but stresses that the experience within the construction site is the most important issue for the TL functions. |
| Interview 4  (focus group) | Continuous training of TL is really of great importance for the development of the companies because it enables them to enhance the final quality of the work done as well as resource management leading for a more rational utilization of the budgets. |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **FRANCE - TEAM LEADER - CHEF D’EQUIPE** | | | | | | | | | | | | |
| **ENTREPRISE** | | **Représentant** | | **1. Caractéristique du chef d’équipe** | | **2. Évolutions de l’environnement du chantier** | | **3. Évolutions des attentes** | | | **4. Participation à l’organisation du chantier** | |
| **TAB**  Bureau d’étude  *<50 salariés* | | **Guillaume CHAUMEIL,** Chargé d’affaire | | * Être organisé * Avoir une bonne connaissance technique * Assurer le contrôle du travail | | * Diminution de la qualité : plus de temps de faire les choses bien en raison de la réduction des coûts « la qualité se perd » | | * Davantage de proximité entre le chef de chantier et le chef d’équipe * Le chef d’équipe doit être le garant de la maîtrise technique pour maintenir la qualité | | | * Le chef d’équipe est plus qualifié que les ouvriers : il doit planifier l’intervention de ses équipes, contrôler et s’assurer de la bonne réalisation * Être aussi capable de participer aux tâches | |
| **SUD OUEST ENERGIE**  Génie climatique  *80 salariés* | | **ROUMES Patrick,**  Chef d’entreprise  06.88.20.37.99 | | * Avoir une bonne connaissance technique * Avoir de l’expérience * Maîtriser les méthodes de travail et savoir les transmettre * Garantir de bonnes relations humaines | | * Dégradation des relations humaines (non-respect du travail fait, dégradation, vol) * Difficultés à communiquer avec les autres corps de métiers (notamment avec sous-traitance étrangère) | | * Meilleure communication au sein des équipes * Suivi des chantiers plus abouti (contrôle, sécurité...) | | | * Garant de l’activité manuelle sur le chantier, donc garant du travail bien fait * Relais du responsable du chantier dans la transmission des tâches à réaliser | |
| **Frédéric ORDAS,**  Chef d’équipe | | * Bien gérer le chantier pour un avancement cohérent * Fixer des objectifs * Avoir un bon relationnel avec son chef de chantier * Connaissances techniques * Osmose avec ses équipes | | * Nouvelles techniques propres au métier de plombier à maîtriser * D’autres aspects techniques (électricité notamment) hors métier à maîtriser également | | * Assurer un bon suivi du chantier, avec une bonne coordination des tâches à réaliser par son équipe * Être à l’écoute des consignes du chef de chantier * Bonne gestion de ses équipes (garder un bon climat sur le chantier) | | | * Travailler avec le chef de chantier en parfaite entente * Planifier la répartition des tâches aux ouvriers * Transmettre les informations * Contrôler le travail réalisé * Participer comme les ouvriers à l’exécution des tâches | |
| **Réseau Haute Gironde**  Travaux Publics  *12 salariés* | | **Philippe DUPONT,**  Chef d’entreprise | | * Bonne maitrise technique * À l’écoute des consignes relatives à l’exécution du chantier * Bon relationnel avec ses ouvriers | | * Les délais à respecter pour livrer un chantier amène davantage de contraintes à savoir travailler tous en même temps : soucis, désordre, qualité qui peut s’en ressentir…. | | * Être très attentif aux particularités de chaque chantier en termes de respect de la sécurité et des normes | | | * Élément le plus important de l’entreprise car il coordonne l’ensemble du chantier, du début à la fin | |
| **Sylvain SIMON,**  Chef d’équipe | | * Être organisé * Excellente maitrise technique * Avoir l’esprit d’équipe surtout dans les travaux publics * Bien s’entendre avec les ouvriers * Être pédagogue pour bien faire passer les messages | | * Il faut de plus en plus respecter des mesures de sécurité et des normes, action placée sous la responsabilité du chef d’équipe | | * Obligation de travail de qualité car c’est ce qui garantit la reconnaissance de l’entreprise | | | * Il donne les consignes et suit le travail auquel il participe jusqu'à la livraison du chantier * Il rend compte au maitre d’œuvre ou architecte | |
| **Florian**  Jeune en BTS (diplôme niveau 4 – EQF) | | * Bonne relation avec ses ouvriers, le dialogue doit s’installer sinon il est impossible de travailler « avoir de l’autorité sans se foutre sur la gueule » * Connaitre parfaitement le métier et toutes les consignes de sécurité qui s’y greffent | | * De plus en plus de difficultés à cohabiter avec les autres corps de métier car il faut rendre le chantier dans les délais et tous les corps d’état travaillent en même temps…ce qui engendre des soucis | | * Une bonne entente dans les équipes ainsi le travail est mieux réalisé * Respecter toujours et encore la sécurité : travailler sans accroc | | | * Il suit le chantier de A à Z c'est à dire de l’étude des plans jusqu’au contrôle du travail réalisé. Il suit chaque étape * Il met aussi la main à la patte | |
| **GESSEY CONSTRUCTION MEDOCAINE**  Gros œuvre  *17 salariés* | | **GESSEY Olivier,**  Chef d’entreprise  06.18.93.26.94 | | * Meneur d’hommes, autoritaire tout en étant consensuel * Connaissances techniques importantes * Bonne organisation | | * Difficulté de gestion du personnel (exigence au niveau des conditions de travail) | | * Meilleur management des équipes * Meilleure organisation * Progrès sur la lecture de plan | | | * Suivre les différentes phases du chantier : * - Le chef d’équipe a beaucoup de responsabilités au sein de l’entreprise * - Le chef d’entreprise donne délégation au chef d’équipe sur les missions à réaliser * - Le chef d’entreprise considère que c’est aussi son chantier, il en est responsable. Il met tout en œuvre pour qu’il soit mené dans de bonnes conditions | |
| **BARGIAchef de chantierHI J.-Marc,**  Chef d’équipe | | * Savoir tout faire * Donner des ordres * Ne pas être autoritaire, agir en fonction des caractères | | * État d’esprit des ouvriers est différent : avant ils étaient davantage solidaires. * Les ouvriers sont davantage attentifs aux conditions de travail, ce qui nuit par moment au bon fonctionnement du chantier | | * Travailler toujours plus vite et bien | | | * Importance totale du chef de chantier « si il est absent rien ne marche » : * - préparation du matériel * - distribution du travail * - Contrôle du travail | |
| **CHEVALIER Guillaume,** Ouvrier | | * Être respecté, Avoir de l’autorité mais écouter les idées de chacun * Bonnes connaissances techniques et expérience : il doit être capable de résoudre rapidement les moindres soucis | | * En raison de délais de plus en plus courts, davantage de corps d’état travaillent en même temps ce qui pose problème lors de la réalisation de certaines tâches : le chef d’équipe doit composer | | * Que le chef de chantier mène les missions sans accrocs : pas de soucis en termes de sécurité surtout | | | * Il s’occupe de tout de A à Z : le patron lui donne les consignes, il doit se les approprier puis les transmettre aux ouvriers. Il assure un suivi et un contrôle. Il doit aussi mettre la main à la patte | |
| **EEE**  Électricité  38 salariés  Filiale Groupe MAS  (500 salariés) | | **ECHEVARRIA Pierre**  Chef d’équipe  Depuis 32 ans dans la même entreprise  Managé par le chef de chantier de l’agence EEE Bayonne | | * Avoir de l’ancienneté (le diplôme ne suffit pas) * Bonnes connaissances techniques | | * Évolution des techniques de construction * Mise en œuvre sur site diversifiées (murs en verre, cloison verre, plancher bois, façade bois, ossature bois) qui complexifie le travail et oblige le chef d’équipe à se questionner en permanence sur son travail | | * Investissement dans l’entreprise et sur le chantier affecté * Investissement personnel afin que le chantier se déroule au mieux * Trouver des solutions techniques, gagner du temps et de l’argent * Le chef d’équipe doit être autonome et responsable de son chantier | | | * Gère l’approvisionnement et dispose pour cela d’un carnet de bon (responsabilité). Mais en cas d’achat onéreux, la commande remonte au chef de chantier * Peu d’intermédiaire dans l’entreprise donc responsabilisation * Le personnel est très éparpillé donc l’encadrement est important (1 chef d’équipe pour 2 ouvriers) * Les tâches à faire sont transmises quotidiennement, au niveau de l’agence (pas forcément de communication avec le chef de chantier) * Le chef d’équipe gère toutes les démarches liées au chantier : beaucoup d’autonomie et de responsabilités. | |
| **GTM Bâtiment**  **Aquitaine**  Entreprise générale du bâtiment  (100 salariés) | | **BOUDIN Daniel**  Directeur | | * Chez GTM : 1 chef d’équipe pour 4 à 10 personnes) * chef de chantier payé mensuel / chef d’équipe payé à l’heure * Doit être meneur d’équipe, faire travailler les compagnons et contribuer en fonction des besoins du chantier (moins en production que les compagnons) * Cela en respectant les consignes de sécurité et environnementales, ainsi que les documents techniques (plans d’exécution) * Doit avoir une bonne connaissance du métier pour organiser de manière optimale les moyens * Être soucieux de la propreté de son chantier (sa zone d’évolution doit être rangée) * Contrôler régulièrement les tâches des compagnons (armatures calées, murs d’aplomb, béton bien vibré …) * Doit être rigoureux (1er embauché, 1er débauché) et exemplaire * A la faculté de remonter les informations au chef de chantier * Respecte le planning hebdomadaire prévu (objectifs quantifiés atteints) * Maîtrise de l’écrire et compter * Connaître l’altimétrie (niveau) et savoir utiliser les outils topo * Connaître le 3-4-5 | | * La sécurité a impacté le métier * L’organisation du travail a changé : davantage d’anticipation et de planification pour gagner en compétitivité (performance économique) * Évolution des matériaux et matériels (outils différents) * Variation des horaires de travail (de 9h à 7h/jour) * Aspect environnemental plus important (traitement des déchets, etc.) | | * Prise en compte de la sécurité * Exemplarité * Être le plus possible à l’écoute et dans le respect des consignes données et de la réglementation (limiter l’improvisation) * Connaître parfaitement ses hommes, les reconnaitre et les faire évoluer * Être maître d’apprentissage (tuteur d’entreprise) | | * Pas impliqué dans le gros œuvre * Impliqué dans les 1/4h sécurité, les réunions du personnel (faire descendre et remonter l’information) * Formalise les contrôles d’opération et en assure la traçabilité | | |
| **LANOS**  + 50 salariés  3 activités :  Isolation – Menuiserie et Placoplâtre | | **M. Gérard LANOS - PDG** | | Capacité d’organisation – capacité d’anticipation  Capacité d’interfaçage avec le client | | Manque d’encadrement suite à l’affaiblissement de la masse salariale, lié à la crise économique.  Depuis 5 ans, moins de financement et plus d’exigence.  Des prix bas et un secteur de plus en plus sinistré. | | Anticipation (ne pas attendre les ordres)  Développer des relations et des compétences transversales  Développer le rendre compte | | Jauger les besoins réels en personnel  Apprécier le degré de compétences attendu | | |
| **PETREL**  **Artisan Peintre** | | **M. Didier PETREL – Chef d’entreprise** | | Bonne maîtrise technique  Travail organisé  Bonnes relations avec l’ensemble de l’équipe | | Respecter les mesures de sécurité  Veiller à faciliter la cohabitation entre les différents corps d’état | | Plus de responsabilité | | Suivi de chantier, de la conception à la réalisation, en intégrant la notion de contrôle | | |
| **DUPUIS SAS**  **Entreprise de couverture – maçonnerie – charpente - plaquiste** | | **Mme Marie DUPUIS-COURTES – PDG** | | Autonomie et rigueur  Deux types de chef d’équipe :  Par ancienneté  Jeunes et diplômés | | Évolution sécuritaire  Intégration de la dimension environnementale | | Exigence de savoir-faire : implique de ne pas revenir sur le chantier | | Visite préalable en amont :  Préparation et installation de chantier | | |
| **T2C**  **Entreprise générale** | | **M. Jean-Philippe TAMARELLE** | | Compétences techniques avérées  Préparation planning organisation de chantier | | Savoir s’imposer vis-à-vis de l’équipe  Baisse des volumes d’affaires | | Plus de responsabilités correspondant aux évolutions du métier | | Respect de la valeur financière (phase bilan intermédiaire et réception) | | |
| **Groupe TREUIL**  **6 entreprises du Gros-Œuvre à la finition** | | **M. Gilles TREUIL – Président du Directoire** | | Maîtrise du métier et de la technologie | | Maîtrise de l’accidentologie  Qualité de la réalisation d’ouvrages  Ne pas revenir sur le travail  Nouvelles techniques BBC intégrées au sein du volet qualité | | Obligation de respect des temps, des coûts et de la qualité du chantier | | Développer le management participatif (parcours initiatique développé par l’entreprise) | | |
| **NURDIN Services**  **Entreprise sanitaire et thermique** | | **M. François NURDIN** | | Respect des plannings et des consignes de sécurité | | L’organisation du travail a changé, il faut davantage d’anticipation | | Connaître parfaitement les évolutions techniques du métier (maquette numérique)  Être Maître d’Apprentissage | | Prévision – Anticipation – Réception | | |
| **LEON GROSSE**  **Entreprise générale** | | **M. Denis RANVEL – Direction d’Agence régionale** | | Maîtriser les savoirs de base et la technologie  Savoir faire travailler les gens ensemble | | Qualité de l’ouvrage  Qualité des travaux  Sécurité  Nouvelles normes BBC | | Assure un bon suivi de chantier avec la coordination des étapes et une bonne réception dans les temps | | Anticipation par rapport au planning à la semaine et à la journée | | |
| **CBA**  **30 collaborateurs**  **Cabinet d’Architectes** | | **M. Christophe BIDAUD – Architecte** | | Compréhension des plans spécifiques et de l’ensemble du projet | | Favoriser le dialogue avec l’Architecte | | Maîtrise de la maquette numérique pour chaque corps d’état | | Le chef d’équipe doit assurer le lien entre le bureau d’étude et l’exécution | | |
| **AZ Architecture**  **10 collaborateurs**  **Cabinet d’Architectes** | | **M. Laurent BELLANGER** | | Bonnes connaissances techniques et opérationnelles | | Respect des normes (obligation de résultats) | | Intégration du numérique en activité de production | | Bonne planification et organisation des tâches et transmission des informations | | |
| **PRESTA METAL**  **20 collaborateurs**  **Entreprise de métallerie**  **100 % des marchés en région parisienne** | | **M. Thierry DELAUNAY – Gérant** | | Solides compétences techniques  Capacité à prendre de la hauteur sur la complexité | | Délais restreints  Marges financières réduites  Main-d’œuvre détachée de plus en plus prégnante | | Autonomie à tout point de vue | | Être associé à la préparation de l’élaboration du planning  Assurer la relation avec les différents partenaires et veiller à la bonne réception du chantier | | |
| **MRB CALORESCO**  **110 collaborateurs**  **Entreprise de génie climatique** | | **M. André BONNET – PDG** | | Très bonnes maîtrises techniques  Bonnes relations avec le Bureau d’études | | Respect des normes ayant trait à la transition énergétique | | Plus de polyvalence  Assurer une veille technologique | | Assure le contrôle et le suivi du chantier selon les normes du Bureau d’Etudes | | |
| **SOGETI**  **200 collaborateurs**  **Bureau d’Etudes et ingénierie** | | **M. Dominique SUTRA – PDG** | | Excellente maîtrise du sujet technique  Connaissance des normes environnementales | | Maîtrise des outils du numérique | | Respect des normes formalisées par le bureau d’étude | | Assure le contrôle des données exprimées par le bureau d’études | | |
| **HUET Ingénierie**  **5 collaborateurs**  **AMO et Economie de la Construction** | | **M. Bruno HUET** | | Excellente maîtrise technique  Bonne connaissance des métiers et des consignes | | Assurer une veille technique des normes de construction | | Suivi et contrôle des chantiers | | Suivi du chantier de A à Z, c’est-à-dire de la partie conception à la partie contrôle du travail réalisé | | |
| **Menuiserie PASQUIER**  **15 collaborateurs**  **Entreprise de menuiserie traditionnelle** | | **M. Jean-Philippe PASQUIER** | | Avoir une vision globale du chantier | | Maîtrise des aspects sécurité et délais de réalisation | | Connaissance des différents corps d’état afin de fluidifier l’organisation de chantier | | Se fait le relais du chef d’entreprise | | |

4

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **FRANCE – TEAM LEADER - CHEF D’EQUIPE (cont.)** | | | | | |
| **ENTREPRISE** | **Représentant** | **5. Critères de performance** | **6. Aspect de la relation chef d’équipe et ouvrier** | **7. Recrutement du chef d’équipe** | **8. Formation initiale ou continue à la fonction chef d’équipe** |
| **TAB**  Bureau d’étude  *<50 salariés* | **Guillaume CHAUMEIL,** Chargé d’affaire | * Respect des délais * Qualité du chantier | * Confiance et contrôle | * Promotion interne : validation d’acquis d’expérience et de maitrise technique | * Pas d’avis |
| **Réseau Haute Gironde**  Travaux publics  *12 salariés* | **Philippe DUPONT,**  Chef d’entreprise | * Excellente maîtrise des techniques de travail * Bonne gestion managériale de ses équipes | * La confiance en son chef d’équipe : ainsi les ouvriers suivent le chef d’équipe dans chacune des actions menées * Le dialogue est aussi important à chaque étape du chantier | * Promotion interne et externe ; c’est important de faire monter un de ses ouvriers en compétence s’il a du potentiel mais si vous n’avez pas d’éléments susceptible d’occuper ce poste vous le recrutez | * Formation initiale et continue |
| **Sylvain SIMON,**  Chef d’équipe | * Respect des délais * Bon climat de travail * Qualité du travail   Ces critères doivent être à l’image de marque de l’entreprise | * La connaissance technique du chef d’équipe garantit l’adhésion des ouvriers * Il faut accompagner les ouvriers tout au long du chantier | * Promotion interne grâce à un accompagnement et une responsabilisation de son chef d’entreprise | * Formation continue : rien ne vaut de l’expérience du terrain |
| **Florian**  Jeune en BTS | * Le retour positif du client, que du commencement du chantier jusqu’à la fin on puisse dire cette entreprise travaille bien, en sécurité, proprement | * Être en permanence dans le dialogue, échanger, accompagner ses ouvriers | * Promotion interne car la connaissance technique est hyper importante | * Formation continue |
| **SUD OUEST ENERGIE**  Génie Climatique  *80 salariés* | **ROUMES Patrick,**  Chef d’entreprise  06.88.20.37.99 | * Un travail bien fait à savoir que tout fonctionne !!! | * Connaître parfaitement le profil de chacun des ouvriers de son équipe pour une bonne répartition et organisation du travail * Faire confiance * Être dans l’échange permanent * Maîtriser les connaissances techniques | * Promotion interne : montée en compétences des ouvriers (jeunes de préférence, anciens apprentis) | * Pas d’avis |
| **Frédéric ORDAS,**  Chef d’équipe | * Le respect des délais * Le respect de la sécurité sur le chantier | * Être diplomate afin de gérer les humeurs de chaque ouvrier | * Promotion interne : être un bon ouvrier puis évoluer | * Formation continue car l’entreprise est structurée pour permettre ce type de formation |
| **GESSEY CONSTRUCTION MEDOCAINE**  Gros œuvre  *17 salariés* | **GESSEY Olivier,**  Chef d’entreprise  06.18.93.26.94 | * Qualité du travail * Respect des délais * Relationnel avec les équipes | * - La relation humaine reste prépondérante dans la gestion d’une équipe | * Promotion interne : préférence pour un accompagnement d’ouvriers déjà en place vers le titre de chef d’équipe | * Formation continue |
| **BARGIA J.-Marc**  **chef de chantier**  Chef d’équipe | * Respect des délais * Qualité du travail * Gestion de l’équipe | * Être pédagogue * Bien connaître les personnes pour construire une équipe performante * Être à l’écoute, composer, ne pas céder | * Promotion interne : valider l’expérience et les acquis techniques | * Pas d’avis   5 |
| GESSEY CONSTRUCTION MEDOCAINE  Gros œuvre  *17 salariés* | CHEVALIER Guillaume, Ouvrier | * Le chantier réalisé dans les délais et correctement | * Le chef d’équipe a la reconnaissance technique de la part de ses ouvriers, ça lui garantit l’adhésion des ouvriers * Il est pédagogue pour bien expliquer et suivre les étapes du chantier en accompagnant ses hommes | * Promotion interne car c’est important de valider les connaissances techniques accumulées durant des années de pratiques | * Formation continue |
| **EEE**  Électricité  38 salariés  Filiale MAS  (500 salariés) | **ECHEVARRIA Pierre**  Chef d’équipe  Depuis 32 ans dans la même entreprise  Managé par le chef de chantier de l’agence EEE Bayonne | * Si moulure : preuve d’un manque d’anticipation * Constat a postériori du chantier (1 an après chantier) : pas d’intervention ou dépannage pour malfaçon (autre que matériel défectueux) * Respect des délais (en électricité il faut avoir terminé 1 mois avant la date de la livraison) | * Avec les subordonnés : s’assurer de donner du travail quotidiennement * Le chef d’équipe indique le résultat visé et laisse de l’autonomie sur la méthode employée * Amène connaissances techniques et savoir-faire mais chacun peut apporter sa touche personnelle * Il faut aller au plus rapide, être simple et efficace * S’attache à avoir une bonne relation humaine * Importance de guider et rassurer par ses connaissances techniques, son expérience * Adaptabilité et réactivité * Laisse de la liberté mais le résultat doit être parfait (certains point sont non négociables) | * Promotion interne : * avantage de connaitre les salariés, * il est important que le chef de chantier s’entende avec ses chefs d’équipe | * Formation initiale pour l’acquisition des connaissances techniques et de mise en œuvre |
| **GTM Bâtiment**  **Aquitaine**  Entreprise générale du bâtiment  (100 salariés) | **BOUDIN Daniel**  Directeur | * Mise en œuvre des moyens permettant le respect des délais * Bonne organisation des tâches, prenant en compte les compétences humaines selon les objectifs fixés * Contrôle de la qualité des matériaux (vérification des bons bétons par ex.) | * Savoir formaliser et montrer de manière à se faire correctement comprendre de ses hommes * Associer les ouvriers à la compréhension de l’objectif * Être respectueux de ses ouvriers, donner des signes de reconnaissance à bon escient * Laisser la possibilité d’ouvrir la communication, la possibilité de retrait, être ouvert à la remarque si celle-ci est pertinente * Se faire apprécier de ses hommes (reconnaissance du chef) * Respecter son entreprise et le système hiérarchique | * Promotion interne : bon CAP ou bon BP (deux diplômes de formation initiale – niveaux 3 et 4 EQF) avec de l’expérience qu’on fait évoluer | * Besoin de formation continue en permanence (au moins 1 semaine de formation tous les ans) pour : * Participer au traitement des non conformités * Répondre aux besoins de formation définis lors des entretiens d’évaluation (ex. : lecture de plan, montage d’échafaudage, altimétrie, mise en œuvre des nouveaux matériaux, sécurité, produits nouveaux…) * Combler des déficits sur le plan technique (trottoir à l’envers, sol pas droit, appui de fenêtre non conforme, hauteur non respectée…) |
| **LANOS**  + 50 salariés  3 activités :  Isolation – Menuiserie et Placoplâtre | **M. Gérard LANOS - PDG** | Réaliser des travaux de bonne qualité  Veiller à la qualité des relevés  Respect des temps et des contraintes d’exécution | Respect des consignes  Prise en comptes des agents sur les postes de travail  Informe le chef d’équipe en termes de besoins | Promotion interne et formations à la carte | Formation initiale et continue |
| **PETREL**  **Artisan Peintre** | **M. Didier PETREL – Chef d’entreprise** | Respect des délais  Respect des coûts financiers engagés | Délégation des tâches  Apports de connaissance | Interne | Pas de formation spécifique appropriée |
| **DUPUIS SAS**  **Entreprise de couverture – maçonnerie – charpente - plaquiste** | **Mme Marie DUPUIS-COURTES – PDG** | Sens de l’organisation  Lister les besoins des chantiers  Anticiper les commandes  Gestion des stocks | Relation directe et collaborative  Contrôle visuel intransigeant et rigoureux  Pas assez de débriefing de fin de chantier | Promotion interne  Culture d’entreprise | Motivation nécessaire  Formation de manager de proximité |
| **T2C**  **Entreprise générale** | **M. Jean-Philippe TAMARELLE** | Mesures qualité à déployer en contre-pied des mesures empiriques actuelles | Délégation des tâches  Apport de connaissances techniques | Recrutement interne | Ne connait pas de parcours de formation spécifique  Manque de lisibilité |
| **Groupe TREUIL**  **6 entreprises du Gros-Œuvre à la finition** | **M. Gilles TREUIL – Président du Directoire** | 3 points majeurs :  Préparation – Exécution – Contrôle | Difficulté majeure, en effet, l’homme du rang devient officier  Nouveau positionnement au sein de l’entreprise | Recrutement interne | IFRB |
| **NURDIN Services**  **Entreprise sanitaire et thermique** | **M. François NURDIN** | Réalisation du chantier dans les délais impartis avec les moyens financiers prévus | Diplomatie et efficacité | Formation par apprentissage puis évolution interne | Formation en CFA et à l’IRFB par apprentissage |
| **LEON GROSSE**  **Entreprise générale** | **M. Denis RANVEL – Direction d’Agence régionale** | Respect des travaux  Avoir vue sur le quotidien et état d’esprit positif | Connaissances techniques et reconnaissance des équipes | Promotion interne | Formation continue |
| **CBA**  **30 collaborateurs**  **Cabinet d’Architectes** | **M. Christophe BIDAUD – Architecte** | Veiller au respect des normes | Bonne entente – dialogue – échanges et contrôle | Promotion interne avec d’excellentes connaissances techniques | Formation par apprentissage et/ou continue |
| **AZ Architecture**  **10 collaborateurs**  **Cabinet d’Architectes** | **M. Laurent BELLANGER** | Fluidité du chantier | Bonne organisation et respect du planning | Promotion interne avec une solide formation de base | Formation par apprentissage et/ou continue |
| **PRESTA METAL**  **20 collaborateurs**  **Entreprise de métallerie**  **100 % des marchés en région parisienne** | **M. Thierry DELAUNAY – Gérant** | Maîtriser la préparation – l’exécution et le contrôle des travaux : faire avancer le chantier | Dialogue entre les différents intervenants en faveur de la productivité | En interne | Sur le tas |
| **MRB CALORESCO**  **110 collaborateurs**  **Entreprise de génie climatique** | **M. André BONNET – PDG** | Satisfaction du client | Être clair et explicite par rapport aux équipes de production  Être respectueux des ouvriers | Solide formation théorique + expérience | Solide formation initiale pour l’acquisition de connaissance + modules de formation continue en fonction de l’évolution des normes |
| **SOGETI**  **200 collaborateurs**  **Bureau d’Etudes et ingénierie** | **M. Dominique SUTRA – PDG** | Répondre aux normes tant environnementales qu’à la transition énergétique | Veiller à donner du sens aux normes pour l’équipe d’exécution | Solide formation en alternance (mixte formation théorique + expérience en entreprise) | Formation par apprentissage et/ou continue |
| **HUET Ingénierie**  **5 collaborateurs**  **AMO et Economie de la Construction** | **M. Bruno HUET** | Respect des délais  Qualité du travail | Faire preuve de pédagogie et de bon sens | Promotion interne | Pas d’avis |
| **Menuiserie PASQUIER**  **15 collaborateurs**  **Entreprise de menuiserie traditionnelle** | **M. Jean-Philippe PASQUIER** | Un travail correctement réalisé, sans réserve | Respectueux du personnel et à l’écoute du client | Promotion interne à partir d’une solide formation en entreprise | Formation par apprentissage et/ou continue |