

**Middle Management Skills in the Building Sector:
Adjustment of the Vocational Education to the Evolution of Company Needs**

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

Intellectual Output O2: Common methodology for the elaboration of VET contents

Joint Methodology to define learning outcomes

Grid O2-A3 Parts 1 & 2

Renewed or new contents for initial and continuing VET addressing team leaders and worksite supervisors

Deadline:

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Country:

The previous investigation was based on the identification of company needs in terms of knowledge, skills and competence, especially transversal and soft in line with the evolution of the jobs of worksite supervisor and team leader. You may start from the experience of the partners acquired either when conceiving or putting forward national pathways and training modules or when collaborating within the framework of previous European projects. Some results of the European projects achieved by the other partners (from other countries and from other professional sectors) will also be taken into account.

To carry out this intellectual output the best possible way please read carefully the **definition, explanation** and **example** of each concept. You should take into account the definitions proposed for each concept used in the classification and development of each component associated to the soft and transversal skills identified in the previous phase.

The first part of this script should be your support and you should read it carefully to follow the instructions and the nomenclature, the descriptive verbs (Bloom's Taxonomy) used in the descriptions of the learning outcomes...

We advise you to try to follow the instructions as accurately as possible but with the freedom to propose training contents that best suit the development of the learning outputs of the students which guarantee covering the assigned need of transversal and soft skills to each partner country.

Be aware of the fact that you will have little time to achieve your work because of the required detailed in each skill identified.



1. COMMON THEORETICAL CONCEPTS

The first methodological approach was formulated during the second steering meeting at Madrid. A draft proposal was showed during the meeting and basically the steps proposed to get the aims are still valid (the [Power Point Presentation](#) is uploaded in the Dropbox file created for the project). But after the discussion maintained during the meeting and afterward between FLC representatives and the IBE was decided to adapt some details in order to get a better approximation to the initiatives EQF, ECVET, CEDEFOP... related to the Learning Outcomes, main focus for ConstructyVET, in particular along this phase (IO2):

SOFT SKILLS

TYPOLOGY OF SKILLS	DESCRIPTION
COMMUNICATION	Being able to actively listen to others and articulate your ideas in writing and verbally to any audience in a way where you are heard and you achieve the goals you intended with that communication.
TEAMWORK	Being able to work effectively with anyone with different skill sets, personalities, work styles, or motivation level to achieve a better team result.
INTERPERSONAL RELATIONSHIP	Effectively at building trust, finding common ground, having empathy, and ultimately building good relationships with people at work and in your network. This skill is closely related to Communication Skills
PRESENTATION	Effectively presenting your work results and ideas formally to an audience that captivates their attention, engage their input, and motivates them to act in accordance to your desired outcome
MEETING MANAGEMENT	Leading a meeting to efficiently and effectively reach productive results.
FACILITATING	Being able to coordinate and solicit well represented opinions and feedback from a group with diverse perspectives to reach a common, best solution.
SELLING	Building buy-in to an idea, a decision, an action, a product, or a service. This is not just for people in sales.
MANAGEMENT	Creating and motivating a high performing team with people of varied skills, personalities, motivations, and work styles.
LEADERSHIP	Defining and communicating vision and ideas that inspires others to follow with commitment and dedication.
MENTORING / COACHING	Providing constructive wisdom, guidance, and/or feedback that can help others further their career development

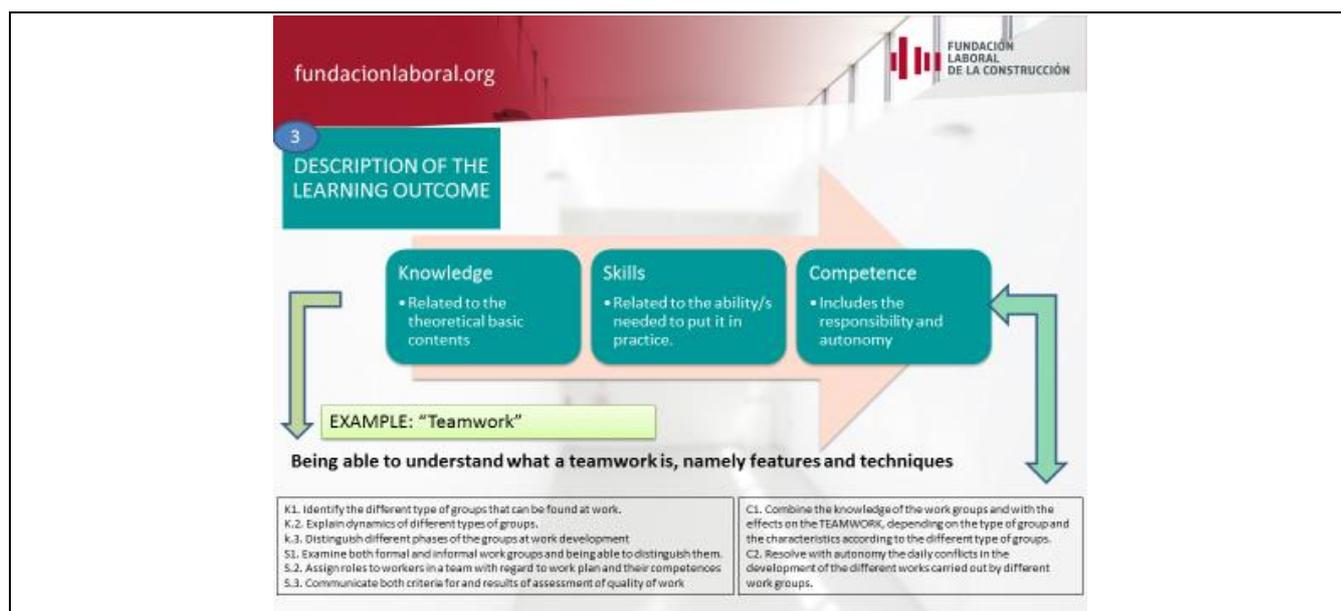
TRANSVERSAL SKILLS

TYPOLOGY OF SKILLS	DESCRIPTION
ORGANIZATION AND PLANIFICATION	Ability to define priorities in the performance of tasks, stablishing action plans through the optimal utilization of time, means and resources.
COMMUNICATION SKILLS	Ability to transmit ideas, information and opinions in a clear, understandable and convincing way.
SERVICE AND CUSTOMER ORIENTATION	It is capturing, understanding and satisfying the others' needs and expectations.
LEARNING AND ADAPTATION ABILITY	Continuous learning or lifelong learning ability, as well as ability to adapt to new situations.
FLEXIBILITY AND CHANGE ORIENTATION	Ability to understand and to appreciate different perspectives of a situation, to adapt and to work efficiently, in different groups or moments of change, on the organization of the own work, the work of his group or the work of his company.
SUCCESS ORIENTATION	Ability to guide the own behaviours and/or those from others towards success or the overcoming of the expected results, under established quality standards.
IDENTIFICATION WITH THE ORGANIZATION	It is guiding the own interests and behaviours towards the necessities, priorities and objectives of the organization, committing to the entity's values, principles and mission.
CONFLICTS RESOLUTION AND NEGOTIATION TECHNIQUES	Search for appropriate solutions to the conflicts arisen between the different involved parties.
ENTREPRENEURSHIP	"Entrepreneurship" comes from the French <i>entrepreneur</i> (pioneer), and it is referred to the ability of a person to make an additional effort in order to reach a goal or objective, being also used to refer to a person who starts a new business or a new project as a self-employed person.
INTEGRATION AND GLOBALISATION	It is understanding the set of variables that affect the reality and environment in which the company operates.
TEAMWORK AND COOPERATION	A teamwork consists in a group of people with a mission or common objective, whose skills are complementary, working in a coordinated way, with the participation of all their members for the attainment of a set of common objectives, for which they are responsible.
ABILITY TO WORK UNDER PRESSURE	It can be understood as the work that is carried out under adverse weather conditions or overload of tasks, and it requires maintaining efficiency and not making more mistakes than usual.

OCCUPATIONAL RISKS PREVENTION	Particularly in the construction sector, but in other sectors equally, the ability to identify danger situations would be the capacity to identify danger situations and recognise solutions that eliminate or reduce the risks related to the activity which is carried out.
Source: “Required professional skills in the labour market”, University of Salamanca; Royal regulatory decrees of vocational training and professional certification, LPRL 31/1995; and own elaboration.	



1.1. LEARNING OUTCOME:



What are learning outcomes? Learning outcomes are statements of what a learner knows, understands and is able to do on completion of a learning process. Learning outcomes are defined in terms of *knowledge, skills and competence*.

Knowledge	Means the body of facts , principles, theories and practices that is related to a field of work or study. It is described as theoretical and/or factual knowledge
Skills	Means the ability to apply knowledge and use know-how to complete tasks and solve problems. They are described as cognitive (logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments)
Competence	Means the proven ability to use knowledge , skills and personal, social and methodological abilities in work or study situations and in professional and personal development. It is described in terms of responsibility and autonomy .

For example, a chart for further clarification is proposed:

Using action verbs can confuse the **learning outcomes** with **objectives**, but the difference between both must be clear. An objective would be for the training itinerary (the subject of the sentence is the training itinerary or curriculum), while a learning outcome is referred to the student or trainee (the subject of the sentence is the student).

Objectives	Learning outcomes
Know	Distinguish between
Comprehend	Choose
Determine	Gather
Understand	Modify
Fathom	Identify
Become familiar with	Resolve, apply, enumerate

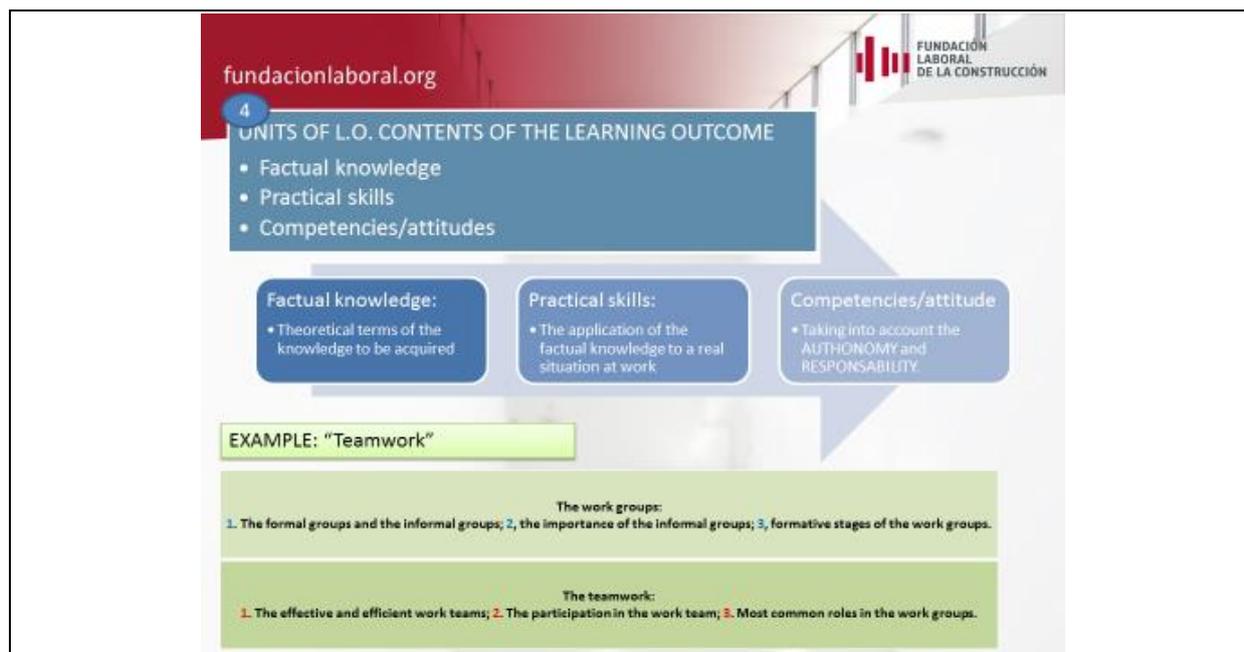
The existing methods currently applied are based on the **Bloom's Taxonomy**. It consists in a useful method for choosing the specific verb to employ depending on the level of presence of the jobholder's or student's competence, autonomy or responsibility



Source: <http://www.maxvibrant.com/bloom-s-taxonomy/bloom-s-taxonomy>

1.2. UNITS OF LEARNING OUTCOMES

Units of learning outcomes can be determined on the basis of complete work assignments, working processes, areas of work, fields of action or fields of competence which are typical of the particular profession. At best, there will be "overlaps" which are part of the respective vocational profile or qualification pathway in all countries, or which can be derived from the existing syllabuses or curricula. However, it is also possible to select and agree on vocational competences and work assignments which enhance or complement the existing qualification profile, e.g. in the case of additional qualifications.



1.3. ASSESMENT

The way of giving uniformity, visibility and equanimity in the valuation related to the acquirement of competences, or not, would be through uniform valuation methods. This is particularly important as it relates to different countries. A chart with a few assessment examples is proposed, and in section 2 of this document (example) integrated concrete proposals are included in an application example of L.O.



DIRECTS	INDIRECTS
Written exam	Surveys to graduates
Multiple-choice test	Interviews to graduates
Works, trials	Interviews, surveys to employers
Problems resolution	Focus groups
Oral presentation	Rates of labour market insertion
Evidences portfolio	Indicators of success and academic performance
Direct observation of the performance	
Assessment map	
Case studies	
Reports	
Laboratory practice	
External practices	
Project	

Be free with your proposals: the only premise is including an assessment technique to check the learning outcomes.

1.4. FIRST APPROACH TO THE SOFT SKILLS (Partner's group – Madrid meeting)

So far, the basic concepts consist in the definitions, proposed to establish a common starting point in those elements that will be taken into consideration during the second phase of the project and which priority is determining the training modules that define the formative itinerary of the Work Site Supervisor and the Team Leader.

A template is below proposed in order to be completed by each partner. As agreed in the meeting in Madrid, that is, **through the distribution of competences** (those that have been finally identified in the first phase of the project) between the partners involved in the project. Each partner must develop the following parts for each of the competences that corresponds to them.

COMPETENCE

We will only take the name into consideration for its statement. In the examples given below, “teamwork” and “safety and health at work”.

L.O.	Description, not definition, in terms of utility in the competence (soft or transversal). That means, what will train-qualify the trainee in relation to the concrete competence.
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The aim is to include in only one definition that what is below detailed, from the knowledge, abilities and competences that are down below described.

KSC Description	Description of the included or required abilities (S) for the acquisition of the concrete competence or for its development, respectively; of the theoretical or factual knowledge (K) that support the ability and that would be useful to use with autonomy and responsibility (C).
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It would be the set of:

1. theoretical or factual knowledge (K):
2. the required ability/ies for the realization of the corresponding tasks of the specific activity (S)–
3. and the competence would be the whole of that what gives the trainee the necessary capacity to make considering, also, the responsibility and the autonomy possible for it (C).

Assessment	Assessment procedure of the acquisition of the learning outcomes included in the competence.
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It is best to propose a useful method in order to determine:

- the fixation level of the theoretical knowledge
- the acquisition of the related ability
- the global vision that facilitates the execution in conditions of responsibility and autonomy.

Through the assess of knowledge, abilities and competences, the proposed itinerary will have some learning outcomes associated that will give the student information not only related to what is expected of him but also how he has to prove it.

Learning units	Set of concrete contents that enable the exercise of the profession. They would correspond to the summaries or themes that provide the learning; chapters that classify the learning content.
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The learning outcomes and their complemented definition through the knowledge, abilities and competences expressed in each case using verbs of action; and the Learning Units would be the contents addressed in an objective way, that means, they are the contents or great summaries to take into consideration for the preparation of a manual or a good professional practices guide (specially aimed for trainers).

Two examples are proposed in the next pages. One for the definition of soft skills and then one of transversal skills:

2. EXAMPLE:

It is proposed for its revision, assessment and approval. Two competences described following the proposed methodology and modified along with Wojcchek (soft skills and transversal skills):

2.1.SOFTSKILLS

TEAMWORK				
L.O.	K,S,C	KSC Description	Assessment	Learning units
"Supporting team work and solving conflicts on construction site."	Knowledge	K1. Identify the different type of groups that can be found at work.	A1. Correctly identify the type of group through its characteristics.	The work groups: 1. The formal groups and the informal groups; 2, the importance of the informal groups; 3, formative stages of the work groups.
		K.2. Explain dynamics of different types of groups.	A2. Drag and drop from a group of possible roles in the work groups to formal or informal groups.	
		K.3. Distinguish different phases of the groups at work development	A3. How is possible to determine the efficiency of a group. Parameters to be taken in account	
	Skills	S1. Examine both formal and informal work groups and being able to distinguish them.	A4. Select from a list of communication forms those which are more appropriate for an informal group and for a formal one.	The teamwork: 1. The effective and efficient work teams; 2. The participation in the work team; 3. Most common roles in the work groups.
		S.2. Assign roles to workers in a team with regard to work plan and their competences	A5. Drag and drop: list of tasks and list of trades and workers.	
		S.3. Communicate both criteria and results of assessment of quality of work	A6. Situational management exercise.	
	Competences	C1. Combine the knowledge of the work groups and with the effects on the TEAMWORK, depending on the type of group and the characteristics according to the different type of groups.	A7. Try to manage a bad tolerated situation at work. This kind of situation usually (often) change to a conflict at work. By a recommendation in the communication strategy.	The conflicts resolution manager
		C2. Resolve with autonomy the daily conflicts in the development of the different works carried out by different work groups.	A7. Try to manage a bad tolerated situation at work. This kind of situation usually (often) change to a conflict at work. By a recommendation in the communication strategy.	

2.2. TRANSVERSAL SKILLS

WORKING RISK PREVENTION (Health & Safety)

L.O.	K,S,C	K,S,C description	Assessment	Learning units
<p>LO1. Prevent eventualities related to the occupational risks in the surroundings, the facilities and conditions of the designated work(s) to carry out the required checks.</p>	<p>Knowledge</p>	<p>K1. Identify the activities pertaining to work safety and health in the basic normative framework that regulates the construction sector.</p>	<p>A1. Indicate what is understood by occupational risks control, specifying when the collective protection equipment has to be used and, in which cases and conditions, an individual protection equipment has to be employed.</p>	<p>1. Safety and health at work. General risks and prevention.</p> <ul style="list-style-type: none"> •The work and the health: definition and components of the health, occupational risks, risk factors. •Damages related to work: occupational accidents and occupational diseases; incidents; other pathologies caused by the work. •Security techniques: prevention and protection. •Health techniques: industrial hygiene, ergonomics, occupational medicine, training and information. •Basic normative framework in occupational risks prevention issues. Rights (protection, information, training on risk prevention, consult and participation) and basic duties in this matter. •Check that the workers and the groups under their charge have become on site the instructions about their specific risks and the preventive measures to adopt on it. •General risks and their prevention: risks linked to security conditions; risks related to the working environment; workload and fatigue; basic risk control systems; collective and individual protection. •The health control of workers. •Basic management elements of risk prevention: public organizations related to safety and health at work; representation of workers; rights and

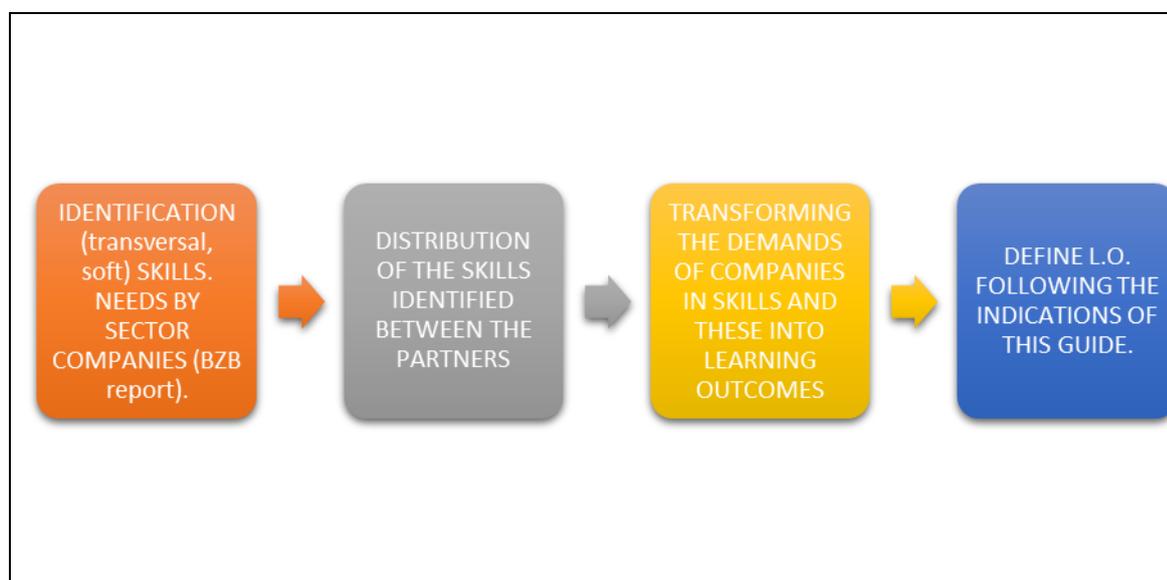
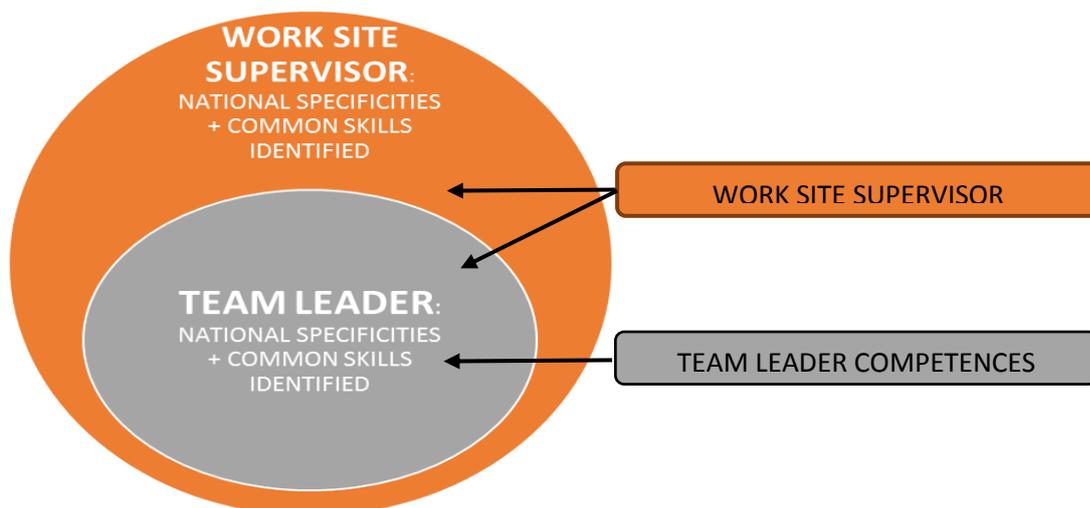
	Knowledge	K2. Recognize the occupational risks of a general character in work environments, as well as the prevention systems.	A2. Explain the importance of the workers duties regarding the utilization, usage, storage and report of any visible defect, fault or damage in the individual protection equipment.	obligations. *Organization of preventive work: basic routines. *Documentation: collection, elaboration and filing.
	Skills	S2. Be able to distinguish the different preventive concepts (the risk concept in contrast with danger).	A3. Identify the characteristic occupational risks of a particular work, indicating other works with which it can be related (previous, subsequent and simultaneous) and valuing the effect over the risks that this relation can cause, especially in the simultaneous ones.	2. Safety in construction. •Basic normative framework of the safety in construction: safety managers of the works and functions (developer, health and safety coordinator during the execution of the works, faculty management, contractor, subcontractor and self-employed worker). •Common risks in the construction sector: ways of accident, associated prevention and protection measurements.
	Competences	C1. Identify the occupational risks in construction works, basing on the related protection equipment.	A4. Specify the common occupational risks in construction works, associating the prevention and protection measures related to these.	•Risks prevention in building works (works description, support facilities and machinery employed, development phases, previous, subsequent and simultaneous works, characteristic risks and protection measurements) in: auxiliary works; demolitions; ground movements; foundations; concrete structures; metallic structures; enclosures and partitions; roofs; finishes; carpentry; locksmithing and glassworks; installations. •Risks prevention in urbanisation works: levelling; drainages; surfaces; pedestrian precincts; walls and defence works; bridges and footbridges; urban services network; signposting and beaconing. •Prevention of characteristic risks of underground, hydraulics and maritime works. •Dangerous conditions and practices characteristics in the construction sector. •Preventive importance of the implementation of works: perimeter fences; entry and exit gates and traffic of vehicles and people; location and

				<p>operating range of cranes; rush and distribution networks; affected services; sanitary-hygienic premises; temporary facilities; workshops; ; works' supplies; signage of works and machines.</p> <ul style="list-style-type: none"> •Personal protective equipment: placement; uses and obligations; maintenance. •Collective protection equipment: placement; uses and obligations; maintenance. •Auxiliary means: placement; uses and obligations; maintenance.
<p>LO2. Monitor and control basic preventive actions according to the Health and Safety Plan of the work and the specific regulations for construction works, checking the proper use of equipment and labour resources.</p>		<p>(K) Observe the required documentation regarding risk prevention.</p> <p>(S) Associate the risk prevention documentation (specific in construction sector) with the work site organization (phases) and functions.</p> <p>(C) Trace the protection measures with the information content in the documentation.</p>	<p>A5. How would you classify the different documentation of a work site?</p>	
<p>LO3. Act in emergencies and first aid situations, in order to minimize damage and meet fast, effective and safe way to injured workers, communicating and coordinating with the established leaders and emergency services,</p>		<p>(K) What the content of the emergency plan is.</p> <p>(S) How to carry out the steps to be taken in an emergency situation.</p>	<p>A6. Starting from a specific emergency situation, propose different actions for the choice of the most appropriate.</p>	<p>3. Emergency Plans and First Aid.</p> <ul style="list-style-type: none"> • Emergency and evacuation plans. • First Aid: basic performance criteria. • Information channels for emergency action and first aid, determining the means of contact with those responsible for the work. • The means of emergency - first aid, evacuation, extinguisher and others are identified in advance, determining the position and checking that they are the planned - in number, type and location – and that they are in good condition.

and managing the first interventions for that purpose.				
NOTE: Learning Outcome 2 and L.O. 3 are not entirely developed but are included to show a complete view of the Health and Safety sections related to the skill.				

3. JOB PROFILE'S SKILLS

Based on the needs of companies, drawn from the results obtained in the field work developed during the first phase of the project IO1 (BZB) and taking into account the presentation of a common profile, the scheme would be that proposed during the meeting held in Madrid (the second point Discussed at Madrid meeting, at the first day, and included in the minutes).



It would be necessary to determine a method for the distribution of the competences derived from the previous phase.¹

¹ NOTE TO CCCA-BTP: For example a method to do that is the **Survey Monkey**, but there are a lot of different tools to elect or to distribute the competences derived from the IO1.

3.1. COMPETENCIES TEAM LEADER

To include in only one definition that what is hereafter detailed, from the knowledge, abilities and competences.

1. Theoretical or factual knowledge (K)
2. The required ability/ies for the realization of the corresponding tasks of the specific activity (S).
3. And the competence would be the whole of that what gives the trainee the necessary capacity to make considering, also, the responsibility and the autonomy possible for it (C).

1. TEAMWORK				
L.O.	K,S,C	KSC Description	Learning units	Assessment

Set of concrete contents that enable the exercise of the profession. They would correspond to the summaries or themes that provide the learning; chapters that classify the learning content.

Method to determine:

- the fixation level of the theoretical knowledge
- the acquisition of the related ability
- the global vision that facilitates the execution in conditions of responsibility and autonomy.

2. ORGANIZATION AND PLANNING				
L.O.	K,S,C	KSC Description	Learning units	Assessment

...USING THE SAME SCHEME FOR ALL THE SOFT SKILLS.

1. WORKING RISK PREVENTION (Health & Safety)				
L.O.	K,S,C	K,S,C description	Learning units	Assessment

2. ENTREPRENEURSHIP				
L.O.	K,S,C	K,S,C description	Learning units	Assessment

...USING THE SAME SQUEME FOR ALL THE TRANSVERSAL SKILLS IDENTIFIED.

Grid O2-A1.2 Part 2: Team Leaders
 Document to be sent to Luis Manuel Barrios, FLC
lbarrios@fundacionlaboral.org
 Deadline: 28 octover 2016

3.2. COMPETENCIES WORK SITE SUPERVISOR

3. TEAMWORK				
L.O.	K,S,C	KSC Description	Learning units	Assessment

4. ORGANIZATION AND PLANNING				
L.O.	K,S,C	KSC Description	Learning units	Assessment

...USING THE SAME SCHEME FOR ALL THE SOFT SKILLS IDENTIFIED.

3. WORKING RISK PREVENTION (Health & Safety)				
L.O.	K,S,C	K,S,C description	Learning units	Assessment

4. ENTREPRENEURSHIP				
L.O.	K,S,C	K,S,C description	Learning units	Assessment

...USING THE SAME SQUEME FOR ALL THE TRANSVERSAL SKILLS IDENTIFIED.

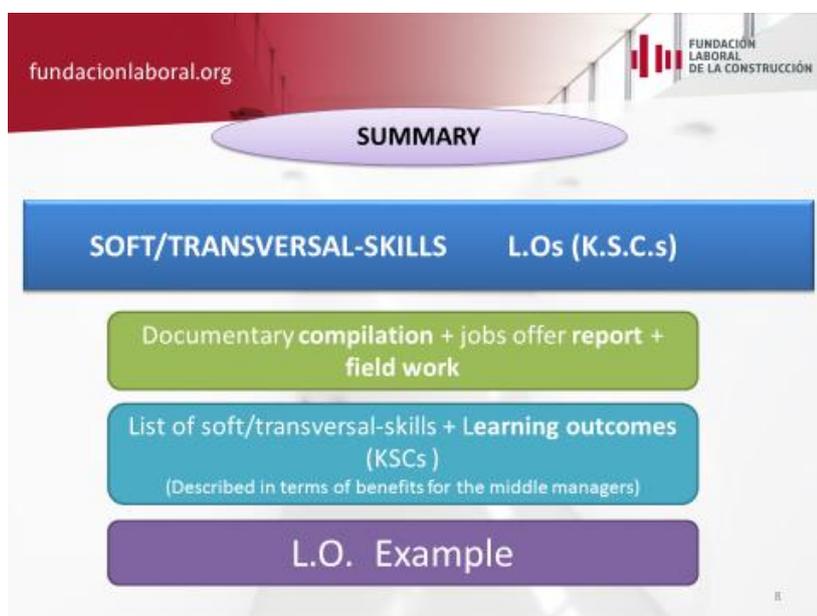
Grid O2-A1.2 Part 2: Work Site Supervisor

Document to be sent to Luis Manuel Barrios, FLC

lmbarrios@fundacionlaboral.org

Deadline: 28 octover 2016

METHODOLOGY. DESCRIPTION OF COMMON PROCEDURE TO DEFINE CONTENTS TRAINING IN THESE PROFILES



DOCUMENTARY REFERENCES

- ECVET – Toolkit EU.
<http://www.ecvet-toolkit.eu/site/toolsexamplesmore/collectionoflearningoutco>
- ECVET (BMBF) Common proposal for credits acquired in non-formal and informal training contexts. <http://www.ecvet-info.de/index.php>
- Wojciech: Proposal (CEDEFOP). Example: Poland.
- Wojciech: Proposal (CEDEFOP). Example United Kingdom.
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- CEDEFOP
- Spanish Health and Safety texts: Law 31/1995 (derived from Directive 89/391 – OSH “Framework Directive”).
- Spanish Construction Collective Agreement.