

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

Contract: 2015-1-FR01-KA202-015054

**PHASE IO03**

**Phase Leader: FORMEDIL (IT)**

**METHODOLOGICAL GUIDELINES FOR THE ACTIVITIES TO BE CARRIED OUT BY EACH PARTNER BEFORE 30 JUNE 2017**

**INTRODUCTION**

In addition to the adaptation of the content, the partners will work on **the design of methods and tools for the related training paths**. Therefore, the partners will establish, under the guidance of FORMEDIL (IT), a transversal and transferable method allowing to work in a logic of learning units leading to transversal skills intended to worksite supervisors (level 5 EQF) and to team leaders (level 4 EQF). Transversal skills will be at the centre of the training paths aimed at.

The goal of this phase are the conception and the implementation of a transnational common methodology for the training units as identified in the Phase 2, carried out under the responsibility of the FLC (ES). The partners agreed on the fact that they intend, through the planned learning units, **to move from the logic of the thematic separate modules to the logic of learning activities** matching skills needs expressed by construction companies and formalised in Phase 1, achieved under the responsibility of the BZB (DE). These learning activities will lead to specific learning outcomes likely to be assessed according to specific and clear criteria. The methodology for these activities will be elaborated in Phase 3 carried out by FORMEDIL (IT). Each partner will contribute to this process.

The document starts with **the list of Activities and Learning Units identified in Phase 2**. Therefore, each learning unit is clearly specified and will constitute a basis for the elaboration of the methodological framework enabling the partners to set it up in their specific contexts. These units are to be considered as modules that can constitute more robust training paths customised by each partner according to specific needs or strategic training options. The **final document of Phase 2, elaborated by the FLC (ES) and approved on 22 March 2017 in Düsseldorf (DE), contains details on each learning outcome (description and related assessment).** Therefore, complete information is not repeated here. Some of the Learning Units listed further (see from page 5) were slightly reformulated to give more homogeneity to the span of each of them. They represent a total volume of 41 units split in the following manner:

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| **ACTIVITY** | **PARTNER IN CHARGE** | **NUMBER OF LEARNING UNITS** |
| A01TL. TEAM BUILDING FOR SUCCES ORIENTATION (TEAM LEADERS)  A01WSS. MANAGEMENT OF HUMAN RESOURCES AND TEAM FOR SUCCES ORIENTATION (WORKSITE SUPERVISORS) | CCCA-BTP / FRANCE | 5  5 |
| A02. MENTORING / COACHING | FORMEDIL / ITALY | 3 |
| A03. DEVELOPING LEADERSHIP / AUTONOMY | CENFIC / PORTUGAL | 3 |
| A04. WORKING RISKS PREVENTION | FLC / SPAIN | 3 |
| A05. MANAGEMENT / COMUNICATION CONFLICTS RESOLUTION AND NEGOTIATION TECHNIQUES / PROBLEM SOLVING | FLC Asturias / SPAIN | 4 |
| A06TL. ORGANIZATION AND PLANIFICATION  A06WSS. ORGANIZATION AND PLANIFICATION | IFAPME / BELGIUM | 2  2 |
| A07. DIGITAL COMPETENCE | BZB / GERMANY | 12 |
| A08. WORKING UNDER PRESSURE | WARRINGTON / UNITED KINGDOM | 1 |
| A09. INTEGRATION AND GLOBALISATION / IDENTIFICATION WITH THE ORGANIZATION | IBE / POLAND | 1 |
| **TOTAL NUMBER OF LEARNING UNITS IDENTIFIED FURTHER TO PHASE 2** | | **41** |

**ConstructyVET: Learning Units and Pedagogical Methods and Tools within their Context**

***TRAINING CENTRE***

***COMPANY PARTICIPATING IN TRAINING PROCESS***

***E-LEARNING***

***OPEN CLASS***

**LEARNING UNIT**

**PEDAGOGICAL METHODS**

**AND TOOLS**

EVALUATION PROCESS

**CERTIFICATION**

**FORMAL RECOGNITION of new Knowledge, Skills and Competences to be re-invested**

**A**

**C**

**T**

**I**

**V**

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**T**

**I**

**E**

**S**

LEARNING OUTCOMES

LEARNING OUTCOMES

**LEARNING UNIT**

LEARNING OUTCOMES

LEARNING OUTCOMES

**LEARNING OBJECTIVES**

**(FOR INDIVIDUAL BENEFICIARIES)**

**ASSESSMENT CRITERIA**

**HOW TO PROCEED TO FULFILL THE TASKS ASSIGNED?**

**DEADLINE: 30 JUNE 2017**

PRELIMINARY PART

1. Each Partner has to **complete its part of the DIRECTORY OF ACTIVITIES, LEARNING UNITS, LEARNING OUTCOMES AND ASSESSMENT CRITERIA**, as indicated within the Preliminary Part, **by using the results of the Final Report of Phase 02**:

* **Check all the Learning Units related to the Activity attributed** (see from page 5; see Report of Phase 2 if any doubts). If modifications are suggested, please contact [rossella.martino@formedil.it](mailto:rossella.martino@formedil.it) or [marek.lawinski@ccca-btp.fr](mailto:marek.lawinski@ccca-btp.fr) to find a solution. Please keep in mind that this **Learning Units can be considered either as autonomous training modules or as a component of a larger training path** (initial or continuous; set up totally in training centre or being a part of a formal learning process shared with company; including eventually e-learning). But, after the reflection carried out by the project leader further to the meeting held in Düsseldorf in March 2017 the partners are asked to validate the fact that **we will work in the Phase 3 only on the methodology of separate “small” 41 Learning Units** (see from page 5).
* Copy and paste appropriate LEARNING OUTCOMES to be selected from the list published in the final document of Phase 2, FLC, starting from Page 21 and identified as LO1, LO2, etc. You can complete by additional Learning Outcomes if necessary. The selection of the same learning outcomes for several learning units is allowed.
* Identify the ASSESSMENT CRITERIA by considering as a basis, the list published in the final document of Phase 2, FLC, starting from Page 21 and related to each learning outcome. Anticipate the scope of the assessment to be carried out and evidence collection during the training process (if relevant).

PART ONE

1. Once the Directory completed approved definitely, please provide information enabling FORMEDIL (IT) to propose a common methodological framework to be considered as the main outcome of Phase 3. Therefore, you are kindly asked to create a separate sheet for each Learning Unit in line with the activity attributed (see example page 10) and to collect necessary data indicated within the grid (page 15). The following data are to be collected and communicated to [rossella.martino@formedil.it](mailto:rossella.martino@formedil.it) before the deadline (30 June 2017):

**In relation with each Learning Unit (a separate grid must be fulfilled for each of them)**:

* Specify Teaching and Supporting Methods YOU SUGGEST to achieve the learning outcomes (see Report of Phase 2) aimed at, likely to be put in common with individual learning objectives.

To achieve this, you can **either** describe methods (and tools) you currently use when putting forward similar training sessions for similar beneficiary groups **or** carry out small investigation (with appropriate two or three interviews) on what should be put forward in terms of pedagogical methods and tools to make an efficient Learning Unit aimed at. Interviews are strongly recommended if no similar training paths already exist in your organisations. You can of course use the same interview for several Learning Units.

Please remember that the Learning Units can be realized in Training Centres, in Companies participating in the training process (ex. Apprenticeship) and as E-Learning (see grid page 15).

**Please be as detailed as possible.**

* Specify Material and Virtual Tools YOU SUGGEST as support to the pedagogical methods identified in each training context (training centre, company and/or e-learning).
* Specify the space in which the learning activity will take place (in total or partially) and justify why.
* Identify the productions you will claim from the learners as outcomes and testimonies of their new knowledge, skills and competences (that can be produced in training centre, in company and/or via e-learning).

PART TWO

1. It seems justified to start already **the reflection on how to experience the results achieved** that will take place from September 2017 to March 2018. In fact, according to the initial contract with the French Agency Erasmus+, we have to experience with concrete beneficiaries new or renewed training paths. To guarantee the success of this phase, we propose to give us **before 30 June 2017** some information on how you could foresee this process within your contexts and with what kind of means. Therefore, the methodological work (part one) will also contribute to the preparation of the experimentation.

Thus you are asked to answer the following questions (see page 16):

* What kind of experimentation seems realistic within your context in terms of training paths? Please describe its main characteristics in terms of level (EQF), learning outcomes planned, training duration and number of hours if relevant, etc.
* What beneficiaries will participate: number and profile in terms of age, professional experience, previous training, etc..? How do you intend to recruit them?
* What training/learning organisation and training/learning methods do you foresee for the training paths identified above? Please describe, in concrete terms, potential blending of different forms of training/learning (in training centre, in company and e-learning) if any.
* What training centres will be involved?
* Who will be in charge of the programme and what kind of educational staff will be involved?
* What assessment procedure and assessment criteria do you intend to put forward?
* How do you intend to evaluate the efficiency of the programme? Please be as pragmatic as possible when listing relevant qualitative and qualitative indicators.
* Additional remarks, information or suggestions on the experimentation you plan.

**The collection and consolidation work will be done by Formedil.**

**Therefore,** [**rossella.martino@formedil.fr**](mailto:rossella.martino@formedil.fr) **is your main interlocutor and methodological guide to enable you to fulfil the work efficiently.**



**PRELIMINARY PART: DIRECTORY OF ACTIVITIES, LEARNING UNITS, LEARNING OUTCOMES AND ASSESSMENT CRITERIA**

**(BASE: FINAL REPORT OF PHASE 02)**

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| **ACTIVITIES** | **LEARNING UNITS** | **LEARNING OUTCOMES**  **To be selected from the list published in the final document of Phase 2, FLC, starting from Page 21 and identified as LO1, LO2, etc.** | **ASSESSMENT CRITERIA**  **Please consider, as a basis, the list published in the final document of Phase 2, FLC, starting from Page 21 and related to each learning outcome.** |
| **A01TL. TEAM BUILDING FOR SUCCES ORIENTATION**  **Publics: Team Leaders**  PARTNER IN CHARGE OF THE FIELD:  **CCCA-BTP** | **A01TL.LU.01. Social regulation and safety standards in the management of the teams on worksite**  • Knowledge of the Labour Code and of the Collective Agreement in relation to the management of a team on worksite.  • Knowledge of the standards relating to safety and health at work. |  |  |
| **A01TL.LU.02. Organization of the work for a team on worksite**  • Relationship between the procedures to be implemented and the human resources available.  • Modes of adequacy between skills and the individual profiles on the one hand and the tasks to run on the other.  • Control of the tasks performed rules and feedback to workers.  • Autonomy in making decisions and in the organization of the work of the team.  • Ability to anticipate.  • Autonomy in the work and in the project.  • Working according to personal and collective objectives |  |  |
| **A01TL.LU.03. Techniques of communication and solving problems within the team and on worksite**  • Information channels on the technical, human and administrative environment of work.  • Preparation and carrying out of meetings.  • Methods and techniques of mediation with the teams, the hierarchy and the subcontractors.  • Empathy and flexibility in managing team.  • Openness, sense of human contact.  • Communication skills.  • Resistance to the stress related to the management of difficult human situations. |  |  |
| **A01TL.LU.04. Proximity management function to achieve the production objectives**  • Balancing profitability, respect for deadlines and standards with a healthy team management. |  |  |

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| **A01TL. TEAM BUILDING FOR SUCCES ORIENTATION**  **Publics: Team Leaders**  PARTNER IN CHARGE OF THE FIELD:  **CCCA-BTP** | **A01TL.LU.05. Team leader as a tutor**  • Act as company tutors.  • Train teams by encouraging individual professionalism at the service of common goals.  • Find synergies between the professional growth of people and productivity. |  |  |
| **A01WSS. MANAGEMENT OF HUMAN RESOURCES AND TEAM BUILDING FOR SUCCES ORIENTATION**  **Publics: Worksite Supervisors**  PARTNER IN CHARGE OF THE FIELD:  **CCCA-BTP** | **A01WSS.LU.06. Planning and organisation of human resources**  • Coordination of activities and tasks.  • Assignment of responsibilities.  • Methods of recruitment.  • Building up teams.  • Methods and techniques of delegation, relying on autonomy and the co-responsibility of the staff.  • Time management on worksite.  • Welcome for a new employee within a team on a construction site. |  |  |
| **A01WSS.LU.07. Social regulation for the management of the teams on worksite**  • Labour code.  • Work contract.  • Collective agreement. |  |  |
| **A01WSS.LU.08. Strategies, methods and techniques of communication to achieve production objectives and quality control**  • Information channels on the technical, human and administrative environment of work.  • Preparation and carrying out of meetings.  • Production of communication material that facilitates the understanding of the worksite and of the production process.  • Methods and techniques of mediation with the teams, with the hierarchy and with subcontractors.  • Sense of listening and responsiveness, to create confidence.  • Ability to convince and motivate to the objectives defined in the contract documents.  • Building up good interpersonal relationships, while anticipating the behaviour of employees and subcontractors in work situations.  • The quality control of the work of staff, based on objective indicators (technical standards, security, environmental, aesthetic, specifications, etc.). |  |  |

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| **A01WSS. MANAGEMENT OF HUMAN RESOURCES AND TEAM BUILDING FOR SUCCES ORIENTATION**  **Publics: Worksite Supervisors**  PARTNER IN CHARGE OF THE FIELD:  **CCCA-BTP** | **A01WSS.LU.09. Building and maintaining his leadership of worksite supervisor**  • Establishment of the authority, taking into account the complexity of human relationships.  • Assertiveness as a superior hierarchical in a work situation.  • Ability to develop self-reliance and the shared responsibility of employees, while preserving its authority.  • Credibility, clarity and diplomacy in action.  • Good ability for analysis and synthesis.  • Interacting, understanding and motivating workers for planned accomplishments, appealing to the capacity to behave "boss" on the site towards its employees and subcontractors: assigning tasks, creating and developing day deadlines, checking the quality of the work done by transferring employees to a job to another, etc.  • Master professional and managerial stress: Anticipation of conflict and tension situations due to objective and subjective factors.  • Natural management of tension situations. |  |  |
| **A01WSS.10. Worksite supervisor as a tutor**  • Act as company tutors.  • Train teams by encouraging individual professionalism at the service of common goals.  • Find synergies between the professional growth of people and productivity. |  |  |
| **A02. MENTORING / COACHING**  **Publics: Team Leaders and Worksite Supervisors**  PARTNER IN CHARGE OF THE FIELD:  **FORMEDIL** | **A02.LU.11. Communication**  • Communications styles  • Observation  • Listening to |  |  |
| **A02.LU.12. Interview management techniques**  • Orienteering interviews  • Motivational interviews |  |  |
| **A02.LU.13. Capacity building processes**  • Building sector qualifications and construction of a profile  • Referential of National qualifications, Regional and EQF  • Assessment  • Learning assessment techniques  • Performance assessment  • Construction of performance indicators |  |  |
| **A03. DEVELOPING LEADERSHIP AUTONOMY**  **Publics: Team Leaders and Worksite Supervisors**  PARTNER IN CHARGE OF THE FIELD:  **CENFIC** | **A03.LU.14. Leadership Processes**  • Theories and styles of Leadership,  • Situational Leadership ¹,  • Leadership vs. Management,  • Dynamics of teams,  • Results-driven Leadership,  • Motivation and Leadership styles |  |  |

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| **A03. DEVELOPING LEADERSHIP AUTONOMY**  **Publics: Team Leaders and Worksite Supervisors**  PARTNER IN CHARGE OF THE FIELD:  **CENFIC** | **A03.LU.15. Optimization of teams,**  • Team Orientation for Change,  • Strategies for overcoming obstacles in teamwork,  • Mobilizing personal resources according to the objectives to be achieved.  • Coaching,  • Theories of motivation  • Team mobilization strategy for excellence performance  • Team Building  • Sociometry |  |  |
| **A03.LU.16. Communication models and Emotional Leadership**  • Interpersonal Relationship  • Difference between information and communication processes  • Communicational styles (passive, aggressive, manipulative and assertive)  • Interaction and Emotional Intelligence  • SWOT Analysis (Strengths, Opportunities, Weaknesses and Threats)  • Common Assessment Framework (CAF)  • Competing Values Framework – CVF |  |  |
| **A04. WORKING RISK PREVENTION (Health & Safety)**  **Publics: Team Leaders and Worksite Supervisors**  PARTNER IN CHARGE OF THE FIELD: FLC | **A04.LU.17. SAFETY AND HEALTH AT WORK. GENERAL RISKS AND PREVENTION**  • The work and the health: definition and components of the health, occupational risks, risk factors.  • Damages related to work: occupational accidents and occupational diseases; incidents; other pathologies caused by the work.  • Security techniques: prevention and protection.  • Health techniques: industrial hygiene, ergonomics, occupational medicine, training and information.  • Basic normative framework in occupational risks prevention issues. Rights (protection, information, training on risk prevention, consult and participation) and basic duties in this matter.  • Check that the workers and the groups under their charge have become on site the instructions about their specific risks and the preventive measures to adopt on it.  • General risks and their prevention: risks linked to security conditions; risks related to the working environment; workload and fatigue; basic risk control systems; collective and individual protection.  • The health control of workers.  • Basic management elements of risk prevention: public organizations related to safety and health at work; representation of workers; rights and obligations.  • Organization of preventive work: basic routines.  • Documentation: collection, elaboration and filing. |  |  |

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| **A04. WORKING RISK PREVENTION (Health & Safety)**  **Publics: Team Leaders and Worksite Supervisors**  PARTNER IN CHARGE OF THE FIELD:  **FLC** | **A04.LU.18. SAFETY IN CONSTRUCTION**  •Basic normative framework of the safety in construction: safety managers of the works and functions (developer, health and safety coordinator during the execution of the works, faculty management, contractor, subcontractor and self-employed worker).  •Common risks in the construction sector: ways of accident, associated prevention and protection measurements.  •Risks prevention in building works (works description, support facilities and machinery employed, development phases, previous, subsequent and simultaneous works, characteristic risks and protection measurements) in: auxiliary works; demolitions; ground movements; foundations; concrete structures; metallic structures; enclosures and partitions; roofs; finishes; carpentry; locksmithing and glassworks; installations.  •Risks prevention in urbanisation works: levelling; drainages; surfaces; pedestrian precincts; walls and defence works; bridges and footbridges; urban services network; signposting and beaconing.  •Prevention of characteristic risks of underground, hydraulics and maritime works.  •Dangerous conditions and practices characteristics in the construction sector.  •Preventive importance of the implementation of works: perimeter fences; entry and exit gates and traffic of vehicles and people; location and operating range of cranes; rush and distribution networks; affected services; sanitary-hygienic premises; temporary facilities; workshops; ; works’ supplies; signage of works and machines.  •Personal protective equipment: placement; uses and obligations; maintenance.  •Collective protection equipment: placement; uses and obligations; maintenance.  •Auxiliary means: placement; uses and obligations; maintenance.  •Concurrence of work on site. Risks arising from the interference of activities. Identification and prevention.  •Safety in the Construction Project. Analysis of safety and health studies.  •Safety and health plans. Content. Documents. |  |  |
| **A04.LU.19. EMERGENCY PLANS AND FIRST AID**  • Emergency and evacuation plans.  • First Aid: basic performance criteria.  • Information channels for emergency action and first aid, determining the means of contact with those responsible for the work.  • The means of emergency - first aid, evacuation, extinguisher and others are identified in advance, determining the position and checking that they are the planned - in number, type and location – and that they are in good condition. |  |  |

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| **A05. MANAGEMENT / COMUNICATION CONFLICTS RESOLUTION AND NEGOTIATION TECHNIQUES / PROBLEM SOLVING**  **Publics: Team Leaders and Worksite Supervisors**  PARTNER IN CHARGE OF THE FIELD:  **FLC ASTURIAS** | **A05.LU.20. Emotion, conflict and performance**  • Take an interest in emotions and conflicts: The benefit of emotions. The expression of emotions. Resolve conflicts.  • The virtuous triangle model: Develop emotional balance. Develop relationships of trust. Ways of controlling conflicts. A new approach to emotions.  • Understand the relationship between emotions, stress, conflict and self-confidence: Stress, fear and emotions. Self-confidence and emotions.  • Discover the role of the brain.  • Identify emotions: The six basic emotions. Characteristics of emotions. Factors which trigger emotions. Primary and secondary emotions. Sentiments and states of mind.  • Recognize the role of emotions: The hidden meaning of emotions. Adapt our behaviour. |  |  |
| **A05.LU.21. Developing emotional balance**  • Develop your emotional awareness: Identify your emotional profile.  • Live emotions: Become familiarized with your own emotions. Recognize the power of an emotion.  • Managing incoherent emotional reactions: Understanding of inconsistencies. Modification of reactions.  • Develop self-confidence and self-esteem.  • Use emotions to establish relationships of trust and understand the benefits of trust: Levels of cooperation. Trust.  • Positive thinking.  • Respect others and their emotions.  • Expressing and sharing resentment. |  |  |
| **A05.LU.22. Resolve conflictive situations**  • Methodology for conflict resolution: Control emotions in stressful situations. Understand someone else’s point of view. Find common solutions.  • Know how to cope with conflicts: Recognize emotions. Deal with the other person's incoherent reactions. Cope with the other person’s anger.  • Behaviours that prevent conflict: Master your stress. Understand others. Be proactive. Develop self-control  • Learn to control yourself: It is possible to control yourself. Control of emotions. Think positively.  • Control your anger: Causes of anger. Ways of reacting. Expression of anger. |  |  |

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| **A05. MANAGEMENT / COMUNICATION CONFLICTS RESOLUTION AND NEGOTIATION TECHNIQUES / PROBLEM SOLVING**  **Publics: Team Leaders and Worksite Supervisors**  PARTNER IN CHARGE OF THE FIELD:  **FLC ASTURIAS** | **A05.LU.23. Negotiation styles and techniques**  • Get to know oneself as a negotiator: identify your strengths and weaknesses.  • Identify the negotiating style of the other parties.  • Know how to conduct yourself and adapt your style to the different moments of the negotiation process. Communicate efficiently in negotiation  • Introduction to non-verbal neuro-linguistic programming techniques.  • Direct and indirect communication when making proposals.  • Listening and its strategic value in negotiation. Promote positive strategies  • Presentation and analysis of different strategies.  • Manipulation or transparency?  • Be creative in finding solutions.  • Identify our success strategies in negotiation.  • Identification of negotiation tactics.  • Tactical strategies.  • Use of techniques for neutralization.  • Phases of the negotiation process: Prepare for negotiation: analysis of the other party: characteristics, traits, interests, background. Determine the objectives and the concession strategy; Steer the negotiation: ways of doing it. Adopt a flexible and creative attitude. End of the negotiation: Formalization of the agreement and follow-up. |  |  |
| **A06TL. ORGANIZATION AND PLANNING**  **Publics: Team Leaders**  PARTNER IN CHARGE OF THE FIELD: IFAPME | **A06TL.LU.24. ORGANIZATION AND PLANIFICATION OF WORK WITH TEAM**  • The work plan in detail, including implantation / installation of the working site, health and safety constraints, administrative and technical documents required, drawings / plans reading and interpreting.  • The resources and schedule models of a work site  • Strategy viewing the whole work site, setting priorities.  • Constraints and anticipation.  • Measurements / dimensions.  • Statutory requirements in a work site: Tools, machines, materials, health and safety, regulations.  • Human resources productivity.  • GANTT chart / planning.  • Equipment and materials – quality control.  • Meeting management. |  |  |
| **A06TL.LU.25. MONITORING THE WORK PROGRESS WITH TEAM**  • Responsibilities taking.  • Deadline compliance.  • Administrative topics.  • Finishing stage: Quality control. Administrative tasks. Self-evaluation. |  |  |

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| **A06WSS. ORGANIZATION AND PLANNING**  **Publics: Worksite Supervisors**  PARTNER IN CHARGE OF THE FIELD: IFAPME | **A06WSS.LU.26. ORGANIZATION AND PLANIFICATION OF WORK ON WORKSITE**  • The work plan in detail, including implantation / installation of the working site, health and safety constraints, administrative and technical documents required, drawings / plans reading and interpreting.  • The resources and schedule models of a work site  • The generation confidence with clients and superiors  • Strategy viewing the whole work site, setting priorities  • Constraints and anticipation.  • Statutory requirements in a work site: Tools, machines, materials, health and safety, regulations.  • Human resources productivity.  • GANTT chart / planning.  • Equipment and materials – quality control.  • Meeting management. |  |  |
| **A06WSS.LU.27. MONITORING THE WORK PROGRESS ON WORKSITE**  • Responsibilities taking.  • Task and responsibility delegation.  • Deadline compliance.  • Administrative topics.  • Finishing stage: Quality control. Administrative tasks and responsibilities. Self-evaluation. |  |  |
| **A07. DIGITAL COMPETENCE**  **Publics: Team Leaders and Worksite Supervisors**  PARTNER IN CHARGE OF THE FIELD: BZB | **A07.LU.28. The basics of the operating system Windows, the text processing Word and the e-mail program Outlook** |  |  |
| **A07.LU.29. Construction site management with support of Microsoft programs** |  |  |
| **A07.LU.30. Advanced operating system Windows and Microsoft Office programs** |  |  |
| **A07.LU.31. The basics for using internet** |  |  |
| **A07.LU.32. Using the Internet safely - Application possibilities and limits** |  |  |
| **A07.LU.33. Using Internet for technical and business development in practice** |  |  |
| **A07.LU.34. The basics for dealing with social media** |  |  |
| **A07.LU.35. Using social media for technical and business development** |  |  |
| **A07.LU.36. The basics for dealing with Auto-CAD** |  |  |
| **A07.LU.37. Read and understand CAD drawings** |  |  |
| **A07.LU.38. The basics for dealing with BIM** |  |  |
| **A07.LU.39. Read and understand BIM files** |  |  |

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| **ACTIVITIES** | **LEARNING UNITS** | **LEARNING OUTCOMES**  **To be selected from the list published in the final document of Phase 2, FLC, starting from Page 21 and identified as LO1, LO2, etc.** | **ASSESSMENT CRITERIA**  **Please take, as a basis, the list published in the final document of Phase 2, FLC, starting from Page 21 and related to each learning outcome.** |
| **A08. WORKING UNDER PRESSURE**  **Publics: Team Leaders and Worksite Supervisors**  PARTNER IN CHARGE OF THE FIELD:  **WARRINGTON** | **A08.LU.40. How to work under pressure and to deal with an emergency.**  Be able to confidently answer questions and solve problems, to a given time frame, relating to a specific problem, such as lack of materials: Time estimate. Roles share. Tasks and human resources.  Be able to overcoming problems or issues to achieve a goal, e.g. losing schedule data or work rotas.  • Prove you can read construction drawings and work to time constraints.  • Have an understanding of local suppliers and materials.  • Understand how to carry out regular site meetings, to keep the team informed of any changes and new developments.  • Have good computer skills and know how to give “PowerPoint” type presentations, to express information to a lot of people at once.  • Must be able to present legible, clear and concise written and verbal instructions.  • Reorganising responsibilities in a group task if one member unexpectedly drops out.  • Managing well when work is unexpectedly busy or short staffed. | **The basic tasks i would like to include in the LOs are:**   * Recognise what are positive and negative pressures. * Recognise the signs of when stress can cause illness * Use techniques to gain resilience to pressure * Gain knowledge of how to reduce stress levels * Change a pressurised situation into positive situation * Discuss the type of situations that cause pressure * How our attitudes, beliefs and behaviour can build resilience to pressures and stress? * What happens to our mind and body when we overload it with stress and how to protect ourselves against pressure? * Prioritise and evaluate lots of tasks at once * Be able to manage your own time effectively * Be able to think clearly about how you can overcome the work given to you * Choose the most cost-effective, most time-effective solution   **How i would incorporate these in actual LOs is as follows:**  **1 . To be able to read construction drawings, plan the order of works and order materials on time.**  *Good planning can reduce negative pressures. Learn how to choose the most cost-effective, most time-effective solution.*  **2 . Know how to organise and implement a site meeting.** To inform all members of staff of any changes in plans, deliveries or meetings. This could also include day to day issues such as fire alarm testing or health and safety walk throughs.  *Delegating work and keeping the team informed of potential issues is a good technique to use, to reduce pressure or stress levels. This can help to prioritise and evaluate lots of tasks at once, in turn you can manage your own time effectively.*  **3 . Set up a 10 minute PowerPoint presentation based on a theoretical issue (to be discussed) and deliver to the class, along with clear concise verbal instructions.**  *Knowing how to use IT to communicate clearly to a group of people can save time and encourages time management.*  **4 . Assess which members of a team are better at certain tasks. This will enable the transference of jobs, should a member drop out, ensuring performance and time is not lost.**  *Knowing how to prioritise tasks and how to overcome problems without fuss and being able to think clearly about how you can overcome the work given to you. Choosing the most cost-effective, most time-effective solution.*  **5 . Assess your own ability to work under pressure and realise poor health symptoms, should they arise.**  *Produce a risk assessment to ascertain whether or not one feels pressure that might result in a stress related illness.* | **1a.** Give learners various drawings and site information and ask them to complete a Gantt chart, mapping the timeframe of the job and giving a acceptable end date.  **1b**. Learners are to cost a certain area of the building works, including specific materials and suppliers.  **1c** . Learners are to be assessed on various symbols that are included in site drawings and various drawing scales, that are also used  **2** . Each learner will be given a different scenario that might be happening on a building site and asked to organise a meeting with the rest of the class. During this meeting the learner will act as a team leader, informing the rest of his/her team of the tasks needed to be carried out on that day. This will encourage the confidence needed to speak to a group of people and take questions and be able to clearly and concisely answer questions also.  **3** . As above, a PowerPoint or similar presentation will need to be created, highlighting specific areas of the job and presenting relevant information. A Q&A session will also be encouraged were learners (team members) can ask anything they think might be relevant to the task.  **4** . A questionnaire can be devised, asking various members of the group to highlight their strengths and capabilities. Over a period of time, perhaps in a practical scenario, the answers to these questions can be assessed and a true reflection can be gained as to who is more suited to certain roles. Then the person who devised the questionnaire can present their findings to the group.  **5** . Produce a risk assessment … It is not easy to ascertain the state of one's own mental or physical health, but a few basic questions can be asked, to determine whether or not professional help might be needed.  **A self assessment of your own health could help to :**   * Help you to identify the main features of a suitable and sufficient risk assessment for work-related stress. * Provide a step-by-step guide to risk assessment based on the Management Standards approach * Help you and your fellow employees work together to devise an effective risk assessment for your organisation * Take active steps to identify hazards (eg known stress risk factors) and related risks caused by excessive pressure * Put in place ‘reasonably practicable’ control measures as necessary.   **Completing a stress related risk assessment will not in itself reduce work-related pressures, however, the actions you take as a result could do so.** |
| **A09. INTEGRATION AND GLOBALISATION / IDENTIFICATION WITH THE ORGANISATION**  **Publics: Team Leaders and Worksite Supervisors**  PARTNER IN CHARGE OF THE FIELD:  **IBE** | **A09.LU.41. Identification with the organisation within global environment**  • Review of relevant legal regulations and ethics in the construction sector - environment, health and safety.  • Company policy and its implementation in practice.  • Company mission, strategy and values.  • External factors affecting operations of companies in construction sector (international markets, competition, legal and safety regulations, financial requirements...).  • Internal factors affecting operations on the worksite (company structure and management, logistics and internal regulations e.g. on purchasing, company culture...).  • Communication techniques (rules of effective communication, training on communication, etc.).  • Techniques for assessment of consequences and risk over time (decision making tree, SWOT analysis...).  • Ethical assessment. |  |  |

**PART ONE: IDENTIFICATION OF PEDAGOGICAL METHODS AND TOOLS FOR (RE) DESIGNED VET PATHS**

**A SEPARATE GRID MUST BE FULFILLED FOR EACH LEARNING UNIT**

BENEFICIARIES: **TEAM LEADERS**

ACTIVITY: **A01TL. BUILDING OF MOTIVATED TEAMS FOR SUCCES ORIENTATION**

PARTNER IN CHARGE OF THE TASK: **CCCA-BTP**

DEADLINE: **30 JUNE 2017**

LEARNING UNIT: **A01TL.LU01. Social regulation and safety standards in the management of the teams on worksite**

DURATION SUGGESTED: **…………… HOURS**

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| **TRAINING CENTRE** | | **COMPANY PARTICIPATING IN THE TRAINING PROCESS** | | **E-LEARNING, incl. OPEN CLASSROOM** | **EVALUATION**  (see Report Phase 2 for Assessment Criteria related to each learning outcome) |
| **TEACHING & SUPPORTING METHODS PROPOSED** (Incl. Duration suggested & Organisation) | | **TEACHING & SUPPORTING METHODS PROPOSED** (Incl. Duration suggested & Organisation) | | **TEACHING & SUPPORTING METHODS PROPOSED** (Incl. Duration suggested & Organisation) | **TOPICS TO BE ASSESSED**  **Anticipated scope.** |
| **MATERIAL AND VIRTUAL TOOLS** (documents, models, sketches, software, apps, etc.) | **SPACE** (Classroom/  Workshop/  Centre of Resources, etc.) | **MATERIAL AND VIRTUAL TOOLS** (documents, models, sketches, software, apps, etc.) | **SPACE** (Office/  Worksite, etc.) | **MATERIAL AND VIRTUAL TOOLS** (documents, models, sketches, software, apps, etc.) | **METHODS & TOOLS**  Incl. ECVET if relevant.  **Organisational and human resources (assessors).**  **Venue and duration.**  **Evidence collection during training.** |
| **PRODUCTIONS TO BE REQUIRED FROM LEARNERS** (analysis, synthesis, sketches, operational schemes, etc.) | | **PRODUCTIONS TO BE REQUIRED FROM LEARNERS** (analysis, synthesis, sketches, operational schemes, etc.) | | **PRODUCTIONS TO BE REQUIRED FROM LEARNERS** (analysis, synthesis, sketches, operational schemes, etc.) |



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

Contract: 2015-1-FR01-KA202-015054

**A SEPARATE GRID MUST BE FULFILLED FOR EACH LEARNING UNIT**

BENEFICIARIES: **……………………………………….**

ACTIVITY: **………………………………………………………………..**

PARTNER IN CHARGE OF THE TASK: **………………………………….**

DEADLINE: **30 JUNE 2017**

LEARNING UNIT: **……………………………………….**

DURATION SUGGESTED: **…………… HOURS**

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| **TRAINING CENTRE** | | **COMPANY PARTICIPATING IN THE TRAINING PROCESS** | | **E-LEARNING, incl. OPEN CLASSROOM** | **EVALUATION**  (see Report Phase 2 for Assessment Criteria related to each learning outcome) |
| **TEACHING & SUPPORTING METHODS PROPOSED** (Incl. Duration suggested & Organisation) | | **TEACHING & SUPPORTING METHODS PROPOSED** (Incl. Duration suggested & Organisation) | | **TEACHING & SUPPORTING METHODS PROPOSED** (Incl. Duration suggested & Organisation) | **TOPICS TO BE ASSESSED**  **Anticipated scope.** |
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**PART TWO: DESCRIPTION OF THE EXPERIMENTATION TO SET UP BY THE PARTNER ORGANISATION**

**To be completed by each partner**

**DEADLINE:** **30 JUNE 2017**

**How do you intent to experience the results achieved within the period from September 2017 to March 2018?**

According to the initial contract, we have to experience with concrete beneficiaries new or renewed training paths. This **experimentation must start in September 2017 and end in June 2018**. But to guarantee its success, we propose to give us **now** some information on how you could foresee this phase within your contexts and with what means. Therefore, the methodological work (part 1) will also contribute to the preparation of the experimentation.

The questions are very open to collect all kind of relevant and specific information. Staring from this first collection of quantitative and qualitative data, we will propose a common model for the experimentation, to be ready for September 2017. Please give a relatively exhaustive description when answering each question (no limit of characters!).

1. **What kind of experimentation seems realistic within your context in terms of training paths? Please describe its main characteristics in terms of level (EQF), learning outcomes planned, training duration and number of hours if relevant, etc.**
2. **What beneficiaries will participate: number and profile in terms of age, professional experience, previous training, etc..? How do you intend to recruit them?**
3. **What training/learning organisation and training/learning methods do you foresee for the training paths identified above? Please describe, in concrete terms, potential blending of different forms of training/learning (in training centre, in company and e-learning) if any.**
4. **What training centres will be involved?**
5. **Who will be in charge of the programme and what kind of educational staff will be involved?**
6. **What assessment procedure and assessment criteria do you intend to put forward?**
7. **How do you intend to evaluate the efficiency of the programme? Please be as pragmatic as possible when listing relevant qualitative and qualitative indicators.**
8. **Additional remarks, information or suggestions on the experimentation you plan.**

**MANY THANKS FOR YOUR CONTRIBUTION!**

**DEADLINE: 30 JUNE 2017**