

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

Contract: 2015-1-FR01-KA202-015054

**FEEDBACK
OF PHASE 4 OF THE PROJECT - National Report**

CENFIC - Portugal

16.07.2018

1 Information about the Experimentations in Portugal

CENFIC has developed three Learning Units under the topic Developing Leadership / Autonomy according to the methodology defined in the ConstructyVET project.

- Experimentation 1. Developing Leadership /Autonomy

Title of training / name of VET track:	Developing Leadership /Autonomy
Training provider:	CENFIC
Information about the units of learning trained:	Unit 1 - Leadership Processes Understand what leadership is and apply the different styles according to the situations
Name of document issued upon completion of the training and assessment:	Vocational Training Certificate
Number of trainees:	15
Dates of training:	May, 25

- Experimentation 2. Developing Leadership /Autonomy

Title of training / name of VET track:	Developing Leadership /Autonomy
Training provider:	CENFIC
Information about the units of learning trained:	Unit 2 - Optimization of Teams Dynamics and Development of teamwork and effective meetings
Name of document issued upon completion of the training and assessment:	Vocational Training Certificate
Number of trainees:	15
Dates of training:	May, 26

- Experimentation 3. Developing Leadership /Autonomy

Title of training / name of VET track:	Developing Leadership /Autonomy
Training provider:	CENFIC
Information about the units of learning trained:	Unit 3 - Communication Models and Emotional Leadership Communication and Development of Interpersonal Relationships in Teams
Name of document issued upon completion of the training and assessment:	Vocational Training Certificate
Number of trainees:	15
Dates of training:	May,29
(other)	

2 Results of the evaluation of the experimentations

2.1 Key findings

The three Learning Units, defined for the area of Developing Leadership / Autonomy, had as participants Team Leaders and Worksite Supervisors of Building Sector Companies.

These Learning Units, although independent, were considered by the participants as interconnected and to maintain in future actions. Considering also the results obtained in the questionnaires applied, it was understood that the individualization of each Unit it was not necessary to the analysis of the main conclusions which are expressed in this report.

Thus, the next table concerns to the three Learning Units developed by CENFIC and addresses the main conclusions, common to both groups of participants.

In section 2.2 we will give an account of the general and specific evaluation of the three Units, opinion about the methodology that was used and the degree of appropriation of the different learning outcomes defined for each Unit.

Experimentation. Developing Leadership /Autonomy

<p>Title of training / name of VET track:</p>	<p>Unit 1 - Leadership Processes</p> <p>Unit 2 – Optimization of Teams</p> <p>Unit 3 – Communication Models and Emotional Leadership</p>
<p>Pre-training survey</p>	<p>Participants wanted to improve their knowledge and professional practice in order to reach higher levels of efficiency, aware of the need to acquire knowledge and tools in soft skills area.</p>
<p>Post-training survey</p>	<p>Participants understood the interest and benefits of a combined evaluation process, both from an individual or company perspective.</p> <p>They reported having learned subjects they did not know. They never had any training about that.</p> <p>They understood the concept of learning outcomes and internalized the strategy (s) and tools to apply them in their daily work.</p>
<p>Post-assessment survey</p>	<p>Participants maintained a positive evaluation of the three Learning Units and also about the structure of the combined evaluation model.</p> <p>They considered they were able to self-assess the learning outcomes they have chosen.</p> <p>They refer, as weaker points, the lack of external recognition and the (expected) difficulty of mobilizing all the acquired skills.</p>
<p>Interviews with participants</p>	<p>Team Leaders</p> <p>They try to pursue the use of the tools experienced in training (group dynamics), now with colleagues and managers, since they assimilated the possibility of the cross-sectional use of them. They particularly appreciated what they learned about verbal and non-verbal communication and the concept of assertiveness.</p>

	<p>Now it's easier to the participants to identify strengths and weaknesses in different contexts and situations, and to do their self-assessment.</p> <p>They understood that they have achieved competencies which also benefited their companies.</p> <p>Worksite Supervisors</p> <p>They try to reach a consistent practice considering the learnings that they have achieved, both in terms of leadership (styles) and in communication, looking at the resolution of relational situations in a more assertive way.</p> <p>They considered that was possible to realign the concepts of people management and resolution of conflicts.</p> <p>The exercise of self-assessment, critical thinking and value creation analysis was strengthened.</p> <p>The optimization of teams and the conduction of meetings were skills stood out as useful, not only with employees but also with external clients.</p>
Interviews with partners	<p>Given the particularity of the group of participants and considering that some of them were individual entrepreneurs, we note:</p> <ul style="list-style-type: none"> • A good acceptance of the methodology for those who were in, or nearby, the ConstructyVET project. • Some difficulty of involvement and availability for structured interviews, for those who were distant.
Other findings	<p>Considering the results obtained in the questionnaires applied before and after training, there is a more consistent understanding of the learning outcomes identified in each Learning Unit and the motivation to mobilize them in their daily lives.</p>

2.2 Answers to questions in surveys

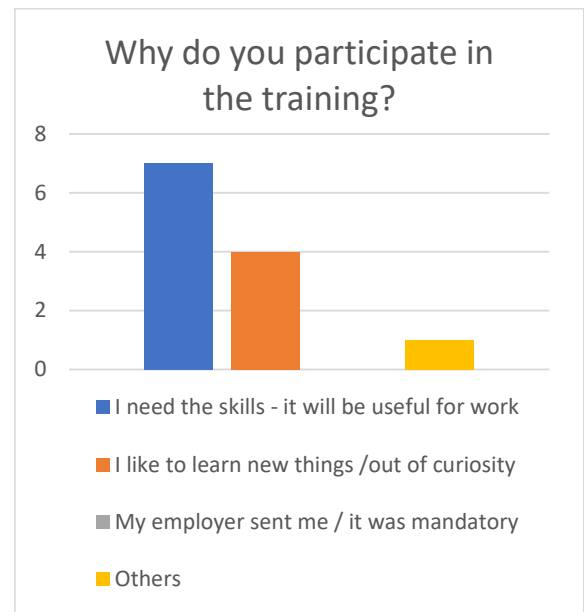
We present the main results obtained through the surveys carried out with the participants of each group, dividing the results obtained from Worksite Supervisors group and Team Leaders group.

2.2.1 Pre-training survey - General Expectations

- **Worksite Supervisors**

1. Why do you participate in the training? (multiple choice)

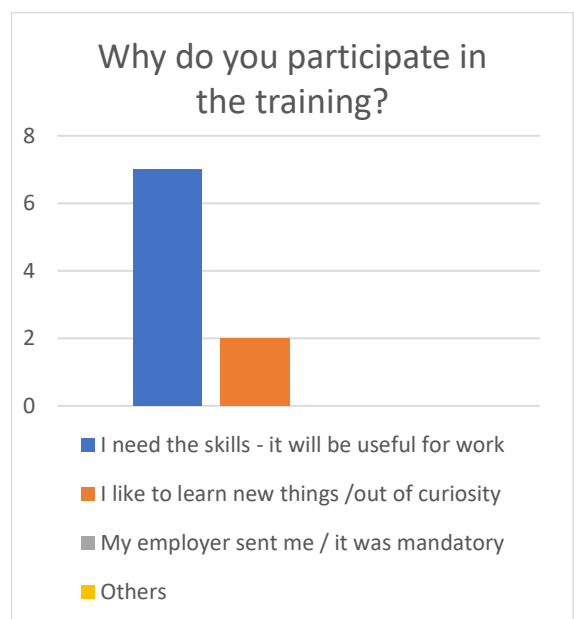
RESULTS		
I need the skills – it will be useful for work	7	87,50%
I like to learn new things / out of curiosity	4	50,00%
My employer sent me / it was mandatory	0	0,00%
Others	1	12,50%



- **Team Leaders**

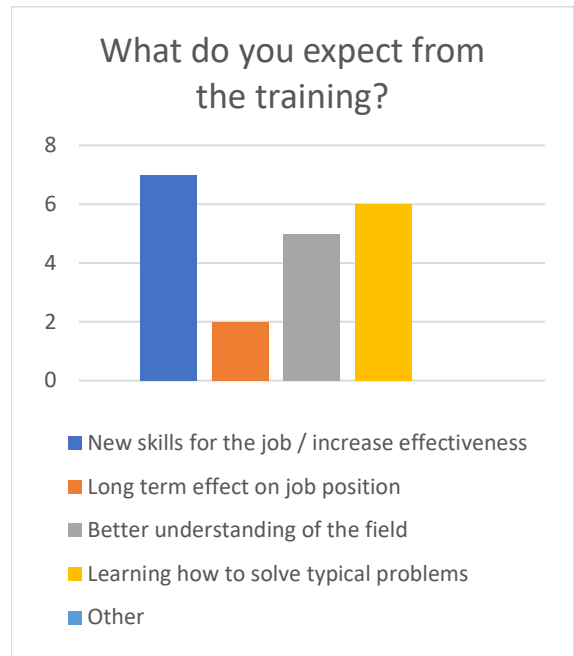
1. Why do you participate in the training? (multiple choice)

RESULTS		
I need the skills – it will be useful for work	7	100,00%
I like to learn new things / out of curiosity	2	28,57%
My employer sent me / it was mandatory	0	0,00%
Others	0	0,00%



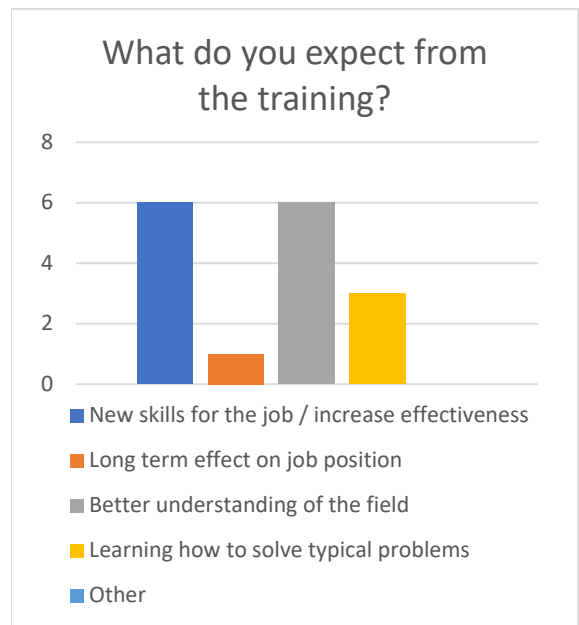
- **Worksite Supervisors**

2. What do you expect from the training?		
RESULTS		%
New skills for the job / increased effectiveness	7	87,50%
Long term effect on job position	2	25,00%
Better understanding of the field	5	62,50%
Learning how to solve typical problems	6	75,00%
Other:	0	0,00%



- **Team Leaders**

2. What do you expect from the training?		
RESULTS		%
New skills for the job / increased effectiveness	6	85,71%
Long term effect on job position	1	14,29%
Better understanding of the field	6	85,71%
Learning how to solve typical problems	3	42,86%
Other	0	0,00%



2.2.2 Pre-training survey – Learning Outcomes

Before training of the three Learning Units, the methodology and the concept of combined assessment, in five phases, were explained to the participants.

The learning outcomes that the participants considered to correspond to the main expectations for each Unit, as results of pre-training survey, were identified as follows:

Unit 1- Leadership Processes

Worksite Supervisor

- Apply Leadership strategies that fit the guidance the team needs (87,50%)

Team Leader

- Recognize results-oriented and people-centered Leadership strategies (71,43%)

Unit 2 – Optimization of Teams

Worksite Supervisor

- Recognize strengths and points to develop as a result of self-assessment (62,50%)
- Recognize the importance of individual growth of team members and how to use methodologies that contribute to the personal development of each team (62,50%)
- Recognize the importance of designing improvement action plans and how to apply them (62,50%)

Team Leader

- Analyze effectively the results of the self-assessment (71,43%)

Unit 3 – Communication Models and Emotional Leadership

Worksite Supervisor

- Apply effective communication techniques with clear and compelling messages that match the personal and social skills of each team member (66,67%)
- Apply interpersonal relationship techniques and communication styles, creating the conditions of a dynamic and effective working context of proactivity in the face of change (66,67%)

Team Leader

- Demonstrate inspiring Leadership that fosters the growth of others and enhances autonomy in the roles each team member plays (71,43%)

2.2.3 Post-training survey - General and specific evaluation

- General Evaluation

Worksite Supervisors	Poor			Excellent/Very Useful
Over all Verdict	0,00%	0,00%	0,00%	100,00%
Training Structure	0,00%	0,00%	12,50%	87,50%
Training Content	0,00%	0,00%	0,00%	100,00%
Theory was supported by practice	0,00%	0,00%	62,50%	37,50%
Trainer(s)	0,00%	0,00%	12,50%	87,50%
Venue	0,00%	0,00%	0,00%	100,00%
Pace of Training	0,00%	12,50%	37,50%	50,00%
I had fun	0,00%	0,00%	12,50%	87,50%
I learn something useful	0,00%	0,00%	25,00%	75,00%
I am glad I came	0,00%	0,00%	25,00%	75,00%
Training vs. expectations	0,00%	0,00%	12,50%	87,50%

Team Leaders	Poor			Excellent/Very Useful
Over all Verdict	0,00%	0,00%	14,29%	85,71%
Training Structure	0,00%	0,00%	42,86%	57,14%
Training Content	0,00%	0,00%	28,57%	71,43%
Theory was supported by practice	0,00%	14,29%	0,00%	85,71%
Trainer(s)	0,00%	0,00%	0,00%	100,00%
Venue	0,00%	0,00%	42,86%	57,14%
Pace of Training	0,00%	0,00%	28,57%	71,43%
I had fun	0,00%	0,00%	0,00%	100,00%
I learn something useful	0,00%	0,00%	0,00%	100,00%
I am glad I came	0,00%	0,00%	0,00%	100,00%
Training vs. expectations	0,00%	0,00%	28,57%	71,43%

- Specific Evaluation

Worksite Supervisors	No				Yes
The goals of the training were clearly defined	0,00%	0,00%	0,00%	12,50%	87,50%
The covered topics were relevant to course	0,00%	0,00%	0,00%	25,00%	75,00%
Training materials were well prepared	0,00%	0,00%	0,00%	50,00%	50,00%
Methods of training were relevant for the training goals	0,00%	0,00%	12,50%	12,50%	75,00%
The training time was just right	0,00%	0,00%	25,00%	12,50%	62,50%
The course content was simple and understandable	0,00%	0,00%	0,00%	12,50%	87,50%
The trainer actively involved me in the process	0,00%	0,00%	0,00%	12,50%	87,50%

Team Leaders	No				Yes
The goals of the training were clearly defined	0,00%	0,00%	0,00%	57,14%	42,86%
The covered topics were relevant to course	0,00%	0,00%	0,00%	0,00%	100,00%
Training materials were well prepared	0,00%	0,00%	28,57%	28,57%	42,86%
Methods of training were relevant for the training goals	0,00%	0,00%	0,00%	28,57%	71,43%
The training time was just right	0,00%	0,00%	0,00%	71,43%	28,57%
The course content was simple and understandable	0,00%	0,00%	14,29%	42,86%	42,86%
The trainer actively involved me in the process	0,00%	0,00%	0,00%	14,29%	85,71%

The general and specific evaluation allows us to conclude the interest regarding the Training Units and the usefulness for all participants, since they considered that their professional practice could be improved as well as the relations with colleagues and hierarchical superiors.

2.2.4 Post-training survey - Training Methodology

We present the opinions of the two groups of trainees on the methodology used, concluding that “lecture / presentation” and “group dynamic” were the main methodological resources used in training process, immediately followed by “case studies”.

	Team Leaders		Worksite Supervisors	
	Yes	No	Yes	No
Lecture / presentation	100,00%	0,00%	100,00%	0,00%
Case studies	85,71%	14,29%	87,50%	12,50%
Group dynamic	100,00%	0,00%	100,00%	0,00%
Other	0,00%	0,00%	12,50%	0,00%
Other	0,00%	0,00%	0,00%	0,00%

2.2.5 Post-training survey- Initial expectations / versus acquired learning outcomes and utility for professional performance

Unit 1: Leadership Processes

Worksite supervisors

Acquisition of skills

“Apply Leadership strategies that fit the guidance the team needs” was common to the two moments of auscultation.

Also stood out: “Distinguish Leadership styles and how to adapt them to different teams”.

“Implement the adequacy of Leadership styles vis-à-vis the team, alternating in the various models, whenever necessary”

Utility for professional performance

“Apply Leadership strategies that fit the guidance the team needs” stood out at first place.

It was also underlined:
“Distinguish Leadership styles and how to adapt them to different teams”.

“Identify the specifics and essential aspects to the achievement of the objectives to be achieved by the team”.

“Recognize the importance of Leadership and the figure of the Leader as a catalyst for change”.

Team Leaders

Acquisition of skills

“Recognize results-oriented and people-centered Leadership strategies” was common to the two moments of auscultation.

However, almost all the other evaluation results stood out at point 4 and 5 of the scale, with the same statistical score.

Utility for professional performance

“Recognize results-oriented and people-centered Leadership strategies” stood out in first, followed by all other evaluation results, with the same statistical score at point 5 of the scale.

The application of leadership styles to obtain the best performances of the teams (results orientation), were the focus of the expectations and the results that the trainees considered most important in training.

Team leaders emphasized teamwork and the role of each element to reach the objectives.

Unit 2: Optimization of Teams

Worksite supervisors

Acquisition of skills

“Recognize the importance of designing improvement action plans and how to apply them” as common to the two moments of auscultation.

It was also stood out: “To act according to the characteristics of the team, maintaining cohesion and focus on the achievement of objectives”

Utility for professional performance

“Recognize strengths and points to develop as a result of self-assessment”.

“Draw improvement action plans resulting from self-assessment”.

“Analyze effectively the results of the self-assessment”.

Team Leaders

Acquisition of skills

It was verified that all the learning results were statistically punctuated in equal percentage at points 4 and 5 of the scale.

Utility for professional performance

“Distinguish the importance of personal and social skills of self and team members as facilitators of energy orientation to achieve objectives”.

“Recognize the importance of individual growth of team members and how to use methodologies that contribute to the personal development of each team”.

The design of efficient action plans, considering the characteristics of the teams, the analysis of strengths and weaknesses and the use of self-assessment tools, were highlighted by Worksite Supervisors.

Team Leaders considered that all the learning outcomes identified in this Training Unit were equally important, perhaps due to some difficulties in the appropriation of the specificity and limits of each one.

Nevertheless, they stressed the importance of taking into account the social competences of each team member, betting on the professional growth of all.

Unit 3: Communication Models and Emotional Leadership

Worksite supervisors

Acquisition of skills

“Apply effective communication techniques with clear and compelling messages that match the personal and social skills of each team member” came first in both evaluation moments.

Also emerge: “Demonstrate initiative and creativity to function as a change agent”, although at level 4 of the scale.

Utility for professional performance

“Demonstrate inspiring Leadership that fosters the growth of others and enhances autonomy in the roles each team member plays”.

“Apply interpersonal relationship techniques and communication styles, creating the conditions of a dynamic and effective working context of proactivity in the face of change”.

“Demonstrate ability to interpret the results of self-assessment mechanisms and communicate them to the team, outlining activity plans focused on identified gaps”.

Team Leaders

Acquisition of skills

It was verified that, with the exception of two, all learning outcomes were statistically scored in equal percentage at points 4 and 5 of the scale.

Utility for professional performance

It was verified that all learning outcomes were statistically scored in equal percentage at point 5 of the scale.

Worksite Supervisors emphasized communication styles and techniques so that the messages can be clear and adjusted to the characteristics of each team member, along with other competencies as initiative, creativity, good interpretation of problems and proposal of appropriate solutions.

The Team Leaders considered that all the learning outcomes identified in this Learning Unit were equally important, possibly, once again, due to the difficulty in the appropriation of the specificity and limits of each one.

Some Photos of CENFIC's Experimentation. Developing Leadership /Autonomy



3 Conclusions for the combined evaluation model

Pre-training survey	<p>There are no critical aspects to note.</p> <p>The questionnaires were welcomed and answered without difficulty.</p> <p>The results, related to the expectations of the trainees were very useful, not only for the development of the Learning Units but also to the trainer, helping the alignment of the program contents.</p>
Post-training survey	<p>There are no critical aspects to note.</p> <p>The questionnaires were welcomed and answered without difficulty.</p> <p>The results obtained allowed us to evaluate all the expected parameters and provided the basis for preparing the transfer of the acquired competences to the participants workplaces.</p>
Post-assessment survey	<p>There was some difficulty in obtaining the availability of all to complete the questionnaire (sometimes due to the work outside Lisbon, other times because of holidays).</p> <p>However, the statistical results point to the maintenance of a very positive appreciation of the training performed and of the combined evaluation structure of the learning outcomes.</p> <p>They pointed out, for future, that could be useful to develop more group dynamics (or, perhaps, more complex) and more case studies, for better preparation in the field.</p> <p>In this perspective, each Learning Unit should have more hours and the time distance between Units should be broader in order to better articulate the “in-room” work with the trainer and the experiences on the work field.</p> <p>It will be important to open a space for follow-up and reflection on the difficulties or success related to the mobilization of the experiences carried out, immediately after each training process.</p>

Interviews with participants	<p>Most of the participants revealed availability for the interview. However, due to the multiplicity of professional realities and the idiosyncrasies of the participants, each one has presented different results.</p> <p>Nevertheless, we can conclude that the participants sought to apply the action plan they designed, regarding the learning outcomes that each one chose as priorities for themselves or more important for their daily work.</p>
Interviews with partners	The greatest difficulty was concentrated in this target, due to the absence of the responsible or lack of time, despite of the interest aroused by the assessment methodology.
Barriers for using the combined evaluation model	<p>The development of the three Learning Units was carried out for workers from different building companies, eleven in total.</p> <p>The motivations that led the responsible of the building companies to propose the participation of their employees were different, so the challenge it was not about a single structured evaluation but several (eleven), which required a background that could not be fully implemented.</p>
Proposals for improvement of the combined evaluation model	<p>Dissemination activities that allow the internalization of:</p> <ul style="list-style-type: none"> • Importance of an assessment not only technical but also behavioral, to know people better; • Credibility of the combined evaluation process as a benefit to the self-knowledge and the design of adjusted careers; • Believe in the development provided by behavioral training processes (soft skills) to minimize weaknesses and highlight personal strengths; • Improve the productive environment. Betting on people's behavioral and social skills not only increases their chances of success but also the development and success of the companies themselves.

<p>Other findings and conclusions</p>	<p>It is consensual that curricula should be designed based on learning outcomes to enable an assessment of what it is known, understood and can be done, effectively (as recommended by CEDEFOP).</p> <p>However, the consistency of the use of learning outcomes requires an alignment with assessment methods to verify their achievement.</p> <p>In particular, it is necessary to develop and apply special tools to assess behavioral and social skills.</p> <p>This last observation leads us to the need of:</p> <ul style="list-style-type: none">• bet on properly trained teachers and trainers,• new assessment approaches by human resources managers, as key elements to a better planning of the workforce and the new generations of leaders inside companies,• articulation between Companies, Schools and Vocational Training Centers to identify the market needs (hard skills and soft skills),• agreement on the adjustment of the vocational training paths; improvement of students and professionals' competences, according to the needs and expectations of building companies.
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Final Remarks

Having reached the end of Phase 4 of the ConstructyVET Project and from CENFIC's perspective, as a Training Center for the Building Sector, all the activities developed were absolutely relevant.

Being unanimous about the idea that middle managers' behavior and social training must be increased, it is now necessary to replicate the Training Units already experienced and propose that they can occupy their place in the vocational training paths contained in our National Qualifications Catalog.

The evaluation methodology presented is in line with the long-standing aspirations of companies and individuals regarding the necessary adaptation of vocational training offers, particularly in soft skills area, to the needs of building companies.

The follow-up methodology was also highlighted because it was considered fundamental for the practical implementation / mobilization of the acquired knowledge, in the readjustment of the mobilization strategy of these new knowledge and, posteriorly, in the readjustment of new training units suited to the real needs of the individuals that were monitored.

The main disseminators of the importance of the behavioral component in vocational training and of an effective evaluation model of learning outcomes will be, certainly, the dozens of participants, Portuguese and from all the other partner countries, who have benefited with the implementation of the theoretical construct that emerged from the ConstructyVET Project.