

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

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Intellectual Output O2:

**Joint methodology for renewed or new contents for initial and continuing VET addressing team leaders
and worksite supervisors**

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**Definition of Learning Contents and Learning Outcomes related to the market
valued skills gathered by IO1. Training contents for WSS and TL path proposal**

Results report

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A. INTRODUCTION

The previous investigation (IO1) 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. The reference to start the IO 2 activities may be extracted 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 in the best possible way was very important the careful readiness of the common definition, explanation and example of each concept¹. So taking into account the definitions proposed for each concept used in the classification and development of each component associated to the soft and transversal skills identified in the previous phase.

This invite to follow the definitions as accurately as possible but with the freedom promoted (by the project coordinator) 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.

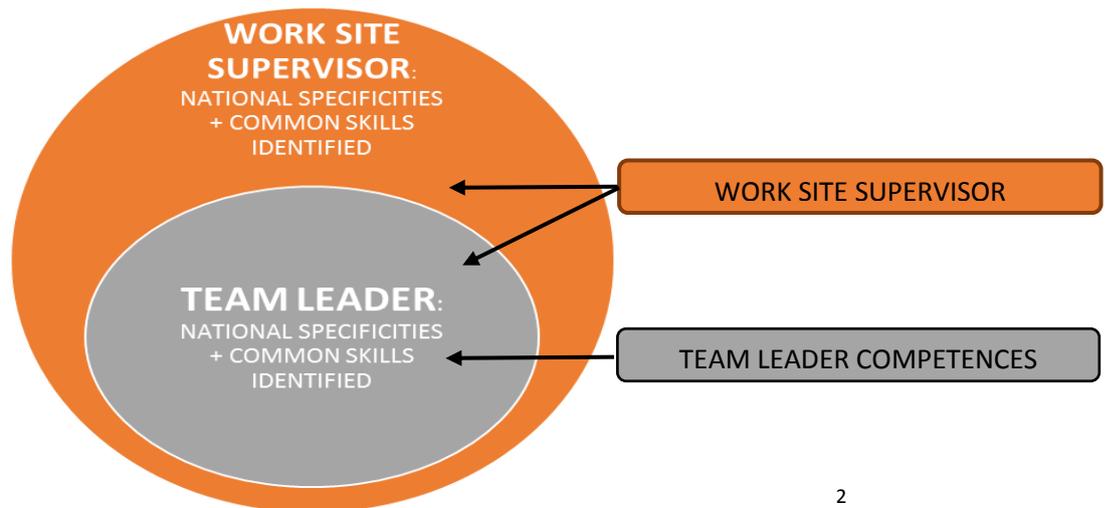
So far, the basic concepts consist in the definitions, proposed to establish a common starting point in those elements that will be taken into consideration during the second phase of the project and which priority is determining the training modules that define the formative itinerary of the Work Site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

From the conclusions obtained after the implementation of the first intellectual output methodology was extracted the final list of soft and transversal skills to be developed by the partnership. This procedure is met in the second point of the chapter B. "Methodological procedure to identify competences. From findings to soft-transversal skills" of this report.

Using a template completed by each partner have been got a uniform outcome. As agreed in the project meetings, 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 have been developed the following steps for each of the competences that corresponds.

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:

¹ A guide for unify these concepts was presented to the partners in Madrid meeting (skills, competences, learning outcomes...).



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To develop, next steps, a correct **pedagogical method** (IO3) and tools is better to know the desire learning outcomes and the knowledge, skills and competences decided for each one. But mainly the Learning Units to be proposed by each partner regarding the Learning Outcome under their responsibility.

The contents for the **Learning Units** deriving from the Learning Outcomes (theoretical knowledge; skills developed and needed to be acquired after the training; and competences in terms of autonomy and responsibility depending on the two levels WSS or TL). These contents are included the last table filled up in this second step of the project (learning outcomes methodology proposal) and the “previous step” for a completion of the pedagogical method. Schematically this will be the basic structure for the pedagogical method (IO3 of the project):

- | | |
|----------------|---|
| Learning units | <ul style="list-style-type: none"> - description - objectives - content - methodology - assessment - duration |
|----------------|---|

² In section C. of this report there is another graphic complementary to this.

B. METHODOLOGICAL PROCEDURE TO IDENTIFY COMPETENCES. From FINDINGS to SOFT-TRANSVERSAL SKILLS

1. National path identification in each country:

The first work on the review of these profiles (TL, WSS) provided by the partners was a matrix with the legal reference to a Professional Certificate or Qualification, theoretical contents, experience needed, range of occupations...

2. Jobs Offers study:

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

3. Interviews and focus groups:

The last activity for the IO1 was based on the compiled report of the answers and opinions that were reflected in those investigation techniques (interview and focus group).

The first step in the first IO defined for this project lets establish the possible itineraries based on:

- The related trades-occupations-jobs and the qualification level according to NQF.
- The technical skills specially but some transversal too (H&S for example)
- The main contents for training. The way to get the identification of the skills (soft and transversal because technical ones are defined in depth in all the countries paths) will be from the needs raised by key informants through interviews and focus groups.

This first step with a deep review of the IO1_A3 will be used to identify and select the soft and transversal skills demanded by the companies and absentees in the National Paths chosen. Based on these skills the project develop the skills to cover the gap by defining them in terms of Learning Outcomes and including even the learning units (part B of this document).

4. Conclusions:

"11. Phase_1- O1-A1.2 Synthesis Report" review and application of those conclusions to this new phase of the project (**methodology for Learning Outcomes to define new middle management training paths**).

The responsible of this second phase of the project jointly with the coordinator used the general profile deduced from the text recover by the partners on published jobs offers to establish a relation between the verbatim text and an equivalent soft or transversal skill to satisfy the demand expressed. This is the first step of the identification and relation between construction companies demands for middle management workers and the skills (soft and transversal) to fill this gap. Collected in the next sections (1.work field analisis_jobs offer studies, part I for WSS and II for TL).

The methodology used in the second phase consisted in a collection from the texts, answers given by the stakeholders through interviews and focus groups and what skills may cover the current demands or requirements. Together (1.work field analisis_jobs offer, with 2.work field analisis_interviews and focus groups part I and part II) the quantitative and qualitative study techniques applied showed the companies needs and therefore the skills (as of the reflexions of the stakeholders together with the requirements for recruitment).

In section 2 (interviews and focus groups' analysis) afterwards may also be observed the questions addressed to the stakeholders and a table below each subsection used to collect demands (underlined in the text) in the first column and the soft - transversal skill (to attend these demands) in the second column.

5. Implementation:

Once the skills have been deduced by applying the method, the final skills list was shared between the partners, discussed to focus only in the most demanded and useful for the middle managers of the constructions sector, and finally distributed between them for the deep development of each one, as may be observed in section C of this report.

1. WORK FIELD ANALYSIS_JOBS OFFER STUDIES

PART I – WORK SITE SUPERVISOR

WORKSITE SUPERVISOR: General profile identified

He / she

- works on public tenders
- is in contact with sub-contractors
- is the interface to the site-management
- is deeply involved in the building site organisation (all issues related to human resource planning, materials and tools, supervision as well as reporting)
- is in leading function and should show resistance to stress
- follows objective awareness
- owns technical knowledge
- applies an appropriate communication
- has at the same time an eye for the details and for the whole
- follows his/her social skills

- faces increased costs' pressure
- has to deal with an increasing number of sub-contractors
- has to plan works with less educated and formerly trained staff
- is asked for more controlling aspects
- has to shift more work from hand to head
- has to follow more energy efficiency aspects
- is responsible for health & safety on site
- has to plan waste management
- suffers from shorter and limited work contracts
- has to get used to more process details in digital form

- is required to take more decisions
- is deeper involved in organisational tasks
- should know about human resource management
- has to take over tasks of the site management
- is expected to be more flexible in terms of bigger distances to work sites
- should cope with intercultural behaviours, i.e. languages and soft skills
- should be aware of personal continuing training
- take over presenting tasks → digital literacy
- should know about health & safety regulations

- is more involved in planning work sites → processes, schedules, human resources
- is expected to contribute to the financial planning → budget
- can hire and fire staff in some countries
- embodies the role of a mediator

- is only as good as his/her team
- checks and controls the application of health & safety regulations, of general technical regulations, of deadline keeping as well as of work and product quality

- is the ambassador for the company to staff and clients alike
- is in cooperation with the team leader
- relies on mutual trust with team leader and staff
- regularly comes from a vertical career in the company
- can be recruited from direct contacts outside the company
- can seldom be hired from external applications
- uses social media for job offers
- should have a good basic education and training → e.g. dual system passed
- has profound work experience
- can also bring in specific competence due to special further trainings
- must have higher degrees in some countries (e.g. in Belgium)
- has to be open for continuing trainings, which could be case related
- should take part in in-company trainings (mostly in big companies)

METHODOLOGY TO STABLISH THE EQUIVALENCE BETWEEN CONCLUSIONS AND COMPETENCES (SOFT-TRANSVERSAL)

These issues (obtained from the textual contents of job offers compiled by the partners) related the WSS profile identified have been used to stablish a first approach to the soft and transversal skills (skills identification needed to complete the gap). The procedure consist in a transformation of the demands, published in the jobs offers by the companies, in soft or transversal skills needed to satisfy them:

WORK SITE SUPERVISOR. EQUIVALENCE BETWEEN CONCLUSIONS AND COMPETENCES (SOFT & TRANSVERSAL)	
PROFILE DESCRIPTION IDENTIFIED	SOFT/TRANSVERSAL SKILL NEEDED
works on public tenders	TBD, not clear proof
is in contact with sub-contractors	INTERPERSONAL RELATIONSHIP
is the interface to the site-management	INTERPERSONAL RELATIONSHIP
is deeply involved in the building site organisation (all issues related to human resource planning, materials and tools, supervision as well as reporting)	SUCCESS ORIENTATION IDENTIFICATION WITH THE ORGANIZATION
is in leading function and should show resistance to stress	ABILITY TO WORK UNDER PRESSURE
follows objective awareness	SUCCESS ORIENTATION
owns technical knowledge	TBD, not clear proof
applies an appropriate communication	COMMUNICATION SKILLS
has at the same time an eye for the details and for the whole	FLEXIBILITY AND CHANGE ORIENTATION
follows his/her social skills	INTERPERSONAL RELATIONSHIP

faces increased costs' pressure	ABILITY TO WORK UNDER PRESSURE
has to deal with an increasing number of sub-contractors	CONFLICT RESOLUTION AND NEGOTIATION TECHNIQUES
has to plan works with less educated and formerly trained staff	COMUNICATION
is asked for more controlling aspects	MANAGEMENT
has to shift more work from hand to head	TBD, not clear proof
has to follow more energy efficiency aspects	INTEGRATION AND GLOBALISATION
is responsible for health & safety on site	HEALTH AND SAFETY
has to plan waste management	INTEGRATION AND GLOBALISATION
	IDENTIFICATION WITH THE ORGANIZATION
suffers from shorter and limited work contracts	ABILITY TO WORK UNDER PRESSURE
has to get used to more process details in digital form	DIGITAL COMPETENCE
is required to take more decisions	ENTREPRENEURSHIP
	ORGANIZATION AND PLANIFICATION
is deeper involved in organisational tasks	IDENTIFICATION WITH THE ORGANIZATION
should know about human resource management	MANAGEMENT
	MEETING MANAGEMENT
	MENTORING/COACHING
has to take over tasks of the site management	FLEXIBILITY AND CHANGE ORIENTATION
is expected to be more flexible in terms of bigger distances to work sites	FLEXIBILITY AND CHANGE ORIENTATION
should cope with intercultural behaviours, i.e. languages and soft skills	COMUNICATION (languages)
should be aware of personal continuing training	LEARNING AND ADAPTATION ABILITY
take over presenting tasks à digital literacy	PRESENTATION
	DIGITAL COMPETENCE
should know about health & safety regulations	HEALTH AND SAFETY
is more involved in planning work sitesà processes, schedules, human resources	ORGANIZATION AND PLANIFICATION
is expected to contribute to the financial planning à budget	ORGANIZATION AND PLANIFICATION
	ECONOMIC COMPETENCE
can hire and fire staff in some countries	TBD, not clear proof
embodies the role of a mediator	CONFLICT RESOLUTION AND NEGOTIATION TECHNIQUES
is only as good as his/her team	TEAMWORK
checks and controls the application of health & safety regulations, of general technical regulations, of deadline keeping as well as of work and product	HEALTH AND SAFETY

quality	
is the ambassador for the company to staff and clients alike	SERVICE AND CUSTOMER ORIENTATION
is in cooperation with the team leader	LEADERSHIP
	FACILITATING
relies on mutual trust with team leader and staff	INTERPERSONAL RELATIONSHIP
regularly comes from a vertical career in the company	ENTREPRENEURSHIP
can be recruited from direct contacts outside the company	TBD, not clear proof
can seldom be hired from external applications	TBD, not clear proof
uses social media for job offers	TBD, not clear proof
should have a good basic education and training à e.g. dual system passed	LEARNING AND ADAPTATION ABILITY
has profound work experience	
can also bring in specific competence due to special further trainings	LEARNING AND ADAPTATION ABILITY
must have higher degrees in some countries (e.g. in Belgium)	LEARNING AND ADAPTATION ABILITY
has to be open for continuing trainings, which could be case related	LEARNING AND ADAPTATION ABILITY
should take part in in-company trainings (mostly in big companies)	LEARNING AND ADAPTATION ABILITY

PART II – TEAM LEADER

TEAM LEADER: General profile identified

He / she

- organises work and especially the setting up site
- is involved in human resource planning and process planning
- is decisive for material flow and the presence of tools and machinery on site
- is an all-rounder
- works in an autonomous way
- shows leadership
- owns technical knowledge
- solves situation based problems on site
- obeys to health & safety rules
- reads and interprets technical drawings
- has an appropriate communication

- is pusher/motivator/instructor
- is often alone on site with his/her team
- faces more complex contexts
- has to cope with larger distances between building sites
- is more working in already existing buildings than building new ones
- has to communicate more
- has to deal with more energy efficiency aspects
- seeks stronger costs control
- has to cope with a higher digitalization
- to deal with more intercultural issues

- has to take over some of the managerial works
- has to be stress resistant
- is expected to secure process flows
- is asked to respect budget conditions
- building the team
- has to find into new processes and materials
- has to be trained in ICT

- is regarded as an organisational all-rounder by the company
- is to explain work processes to workers
- guarantees a proper work-flow
- manages the operational work on site from A to Z

- performs the quality and speed for setting up site
- is the contact person for all operation works on site and communicates “up and down”
- is the solution finder for work problems

- is a “work supervisor light”
- interacts with the worksite supervisor in mutual respect and trust and with a proper communication
- conducts final work checks

- mediates in terms of frictions in his/her team
- behaves in a professional way

- originates mostly from a vertical career in the company
- is sometimes recommended by others for new jobs
- is seldom hired via recruiting agencies

- should have profound work experience
- should have passed formal initial training successfully
- presents leading competence
- has received a good school education
- has a proper character and a good attitude
- has sometimes a higher grade (e.g. in Belgium)
- is at least graded NVQ 3 (in UK)

- is willing to be further trained on specific issues like health and safety and/or human resource planning and management

METHODOLOGY TO STABLISH THE EQUIVALENCE BETWEEN CONCLUSIONS AND COMPETENCES (SOFT-TRANSVERSAL)

For the Team Leader profile was used exactly the same method that used in the previous section, Work Site Supervisor.

TEAM LEADER. EQUIVALENCE BETWEEN CONCLUSIONS AND COMPETENCES (SOFT & TRANSVERSAL)	
PROFILE DESCRIPTION IDENTIFIED	SOFT/TRANSVERSAL SKILL NEEDED
-organises work and especially the setting up site	ORGANIZATION AND PLANIFICATION
-is involved in human resource planning and process planning	ORGANIZATION AND PLANIFICATION
-is decisive for material flow and the presence of tools and machinery on site	ORGANIZATION AND PLANIFICATION
-is an all-rounder	FLEXIBILITY AND CHANGE ORIENTATION
-works in an autonomous way	AUTONOMY AND PERSONAL LEAD (INITIATIVE)
-shows leadership	LEADERSHIP
-owns technical knowledge	
-solves situation based problems on site	PROBLEMS RESOLUTION (TROUBLESHOOTING)
-obeys to health & safety rules	HEALTH AND SAFETY
-reads and interprets technical drawings	LEARNING AND ADAPTATION HABILITY
-has an appropriate communication	COMUNICATION
-is pusher/motivator/instructor	LEADERSHIP
	MENTORING
	COACHING

-is often alone on site with his/her team	TEAMWORK
-faces more complex contexts	FLEXIBILITY AND CHANGE ORIENTATION
-has to cope with larger distances between building sites	TBD, not clear proof
-is more working in already existing buildings than building new ones	LEARNING AND ADAPTATION HABILITY
-has to communicate more	COMUNICATION
-has to deal with more energy efficiency aspects	INTEGRATION AND GOBALIZATION
	LEARNING AND ADAPTATION HABILITY
-seeks stronger costs control	ECONOMIC COMPETENCE
-has to cope with a higher digitalization	DIGITAL COMPETENCE
-to deal with more intercultural issues	COMUNICATION (languages)
-has to take over some of the managerial works	MANAGEMENT
-has to be stress resistant	ABILITY TO WORK UNDERPRESURE
-is expected to secure process flows	SUCCESS ORIENTATION
	HEALTH AND SAFETY
-is asked to respect budget conditions	ECONOMIC COMPETENCE
-building the team	TEAMWORK
-has to find into new processes and materials	INTEGRATION AND GLOBALIZATION
-has to be trained in ICT	DIGITAL COMPETENCE
-is regarded as an organisational all-rounder by the company	TBD, not clear proof
-is to explain work processes to workers	COMUNICATION
	FACILITATING
-guarantees a proper work-flow	LEADERSHIP
-manages the operational work on site from A to Z	MANAGEMENT
-performs the quality and speed for setting up site	FLEXIBILITY AND CHANGE ORIENTATION
-is the contact person for all operation works on site and communicates “up and down”	COMUNICATION
-is the solution finder for work problems	CONFLICTS RESOLUTION
	NEGOTIATION TECHNIQUES
-is a “work supervisor light”	TBD, not clear proof
-interacts with the worksite supervisor in mutual respect and trust and with a proper communication	SUCCESS ORIENTATION
	COMUNICATION
-conducts final work checks	TEAMWORK AND COOPERATION
	MENTORING

	COACHING
-mediates in terms of frictions in his/her team	CONFLICTS RESOLUTION
	NEGOTIATION TECHNIQUES
-behaves in a professional way	SUCCESS ORIENTATION
-originates mostly from a vertical career in the company	TBD, not clear proof
-is sometimes recommended by others for new jobs	TBD, not clear proof
-is seldom hired via recruiting agencies	TBD, not clear proof
-should have profound work experience	TBD, not clear proof
-should have passed formal initial training successfully	TBD, not clear proof
-presents leading competence	LEADERSHIP
-has received a good school education	TBD, not clear proof
-has a proper character and a good attitude	INTERPERSONAL RELATIONSHIP
-has sometimes a higher grade (e.g. in Belgium)	TBD, not clear proof
-is at least graded NVQ 3 (in UK)	TBD, not clear proof
-is willing to be further trained on specific issues like health and safety and/or human resource planning and management	TBD, not clear proof

2. WORK FIELD ANALYSIS_ INTERVIEWS AND FOCUS GRUPS

METHODOLOGY TO STABLISH THE EQUIVALENCE BETWEEN CONCLUSIONS AND COMPETENCES (SOFT-TRANSVERSAL)

As expressed in section B previously the link (between IO1 conclusions and skills) it's possible also be observed by the four subsections designed to guide the field work, the questions addressed to the stakeholders. And more precisely in the table below each subsection that collect demands (underlined in the text) in the first column and the soft - transversal skill, to attend these demands, in the second column.

This is the basis of the applied method to get the most common skills (soft and transversal) demanded for middle management workers.

PART I – WORK SITE SUPERVISOR

1. Main characteristics of worksite supervisor in the partner countries

Common characteristics

In every country it was pointed out that worksite supervisors must have **global and integrated vision of the worksite and of the staff** placed under their responsibilities. Their first legitimacy is based on their solid technical and technological knowledge, plus environmental, **health and safety** standards and formal regulations, but even if it is essential, it is not considered as sufficient. In fact, the investigation demonstrates clearly that worksite supervisor must possess **transversal and combined skills where many components are blended** to give him capacities of anticipation, organisation, negotiations, communication (with customers, hierarchy and staff), controlling and speed reactions in complex situations. S/he must consider and manage worksites as projects by looking ahead and mobilizing people for the achievement of planned results. **Human resources management** is the aspect that becomes ever more complex and demands specific **communication skills** to make staffs adhere to the objectives given. Contacts with customers and subcontractors also gain in importance. Thus, his/her **first competence is above all managerial** with a level of complexity steadily increasing that includes management of resources of any kind, respect of contractual obligations and norms, as well dealing with a significant number of **unforeseen situations**. For all these reasons, work supervisors must be able to manage their own stress and to decrease stressful situations of their staffs.

PROFILE DESCRIPTION IDENTIFIES	SOFT/TRANSVERSAL SKILL
global and integrated vision of the worksite and of the staff	MANAGEMENT
health and safety	H&s
communication skills	COMUNICATION
unforeseen situations	PROBLEMS RESOLUTION

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

Common characteristics

Once again, the investigation results show clearly an increasing degree of complexity of the changing environment and work situations the worksite supervisors face in the partner countries. **Steady cost pressure**, more competition, ever shorter deadlines, as well as more and more **formal regulations and new norms related to health and safety** prescriptions, environmental and energy saving requirements, technical and technological change, as well as **ICT evolution** determine organisation and work conditions at worksites. Therefore, worksite supervisors must be able to **adapt to new materials, new techniques, new standards, new methods and new organisations** by getting regular information and appropriate training. The main

change consists in the fact that worksite supervisors do not manage different means of production as a first goal of their activity, but **they are in charge of respect of objectives in terms of contractual final results** as agreed with customers, with respect of the means (human, financial and material) attributed.

PROFILE DESCRIPTION IDENTIFIES	SOFT/TRANSVERSAL SKILL
Steady cost pressure	ECONOMIC COMPETENCE
formal regulations and new norms related to health and safety	H&S
ICT evolution	DIGITAL COPETENCE
be able to adapt to new materials, new techniques, new standards, new methods and new organisations	FLEXIBILITY CHANGE ORIENTATION
they are in charge of respect of objectives in terms of contractual final results as agreed with customers, with respect of the means	SUCCES ORIENTATION

3. Participation in organisational, financial and human resources management

Common characteristics

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

But the core of their activity remains, according to the results of the investigation carried out, **human resources management** that becomes ever more complex given that the work itself becomes more and more complex from legal, technical, organisational, financial and human points of view. Thus, as an operational manager at worksite, s/he is involved in the whole management of the production process, even if s/he follows the instructions given by hierarchy (total control over the project by using both **responsibility and independence** when managing worksites).

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

PROFILE DESCRIPTION IDENTIFIES	SOFT/TRANSVERSAL SKILL
managers with an increasing degree of autonomy and responsibility	MANAGEMENT
rely on team leaders to coordinate workers	TEAMWORK COOPERATION
the work itself becomes more and more complex from legal, technical, organisational, financial and human points of view	LEARNING AND ADAPTATION HABILITY
gaining in importance and become key actions	CONFLICT RESOLUTION NEGOTIATIONS TECHNIQUES

4. Relationships between worksite supervisors and team leaders

Common characteristics

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

PROFILE DESCRIPTION IDENTIFIES	SOFT/TRANSVERSAL SKILL
good communicators, open minded and technically at the forefront	COMUNICATION FLEXIBILITY DIGITAL COMPETENCE
capable to build up cohesion of staffs	INTERPERSONAL RELATIONSHIP

PART II – TEAM LEADER

1. Main characteristics of team leader

Common characteristics

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

PROFILE DESCRIPTION IDENTIFIES	SOFT/TRANSVERSAL SKILL
Control de production process	IDENTIFICATION WITH THE ORGANIZATION ORGANIZATION AND PLANIFICATION
make staff adhere to collective projects	INTERPERSONAL RELATIONSHIP
make accept his/her natural authority	CONFLICTS RESOLUTION AND NEGOTIATION TECHNIQUES LEADERSHIP

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

Common characteristics

All the partners stress that worksites have become more complex nowadays and **new requirements in terms of legislation and norms** are more and more numerous. Moreover, technological, organisational and behavioural evolutions are very fast, which requires a great **capacity of adaptation** to changing contexts, where productivity with **deadlines always shorter and quality always higher** are the main criteria of

performance for customers and for hierarchy. Besides, team leaders are more and more involved in administrative procedures to which they are not always well prepared. Today's environment demands in fact not only an in-depth knowledge of technics and norms, but a new professional culture where energy saving, health & safety at work or ICTs are fully assimilated as steady components of activities undertaken.

PROFILE DESCRIPTION IDENTIFIES	SOFT/TRANSVERSAL SKILL
capacity of adaptation	LEARNING AND ADAPTATION HABILITY
deadlines always shorter and quality always higher	SUCCESS ORIENTATION ABILITY TO WORK UNDERPRESURE
new professional culture where energy saving, health & safety at work or ICTs are fully assimilated as steady components of activities undertaken	LEARNING & ADAPTATION HABILITY H&S DIGITAL COMPETENCE

3. Participation in the organisation of the worksite

Common characteristics

The first contribution of team leaders to the organisation of the worksite is to explain work and processes to their crew, including all the formal requirements. They also organise each worker's tasks and proceed with quality check. By encouraging participative management of staffs, they listen to the workers and take into account their opinions when organising and controlling activities and final outcomes. The degree of their autonomy has increased and they are more and more responsible for deadlines, problem solving, motivation of staff, safety & health, waste treatment, as well as for administrative and even for some financial aspects of their activities. Being "in the middle" between head office and directly operational level coordinated by worksite supervisor, team leader is gaining in importance on worksite and becomes a partner who really contributes to its organisation, given that s/he remains in charge of execution of the project and of coordination of his/her staff.

PROFILE DESCRIPTION IDENTIFIES	SOFT/TRANSVERSAL SKILL
explain work and activity to their crew	LEADERSHIP MENTORING COACHING
organise each worker's tasks and proceed with quality check	LEADERSHIP MENTORING COACHING
encouraging participative management of staffs	LEADERSHIP MENTORING COACHING
problem solving, motivation of staff, S&H, waste treatment, as well as for administrative as even for some financial aspects of their activities	PROBLEMS RESOLUTION

4. Relationships between team leaders and other workers

Common characteristics

In the partner countries team leaders are clearly situated as supervisors of their crews who have hierarchical legitimacy and authority. But they must chose themselves necessary means to make them respected by the workers, starting from their technical and technological knowledge, but also trough their transversal skills: especially communication, mediation, spirit of cooperation, motivation, conviction, as well as ability to make adhere to projects and activities. To build up positive relationship with other workers, team leaders must be

open minded and attracted by mutual trust and confidence where potential conflicts could find positive end quickly. Main characteristics required therefore are: diplomacy, clarity, respect, natural authority, capacity of delegating and controlling, acceptance of criticism and capability of sending signs of recognition.

PROFILE DESCRIPTION IDENTIFIES	SOFT/TRANSVERSAL SKILL
To build up positive relationship with other workers	INTERPERSONAL RELATIONSHIP

3. CONCLUSIONS OF THE FIELD WORK

Ideas for accompaniment and training of worksite supervisors and team leaders

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

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

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

Changes to functions

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

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

Thus, **“co-activity” and a certain amount of versatility on the worksite are becoming new challenges for which worksite supervisors and team leaders are not always enough prepared**. Indeed, cross-function technical skills, with sometimes still vague outlines, are not properly managed in general and, as a result, the final production quality can sometimes be random, as it was mentioned during several interviews.

Over the last few years, the emphasis has been placed on adhering to **health and safety prescriptions and on environmental regulations**. The weight of both is growing compared to purely technical standards relating to materials. Companies generally tend to make a good job of grasping these new requirements despite additional costs, the implementation of which is mainly entrusted to worksite supervisors and to team leaders who have to back up worksite supervisors. Thus, training actions that deal with these problematics are often considered by companies as useful and necessary, all the more that some of them are compulsory.

Ideas for new accompaniments and training actions

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

Analysing the work in order to engineer the training

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

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

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

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

A few ideas for training courses

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

For worksite supervisors

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

For team leaders

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

B. SUGGESTED CONTENTS AND LEARNING OUTCOMES FOR EACH PROFILE

Based on the previous steps, ie the fieldwork carried out in the first phase of the project as well as the conclusions drawn from the requirements of construction companies to the middle managers, different paths are proposed for the Team Leaders and Work Site Supervisors we deal with in order to reach the desired soft skills:

TEAM LEADER. DESCRIPTION OF CONTENTS SUGGESTED and ASSESMENT OF LEARNING OUTCOMES IDENTIFIED:

TEAM BUILDING FOR SUCCES ORIENTATION

LO1. Regulatory environment and standards of safety on worksite.

DESCRIPTION	ASSESSMENT
<ul style="list-style-type: none"> • Know the parts of the Labour Code and of the Collective Agreement essential to managing a team on worksite. • Know standards relating to safety and health at work, as well as prevention plans. 	<ul style="list-style-type: none"> - The parts of the Labour Code and of the Collective Agreement essential to managing a team on worksite are known. - The standards relating to safety and health at work, as well as prevention plans are mastered.

LO2. Definition of human resources and principles of organization of work team for the objectives.

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

LO3. Techniques of communication and solving problems within the team and on site.

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

LO4. Autonomy, flexibility and adaptability.	
DESCRIPTION	ASSESSMENT
<ul style="list-style-type: none"> • Empower the team leader in the management of the workers. • Capacity of anticipation. 	<ul style="list-style-type: none"> - The decisions concerning team are made autonomously. - Evidence of anticipation is given. - Responsibility for decisions lies.

LO5. Interpersonal skills to collaborate and lead a team.	
DESCRIPTION	ASSESSMENT
<ul style="list-style-type: none"> • Prepare the team to the reactivity, while getting personally involved in the building process. • Develop a sense of the communication by entering more easily in relation to workers. • Master professional and personal stress. • Find solutions to difficult interpersonal situations. • Motivate the team and boost membership of the production objectives. 	<ul style="list-style-type: none"> - The instructions are directive, clear, unambiguous, coherent and intelligible, allowing a good understanding. - The speech is suited to different audiences and remarks are positive. - The criticisms are made in a justified and positive way; they are accompanied by relevant proposals. - The preparation and carrying out of meetings allow to transmit and to collect information useful to the progress of teamwork. - Relevant and constructive comments of the workers are taken into account. - Decisions made are communicated by ensuring their understanding and adhering to their execution.

LO6. Exercise of its role of middle management.	
DESCRIPTION	ASSESSMENT
<ul style="list-style-type: none"> • Identify and mobilize resources to build a team. • Lead independently a team for common and individual production targets, ensuring to establish healthy relationships. • Listen to, adopt and pass on orders from superiors. • Coordinate tasks. • Manage the interfaces between various stakeholders and team. • Lead by example. • Share the responsibility as a team. • Streamline the organization of work, adapting the planning of daily intervention to the team depending on the vagaries of site (climatic, technical or human). • Transmit the standards, the specifications, the organisation of the work, deadlines, etc. • Locate activities in interprofessional contexts on site. • Managing unexpected events and phenomena. 	<ul style="list-style-type: none"> - The parameters of building a team for the defined objectives are well taken into account. - The instructions are sent in a way that is clear and understood by the workers. - The workers are advised in the execution of their tasks and activities. - Daily individual objectives are met. - Daily schedules are in line with the general schedule and the resources of the company. - The constitution of the team is in line with the requirements of the site. - The organization of the workstation is rational and does not create noise or disturbance in the work process. - The workstation respect individual and collective safety rules. - Assistance for people to accompany is planned.

LO7. Communication by ensuring good understanding of instructions and membership in their execution.	
DESCRIPTION	ASSESSMENT
<ul style="list-style-type: none"> • Maintain a good working climate, favouring speed and productivity. • Use sketches and guidelines that facilitate the understanding of the activities and tasks by the team. • Guarantee the first point of contact to address any type of conflict and ensure the best climate within their teams. • Master methods of mediation to resolve conflicts. 	<ul style="list-style-type: none"> - 1. It is created a climate of confidence and neutrality to facilitate communication. - 2. Methods of mediation to reassure worried workers are planned. - 3. A misunderstood decision is identified, clarified and justified. - 4. Listening and taking into account the opinion of each worker are effective. - 5. Relational type problems are resolved: individual or collective latent problems are identified and solutions contributing to the harmony of relationships are found.

LO8. Transmission of technical and organizational knowledge.	
DESCRIPTION	ASSESSMENT
<ul style="list-style-type: none"> • Update their own knowledge. • Welcome a newcomer in a team. • Train colleagues and learners to new products, new standards and new working methods. • Create learning situations with workers. 	<ul style="list-style-type: none"> - Answers to the technical questions are formulated with technical words adapted to the capacities of stakeholders, a clear, concise and complete understanding. - Information or gesture to convey are presented clearly. - Caring for the learner. - Ability to repeat or reformulate the action by the learner, as well as ability to check the acquisition by the learner knowledge and know-how.

LEARNING UNITS:

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.

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.

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.

Organization of the work for a team on worksite (cont.):

- 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.

Techniques of communication and solving problems within the team and on worksite (cont.):

- 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.

Proximity management function to achieve the production objectives:

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

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.

MENTORING - COACHING

LO1. Individual support and the group to make it aware of its potential in order to develop and achieve personal goals and those of the work

DESCRIPTION	ASSESSMENT
<ul style="list-style-type: none"> • Trace elements of interpersonal communication. Basic elements of interpersonal communication • Make use of principles and techniques of interview management –how to motivate • Employ management elements of workgroups • He/she is able to manage interpersonal communication • He/she applies interview management techniques • He/she applies workgroup management techniques working by objectives • Combines knowledge of individual and group communication techniques as well as knowledge of context in work in order to better improve individual and group work performance • Recurrently motivates the individual and the group through various work stages , thus fostering a rational approach as well as sustaining motivation in the activities 	<ul style="list-style-type: none"> - Role playing - Video and comments - Simulation

LO 2. Assist the individual in his/ her career, develop and learning progress

DESCRIPTION	ASSESSMENT
<ul style="list-style-type: none"> • Has describing knowledge of the building labour market • Retrieve the education and training system knowledge if necessary • Administer skill definition methods • Administer learning assessment tools • Administer tools for assessing performance potential • Applies skill construction technique • Applies learning assessment techniques, tests and assessment grids • Apply performance indicator • Combines technical skills in in order to assess worker and group progress, thus determining the limits 	<ul style="list-style-type: none"> - Practical assignments - Test - Practical individual and group assignments - Tests and assessment grids - project work simulation

LEARNING UNITS:

Communication

Communications styles

Observation

Listening to

Interview management techniques

Orienteering interviews

Motivational interviews

The Group

Working according to personal and group objectives

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

LEADERSHIP-AUTONOMY

LO1. To guide the work of the team, based on the defined objectives	
DESCRIPTION	ASSESSMENT
<ul style="list-style-type: none"> • Identify the specifics and essential aspects to the achievement of the objectives to be achieved by the team. • Recognize results-oriented and people-centred Leadership strategies. • Distinguish Leadership styles and how to adapt them to different teams. • Communicate the identified strategies to achieve the objectives. • Apply Leadership strategies that fit the guidance the team needs. • Implement the adequacy of Leadership styles vis-à-vis the team, alternating in the various models, whenever necessary. • To act in the orientation and clarification of specific aspects fundamental to the achievement of the defined objectives. • Manage Leadership strategies based on the characteristics of the team, adapting them to the different stages of the projects. • To act according to the characteristics of the team, maintaining cohesion and focus on the achievement of objectives. 	<ul style="list-style-type: none"> - Indicate what is intended with the accomplishment of the task, specifying the stages of the activities and the times foreseen for the accomplishment of the objectives. - To know correctly the importance of teamwork, encouraging the role of each element in the achievement of defined objectives. - Identify key differences in the various styles of Leadership, (Democratic / supportive, Autocratic / Directive and Liberal), by example and situational Leadership. - Explicitly share the steps for achieving the objectives, enunciating a sequence of tasks, organizing timelines and delineating timings for completion. - To be able to mobilize from among the various styles of Leadership the one that best suits certain teams and why. - To efficiently apply the different ways of leading, adopting a more directive, flexible or inciting to be a model. - To redefine strategies and work plans, listening for suggestions and leveraging the talents of team members. - Manage team potential by implementing an optimized work culture. - Invest in the relationship between the elements of the team and dialogue on the potentialities and constraints identified during the steps taken to achieve the objectives.
LO2. Motivate the team and be proactive	
DESCRIPTION	ASSESSMENT
<ul style="list-style-type: none"> • 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 Leadership and the figure of the Leader as a catalyst for change. • Recognize the importance of individual growth of team members and how to use methodologies that contribute to the personal development of each team. • Apply effective communication techniques with clear and compelling messages that match the personal and social skills of each team member. 	<ul style="list-style-type: none"> - Know the importance of the techniques of motivation, personal and social influence, conflict resolution, collaboration in cooperation, optimism, trust or others. - To be able to position the Team Leader role in the company / sector hierarchy and to recognize within its attributions the expected initiative and proactivity dimension. Promote understanding of the reasons behind the change (strategic, methodological or the dynamics of the team itself). - To be able to discourage behaviours of resistance with objectivity and to reinforce positively, focusing in these domains the positive aspects of the change, assuming the role of facilitator so that the motivation is intrinsic to each element of the team. - Provide feedback, promoter of a relationship of mutual trust that allows to correct risks and deviations, maintaining the performance of

<ul style="list-style-type: none"> • Apply interpersonal relationship techniques and communication styles, creating the conditions of a dynamic and effective working context of proactivity in the face of change. • Give direction to the team, instilling a sense for the work of all, according to the potential of each team member. • Demonstrate ability to use motivational techniques and interact with emotional intelligence by inspiring team members / staff. • Demonstrate initiative and creativity to function as a change agent. • Demonstrate inspiring Leadership that fosters the growth of others and enhances autonomy in the roles each team member plays. 	<p>the team in high levels of satisfaction.</p> <ul style="list-style-type: none"> - Involve the team in changes that occur, collecting suggestions to clarify and develop the planned tasks, knowing how to manage new situations. - Demonstrate a vision of the future through objective and clear communication that everyone's work is important. - To redefine strategies and work plans, listening to suggestions and taking advantage of the talents of team members, with dynamics and attitude. - Demonstrate commitment and awareness of the impact it can have on mobilizing the group through actions that demonstrate initiative and creativity. - Produce a positive impact on the team, with emotional self-mastery and empathy, finding an emotional balance whatever the style of Leadership that exercises.
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LO3. To evaluate/monitor and propose improvement actions	
DESCRIPTION	ASSESSMENT
<ul style="list-style-type: none"> • Distinguish self-evaluation models. • Recognize strengths and points to develop as a result of self-assessment. • Recognize the importance of designing improvement action plans and how to apply them. • Apply self-assessment tools. • Analyze effectively the results of the self-assessment. • Draw improvement action plans resulting from self-assessment. • Actively demonstrate the importance of using self-assessment mechanisms, involving team members. • Demonstrate ability to interpret the results of self-assessment mechanisms and communicate them to the team, outlining activity plans focused on identified gaps. • Demonstrate ability to design action plans for improvement, situating current needs with the impact of their implementation in the medium / long term. • Mobilize analytical knowledge of value creation models and organizational effectiveness. 	<ul style="list-style-type: none"> - Know and share the importance of self-assessment for improving performance in different activities / tasks. - To be able to give feedback to both the team members and the superior, regarding the performance and gaps identified through the use of self-evaluation mechanisms. - Demonstrate the usefulness of using improvement action plans and their impact on team functioning and organizational structure. - Involve the team in the use of self-assessment tools, identifying the added value of these mechanisms. - Demonstrate to the team, in a logic of continuous improvement, what should be maintained or altered / revised in individual and collective performance, collaborating in the plans of activities that need to be re-designed. - Demonstrate to the team the importance of improvement action plans, drawing together work plans, schedules of activities that provide for the areas to be corrected or improved, as well as to propose superiorly the needs to be allocated. - To be able to reflect in the team the impact that the self-evaluation mechanisms exert on an organizational structure (Company, Institution, etc.). - To be able to analyze the information, synthesize its content and frame the impact of these data on the intervention. - To be able to lead the joint elaboration of improvement action plans, applying technical knowledge and reporting superiorly. - To be able to analyze models of value creation and organizational effectiveness.

LEARNING UNITS:

**Leadership Processes,
Theories and styles of Leadership,
Situational Leadership ¹,
Leadership vs. Management,
Dynamics of teams,
Results-driven Leadership,
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
Motivation and Leadership styles
Team mobilization strategy for excellence performance
Team Building
Sociometry
Communication models (e.g., Johari Window)¹,**

**Interpersonal Relationship,
Difference between information and communication processes,
Communicational styles (passive, aggressive, manipulative and assertive),
Interaction and Emotional Intelligence,
Styles of Emotional Leadership ².
SWOT Analysis (Strengths, Opportunities, Weaknesses and Threats),
Common Assessment Framework (CAF),
Competing Values Framework – CVF.**

WORKING RISK PREVENTION (H&S)

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.

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

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.

DESCRIPTION	ASSESSMENT
<ul style="list-style-type: none"> • Observe the required documentation regarding risk prevention. • Associate the risk prevention documentation (specific in construction sector) with the work site organization (phases) and functions. • Trace the protection measures with the information content in the documentation. 	<ul style="list-style-type: none"> - How would you classify the different H&S mandatory documentation at a construction work site? (WHICH OF THE FOLLOWING DOCUMENTS ARE MANDATORY REGARDING H&S? - Selection of the correct ones from a list of Health and Safety formal documentation mixed with different type of documents.) - Put in order of development of the work site the following official documentation: <ul style="list-style-type: none"> - Project - Safety and health study - Safety and Health Plan - Opening of the work centre - Appointments (H&S coordinator, preventive resource...) - Incident Book - Subcontracting book. - Determine the provisional installations, signalling, auxiliary measures and collective protection measures required for the execution of a site according to the Health and Safety Plan. For example: In the installation of the parts in a curtain wall determine the signalization (obligation use of safety harness) and the correct point to install it (close or far from the edge; and the collective protection measure (perimeter protection) considering the specific characteristics (resistance, height, installation technics...)

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, and managing the first interventions for that purpose.

DESCRIPTION	ASSESSMENT
<ul style="list-style-type: none"> • What the content of the emergency plan is. 	<ul style="list-style-type: none"> - Identify and link emergency risks with the specific responsible in the emergency plan: as fire, toxic product emissions in a confined space...with primary intervention equipment's, secondary intervention equipment's, evacuation chief...
<ul style="list-style-type: none"> • How to carry out the steps to be taken in an emergency situation. 	<ul style="list-style-type: none"> - Starting from a specific emergency situation, propose different actions for the choice of the most appropriate.
<ul style="list-style-type: none"> • He/she follows the indications from the Emergency Chief and knows how act in the different stages of an emergency situation 	<ul style="list-style-type: none"> - He/she must know the general behaviour in an emergency situation; knowing the companies at work, the location of the different works and the route to exit from the work from each working place ("tajo" in spanish).

LEARNING UNITS:

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.

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.

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.

MANAGEMENT - PROBLEM SOLVING

LO 1.-Develop trust-based relationships	
DESCRIPTION	ASSESSMENT
<ul style="list-style-type: none"> • To know the basic concepts of conflict resolution: emotion, conflict and performance • Be able to analyze our own feelings and emotions • Recognize through the respect for others and through positive thinking the key to conflict resolution 	<ul style="list-style-type: none"> - Identify the main emotions and reactions, expressions that are generated and their main characteristics. - Explain through the analysis of a case study the feelings and emotions produced. - Explain the importance of emotional balance and relationships of trust for conflict resolution.
LO2.Development of emotional balance	
DESCRIPTION	ASSESSMENT
<ul style="list-style-type: none"> • Understand emotions • Be able to recognize the power of emotions, experience and manage them • Recognize that the respect for others and positive thinking is the key for conflict resolution. 	<ul style="list-style-type: none"> - Describe our own emotional profile and analysis of case studies. - To develop interpersonal communication practices for mutual understanding - Identify our own positive aspects and those of the people that surround us but no belonging to our work environment
LO3.-Conflict management	
DESCRIPTION	ASSESSMENT
<ul style="list-style-type: none"> • To get to know methods for resolving conflicts. • To know how to cope with conflictive situations. • Self-control. 	<ul style="list-style-type: none"> - Describe the basic elements in conflict resolution. - Teamwork approach to analyze case studies and achieve a joint consensus for resolution. - Identify the elements that comprise the controlling of emotions and anger.

LO 4. Negotiate effectively to achieve objectives	
DESCRIPTION	ASSESSMENT
<ul style="list-style-type: none"> • To know the key elements of a negotiation targeted at the achievement of positive results • Add value to the elements of communication and to the positive strategies for success in a negotiation • Understand the effects provoked by each one of the negotiation techniques • Be aware of every phase in the negotiating process, our attitudes and needs. 	<ul style="list-style-type: none"> - Identify the personal traits of the participants in a negotiation and the different negotiation styles used. - Simulate negotiation case studies through the use of communication techniques and positive strategies. - Describe the techniques that can be used in a negotiation process. - Detailed elaboration of a negotiation process, to put in final shape a “check-list” document that identifies each element of the process.

LEARNING UNITS:

<p>Emotion, conflict and performance</p> <ul style="list-style-type: none"> • Take an interest in emotions and conflicts <p>The benefit of emotions. The expression of emotions. Resolve conflicts.</p> <ul style="list-style-type: none"> • The virtuous triangle model. <p>Develop emotional balance. Develop relationships of trust. Ways of controlling conflicts. A new approach to emotions</p> <ul style="list-style-type: none"> • Understand the relationship between emotions, stress, conflict and self-confidence. <p>Stress, fear and emotions. Self-confidence and emotions</p> <ul style="list-style-type: none"> • Discover the role of the brain. • Identify emotions. <p>The six basic emotions. Characteristics of emotions. Factors which trigger emotions. Primary and secondary emotions. Sentiments and states of mind.</p> <ul style="list-style-type: none"> • Recognize the role of emotions. <p>The hidden meaning of emotions. Adapt our behavior.</p> <p>To develop emotional balance</p> <ul style="list-style-type: none"> • Develop your emotional awareness. <p>Identify your emotional profile</p> <ul style="list-style-type: none"> • Live emotions. <p>Become familiarized with your own</p>	<p>Resolve conflictive situations</p> <ul style="list-style-type: none"> • 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. • Behaviors 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. <p>Negotiation styles</p> <ul style="list-style-type: none"> • 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. <p>Communicate efficiently in negotiation</p> <ul style="list-style-type: none"> • Introduction to non-verbal neuro-linguistic programming techniques.
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<p>emotions. Recognize the power of an emotion.</p> <ul style="list-style-type: none"> • Managing incoherent emotional reactions. <p>Understanding of inconsistencies. Modification of reactions.</p> <ul style="list-style-type: none"> • Develop self-confidence. <p>Self-esteem. Use emotions to establish relationships of trust</p> <ul style="list-style-type: none"> • Understand the benefits of trust: <p>Levels of cooperation. Trust.</p> <ul style="list-style-type: none"> • Positive thinking. • Respect others and their emotions. • Expressing and sharing resentment. 	<ul style="list-style-type: none"> • Direct and indirect communication when making proposals. • Listening and its strategic value in negotiation. <p>Promote positive strategies</p> <ul style="list-style-type: none"> • Presentation and analysis of different strategies. • Manipulation or transparency? • Be creative in finding solutions. • Identify our success strategies in negotiation. <p>Negotiation techniques</p> <ul style="list-style-type: none"> • Identification of negotiation tactics. • Tactical strategies. • Use of techniques for neutralization. <p>Phases of the negotiation process</p> <ul style="list-style-type: none"> • How to prepare for negotiation: analysis of the other party: characteristics, traits, interests, background. <p>Determine the objectives and the concession strategy.</p> <ul style="list-style-type: none"> • Steer the negotiation: ways of doing it. Adopt a flexible and creative attitude. • The end of the negotiation: Formalization of the agreement and follow-up.
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ORGANIZATION AND PLANIFICATION

L.O.1 Participate to the organization of the worksite	
DESCRIPTION	ASSESSMENT
<ul style="list-style-type: none"> • Read and analyze the planning • Being able to identify the activities and determine its right duration • Being able to define the needs regarding human resources, materials and machinery • Being able to plan the materials' orders according to the work planning • Coordinate the intervention of the different workers and contractors 	<ul style="list-style-type: none"> - Understand the different planning methods - Extract from planning: <ul style="list-style-type: none"> - The different activities and their duration - Needs regarding human resources - Specific means and the needed material - Establish the order notes - Assume the coordination regarding the supply of materials (according to the planning) - Assume synchronization of the workers / contractors - Necessary human resources
L.O.2 Organize the working site installation in situation	
DESCRIPTION	ASSESSMENT
<ul style="list-style-type: none"> • Examine the working site • Establish the installation plan taking the constraints into account • Ensure health and safety regulations • Prepare the working site in respect with the installation plan • Ensure the implementation of the installation plan • Analyse the topographical aspect of the site • Prepare the installation plan, according to: <ul style="list-style-type: none"> - place - storage of the materials - available human resources • Organize the working site installation according to the plan • Organize and ensure the connections (water, drains, electric connections, ...) • Prepare the different connections (water, drains, ...) • Gather all the administrative and technical documents required 	<ul style="list-style-type: none"> - Implement the security of the working site : - Establish and draw up the installation plan including health and safety rules: <ul style="list-style-type: none"> - Determine the moving / motions / access on the working site - Determine the places for the storage of materials, equipment, fabrication, lifting equipment, ... - Locate the location of power sources - Define the access roads, road signs, fencing, lighting, access and signalisation ... - Identify and list the administrative and technical documents - hygiene, sanitary facilities, ...

L.O. 3 Organize the work program (with the worksite supervisor)

DESCRIPTION	ASSESSMENT
<ul style="list-style-type: none"> • Participate to the preparation of the worksite according to instructions • Organize the work with the team on the building site • Distribute the work among the team • Being able to adapt to unforeseen situations (sick worker / delivery is postponed, ...) • Follow and respect instructions (from worksite supervisor) • Respect health and safety rules • Apply the received methods during the whole activities / tasks • Supply, and store the materials, machinery and tools required • Use references tables for ordering materials / tools • Monitor the deliveries of materials that are necessary for the execution of the work <ul style="list-style-type: none"> – Check the delivery and the order note – Check the quantities of materials on the building site – Check the quality and conformity of the materials – Ensure the storage • Manage the equipment he is responsible for. • Ensure the proper affectation of the equipment and materials used by the team • Ensure the good affectation of the equipment and materials used by the team • C: Being able to participate to meetings <ul style="list-style-type: none"> - clients - subcontractors - suppliers 	<ul style="list-style-type: none"> - Situation and implantation plans are correctly interpreted - Instructions are put into practice - Order materials using the right method - Controlling a delivery (corresponding to the order and standards) - Check-list for equipment and materials (incl. linked to affectation) - Draft minutes of a meeting

L.O.5 Insure the monitoring of the work

DESCRIPTION	ASSESSMENT
<ul style="list-style-type: none"> • Being able to advise, inform and manage the team for good quality and efficiency • Take care of the deadlines • Check the quality of tasks he is responsible for. 	<ul style="list-style-type: none"> - On basis of a situation, description of the quality checking method and the compliance with deadlines.

LEARNING UNITS:

- * The work plan in detail.
- * The resources and schedule models of a work site
- * Strategy viewing the whole work site, setting priorities.
- * Constraints and anticipation
- * Administrative post
 - Implantation / installation of the working site
 - Health and safety constraints
 - Administrative and technical documents required
 - Drawings / plans reading and interpreting
- 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
Monitoring the working site
Responsibilities taking
Deadline compliance
Finishing stage:
Quality control
Administrative tasks
Self-evaluation

DIGITAL COMPETENCE

L.O. 1 Microsoft tools	
DESCRIPTION	ASSESSMENT
<ul style="list-style-type: none"> • Knows the basics of the operating system Windows and the usual Windows programs (Explorer, IE) • Knows the usual Microsoft programs for word processing (MS Word) • Knows the basics of Microsoft Outlook • Is able to launch common Microsoft applications, configure them as needed and work with them • Can safely control the current Microsoft programs and can apply them to different computers. • Recognizes typical input and application errors in the programs 	<ul style="list-style-type: none"> - The knowledge of the current Microsoft tools is an important prerequisite for the realization of the construction site and the team management (building specification, VOB texts, construction journal, hourly documents, reservation request, communication with the company) - TL must be familiar with the current Microsoft tools - TL must be familiar with the current Microsoft tools
L.O. 2 Internet	
DESCRIPTION	ASSESSMENT
<ul style="list-style-type: none"> • Knows the basics and key tools for Web-browsing (navigation, hyperlinks, communication tools, browsing) • Knows typical Internet activities such as: information search, communication. shopping, learning, publishing, entertainment • Knows how to protect online activities: communicate at secure, legitimate online shops; personal information; log off correctly on websites • Knows about encryption, digital certificates, download options and limits • Knows rights and obligations regarding data and copyright protection • Is able to search, evaluate and use relevant information on the Internet • Is able to download, forward and print relevant information • Is able to communicate with internet tools • Is able to use the online calendar • .Are familiar with Internet and can assess its capabilities for the benefit of the construction site and the company and use it sovereignly 	<ul style="list-style-type: none"> - Internet is already an important component in construction site management. In the future, the use of internet and it's possibilities will be expanded. Mobile devices will also be included and will be even more important. - TL and WSS need to know how to handle the Internet safely - TL and WSS use Internet for the benefit of site and company.

L.O. 3 Social Networks	
DESCRIPTION	ASSESSMENT
<ul style="list-style-type: none"> • Knows the basics and key tools for social networking • Knows typical characteristics of Forum, workgroups, wiki, blogs, topic-oriented communities • Knows the typical features of popular social media applications: Facebook, YouTube, Twitter, LinkedIn etc. • Knows the processes for logging in, using and logging off • Understands the typical challenges and dangers of using social media • Is able to join social media groups, set permissions and set privacy • Is able to offer and hide information • Is able to accept or reject invitations and requests • Is able to upload and retrieve messages, comments, images, videos, and documents; is able to react and respond to messages and comments • Are familiar with social networks and can assess its capabilities for the benefit of the construction site and the company and use it sovereignly 	<ul style="list-style-type: none"> - Social networking is already an important component in construction site management. In the future, the use of social networks will be expanded. Mobile devices will also be included and will be even more important. - TL and WSS deal with social network so that themselves and the company does not lose track of technical and business developments or communication devices. - TL and WSS use social networking for the benefit of site and company.

L.O. 4 Auto-CAD and related programs³	
DESCRIPTION	ASSESSMENT
<ul style="list-style-type: none"> • Knows the basics of the operating system Windows and the usual Windows programs (Explorer, IE) • Knows how to launch an Auto-CAD program and open Auto-Cad files • Knows how to print/plot Auto-CAD sheets and plans • They are able to read CAD drawings and transfer the information to the various components and the entire building. • They can validate CAD drawings, assess them, and refer them on the construction site situation • They can discover errors and discrepancies in CAD drawing and can return them to the responsible planners, for example by using Microsoft tools or social networks 	<ul style="list-style-type: none"> - Auto-CAD and related programs are already basic component in construction site management. TL must know the basics to manage the technical processes in his team. - TL and WSS master the basic knowledge of interpreting CAD drawings - Errors can occur at all planning and execution levels. TL and WSS should be able to discover them.

³ The Knowledge only for TL; skills and competences for Team Leader & WSS

L.O. 4_II Auto-CAD and related programs⁴	
DESCRIPTION	ASSESSMENT
<ul style="list-style-type: none"> • They are able to read CAD drawings and transfer the information to the various components and the entire building. • They can validate CAD drawings, assess them, and refer them on the construction site situation • They can discover errors and discrepancies in CAD drawing and can return them to the responsible planners, for example by using Microsoft tools or social networks 	<ul style="list-style-type: none"> - TL and WSS master the basic knowledge of interpreting CAD drawings - Errors can occur at all planning and execution levels. TL and WSS should be able to discover them.

L.O. 5 BIM (Building Information Modeling) (TL & WSS)	
DESCRIPTION	ASSESSMENT
<ul style="list-style-type: none"> • Know the basics of the operating system Windows and the usual Windows programs (Explorer, IE) • Know how to get, download and install a free BIM-viewer • Know how to work with the BIM viewer • They are able to read BIM files and transfer the information to the various components and the entire building. • They can validate BIM-files, assess them, and refer them on the construction site situation • They can discover errors and discrepancies in BIM-files and can return them to the responsible planners, for example by using Microsoft tools or social networks • They recognize changes in the plan during the construction phase, they can interpret and implement them and communicate with the involved trades 	<ul style="list-style-type: none"> - BIM is active in Europe since several years as a planning and execution tool at all levels and for all sectors involved. It will become a standard tool for the construction industry and subcontracting branches.

⁴The Knowledge only for WSS; skills and competences for TL & Work Site Supervisor

LEARNING UNITS:

The basics of the operating system Windows, the text processing Word and the e-mail program Outlook
Construction site management with support of Microsoft programs
Advanced operating system Windows and Microsoft Office programs.
Construction site management with support of Microsoft programs
The basics for using internet
Using the Internet safely - Application possibilities and limits
Using Internet for technical and business development in practice.
The basics for dealing with social media
Possibilities for using social media for technical and business development
Using social media for technical and business development in practice.
The basics for dealing with Auto-CAD
Read and understand CAD drawings
The basics for dealing with Auto-CAD
Read and understand CAD drawings
The basics for dealing with BIM
Read and understand BIM files
Read and understand BIM files

ABILITY TO WORK UNDERPRESSURE

L.O. 1 Work under pressure without transmitting it to the workers and meeting the requirements of the project-customer	
DESCRIPTION	ASSESSMENT
<ul style="list-style-type: none"> • Understand the requirements of the customer and use the workforce in the best way possible to achieve these goals. • Show and tell how overcome unforeseen problems. To be able to think clearly about how you can overcome any unforeseen problems. • Choose the most cost-effective, most time-effective solution and evaluate lots of tasks at once. • Be able to manage their own time effectively, work to a schedule and ensure work is completed as scheduled. • Can effectively convey vision, ideas, goals, and issues, as well as produce reports and presentations, among other skills such as being able to delegate certain jobs and complete tasks on time. • (The employer may suffer from increasing stress, due to customer complaints, staff turnover and days lost to sickness). Carry out the work with the project specifications, the client expectations and his/her limits (NOTE: importance of the clarity about the roles). • Implement the relation between the workloads of the workers under his/her responsibility with the potential stress development for them. 	<ul style="list-style-type: none"> - Must have good personal skills. Must be polite and understanding. Work closely with the team and know how to achieve the required results. - Roleplaying exercises. - This can be achieved in an “interview” type scenario, were questions are posed by the interviewer to see the reaction of the interviewee. - Roleplaying exercises. - Knowledge of the job schedules, specifications and time frame is essential. Drug and drop exercises. - Be able to foresee and overcome obstacles without disrupting the work and effecting the work schedule. Delegate tasks to achieve and spread the work load. - By a demonstration with a Time Table – tasks distribution - Clear speaking. Good language skills, possibly bi-lingual. A knowledge of local cultures might be required. Having a clear vision of what is to be completed and being able to convey these thoughts. Being able to read construction drawings and understanding scales and measurements. - Link a list of tasks with different trades - The management of stress, not only for the TL and WSS will relieve the stress of the workforce. Clear understanding of tasks. Good time management and personal skills will help to elevate any conflicts and reduce stress. - Empathising with the customer and delivering the project how it was intended. Assessment based on the deviations - Expert knowledge and good experience in the type of work being carried out. - Training in specific tasks, such as “all of the above” will help to reduce stress all around by promoting confidence in one’s self. Phrases proposal and election based on a specific situation proposal.

LEARNING UNITS:

Be able to confidently answer questions and solve problems, to a given time frame, relating to a specific problem, such as lack of materials.

The work site documentation and the implementation in phases.

- Time estimate.
- Roles share
- Tasks and human resources

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.

Training in how to deal with an emergency.

Be able to overcoming problems or issues to achieve a goal, e.g. losing schedule data or work rotas.

Reorganising responsibilities in a group task if one member unexpectedly drops out.

Managing well when work is unexpectedly busy or short staffed.

Proof of technical/trade knowledge and qualifications.

INTEGRATION AND GLOBALISATION

L.O. 1 Organize work accordingly to factors influencing the operations on the worksite	
DESCRIPTION	ASSESSMENT
<ul style="list-style-type: none"> • Discuss internal and external factors influencing the operations on construction site • Explain the influence of selected internal and external factors to collaborators • Communicate the company policies to workers/collaborators. • Introduce actions/routines implementing company policy on site • Modify/adjust the work plan accordingly to identified risks and limits • Communicate the modifications of work plan to collaborators and superiors 	<ul style="list-style-type: none"> - Explains the risks related to cooperants failure to deliver goods or services - Explains the legal and financial limits for construction site operations - Provides a considered and balanced review that includes a range of factors - Presents the conclusions clearly and supports them by appropriate evidence/data/arguments. - Identifies the influence of selected factors on procedures and work organization on selected position, - Provides a detailed account including reasons and causes for the influence - Adjusts the message to the recipient - Communicates according to rules of effective communication - Provides a detailed account including reasons and causes for the company policy - Adjusts the message to the recipient - Identifies activities/positions to be affected by the policy - Lists potential risk for the policy implementation - Proposes actions/routines necessary to implement a new policy - Undertakes actions for sustaining the routine in the organization - Identifies events/circumstances requiring work plan modification/adjustment - Defines the required modifications and their implementation - Prepares a modified work plan - Communicates according to rules of effective communication - Provides a detailed account including reasons and causes for the work plan modification - Adjusts the message to the recipient

L.O. 2 Evaluates decisions from ethical viewpoint	
DESCRIPTION	ASSESSMENT
<ul style="list-style-type: none"> • Assess if a decision is in line with the relevant codes/rules • Assess the consequences in time of possible decisions for stakeholders • Discuss internal and external factors influencing the operations on construction site 	<ul style="list-style-type: none"> - Describes the company's mission, strategy and values, - Describes relevant ethical codes/rules to the situation - Describes relevant legal codes/rules - Analyzes conflict between the possible decision and the codes/rules - Formulates deontological assessment based on analysis - Describes the consequences of possible decisions for stakeholders (society, contractors, company, workers, etc.) - States possible personal gains and losses related to alternative decisions - Analyzes the positive and negative consequences of possible decisions over time - Formulates consequential assessment based on the analysis - Explains the risks related to cooperants failure to deliver goods or services - Explains the legal and financial limits for construction site operations - Provides a considered and balanced review that includes a range of factors - Presents the conclusions clearly and supports them by appropriate evidence/data/arguments.

LEARNING UNITS:

1. Company policy and its implementation in practice
 2. External factors affecting operations of companies in construction sector (international markets, competition, legal and safety regulations, financial requirements...)
 3. Internal factors affecting operations on the worksite (company structure and management, logistics and internal regulations e.g. on purchasing, company culture...)
 4. Communication techniques (rules of effective communication, training on communication, etc.)
Preparing and adjusting work plan (elements of work plans in the company, scheduling, planning techniques etc.)
1. Company mission, strategy and values
 2. Ethics in the construction sector - environment, health and safety...
 3. Review of relevant legal regulations
 4. Techniques for assessment of consequences and risk over time (decision making tree, SWOT analysis...)
- Workshop on ethical assessment

WORK SITE SUPERVISOR. DESCRIPTION OF CONTENTS SUGGESTED and ASSESMENT OF LEARNING OUTCOMES IDENTIFIED:

MENTORING - COACHING

LO1. Individual support and the group to make it aware of its potential in order to develop and achieve personal goals and those of the work	
DESCRIPTION	ASSESSMENT
<ul style="list-style-type: none"> * Trace elements of interpersonal communication. Basic elements of interpersonal communication * Make use of principles and techniques of interview management –how to motivate * Employ management elements of workgroups * He/she is able to manage interpersonal communication * He/she applies interview management techniques * He/she applies workgroup management techniques working by objectives * Combines knowledge of individual and group communication techniques as well as knowledge of context in work in order to better improve individual and group work performance * Recurrently motivates the individual and the group through various work stages , thus fostering a rational approach as well as sustaining motivation in the activities 	<ul style="list-style-type: none"> - Role playing - Video and comments - Simulation

LO 2. Assist the individual in his/ her career, develop and learning progress	
DESCRIPTION	ASSESSMENT
<ul style="list-style-type: none"> * Has describing knowledge of the building labour market * Retrieve the education and training system knowledge if necessary * Administer skill definition methods * Administer learning assessment tools * Administer tools for assessing performance potential * Applies skill construction technique * Applies learning assessment techniques, tests and assessment grids * Apply performance indicator * Combines technical skills in in order to assess worker and group progress, thus determining the limits 	<ul style="list-style-type: none"> - Practical assignments - Test - Practical individual and group assignments - Tests and assessment grids - project work simulation

LEARNING UNITS:

Communication

Communications styles

Observation

Listening to

Interview management techniques

Orienteering interviews

Motivational interviews

The Group

Working according to personal and group objectives

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

LEADERSHIP AUTONOMY

LO1. To guide the work of the team, based on the defined objectives	
DESCRIPTION	ASSESSMENT
<ul style="list-style-type: none"> * Identify the specifics and essential aspects to the achievement of the objectives to be achieved by the team. * Recognize results-oriented and people-centred Leadership strategies. * Distinguish Leadership styles and how to adapt them to different teams. * Communicate the identified strategies to achieve the objectives. * Apply Leadership strategies that fit the guidance the team needs. * Implement the adequacy of Leadership styles vis-à-vis the team, alternating in the various models, whenever necessary. * To act in the orientation and clarification of specific aspects fundamental to the achievement of the defined objectives. * Manage Leadership strategies based on the characteristics of the team, adapting them to the different stages of the projects. * To act according to the characteristics of the team, maintaining cohesion and focus on the achievement of objectives. 	<ul style="list-style-type: none"> -Indicate what is intended with the accomplishment of the task, specifying the stages of the activities and the times foreseen for the accomplishment of the objectives. -To know correctly the importance of teamwork, encouraging the role of each element in the achievement of defined objectives. -Identify key differences in the various styles of Leadership, (Democratic / supportive, Autocratic / Directive and Liberal), by example and situational Leadership. -Explicitly share the steps for achieving the objectives, enunciating a sequence of tasks, organizing timelines and delineating timings for completion. -To be able to mobilize from among the various styles of Leadership the one that best suits certain teams and why. -To efficiently apply the different ways of leading, adopting a more directive, flexible or inciting to be a model. -To redefine strategies and work plans, listening for suggestions and leveraging the talents of team members. -Manage team potential by implementing an optimized work culture. -Invest in the relationship between the elements of the team and dialogue on the potentialities and constraints identified during the steps taken to achieve the objectives.
LO2. Motivate the team and be proactive	
DESCRIPTION	ASSESSMENT
<ul style="list-style-type: none"> * 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 Leadership and the figure of the Leader as a catalyst for change. * Recognize the importance of individual growth of team members and how to use methodologies that contribute to the personal development of each team. * Apply effective communication techniques with clear and compelling messages that match the personal and social skills of each team member. * Apply interpersonal relationship techniques and communication styles, 	<ul style="list-style-type: none"> -Know the importance of the techniques of motivation, personal and social influence, conflict resolution, collaboration in cooperation, optimism, trust or others. -To be able to position the Team Leader role in the company / sector hierarchy and to recognize within its attributions the expected initiative and proactivity dimension. Promote understanding of the reasons behind the change (strategic, methodological or the dynamics of the team itself). -To be able to discourage behaviours of resistance with objectivity and to reinforce positively, focusing in these domains the positive aspects of the change, assuming the role of facilitator so that the motivation is intrinsic to each element of the team. -Provide feedback, promoter of a relationship of mutual trust that allows to correct risks and deviations, maintaining the performance of the team in high levels of satisfaction. -Involve the team in changes that occur, collecting suggestions to clarify

<p>creating the conditions of a dynamic and effective working context of proactivity in the face of change.</p> <ul style="list-style-type: none"> * Give direction to the team, instilling a sense for the work of all, according to the potential of each team member. * Demonstrate ability to use motivational techniques and interact with emotional intelligence by inspiring team members / staff. * Demonstrate initiative and creativity to function as a change agent. * Demonstrate inspiring Leadership that fosters the growth of others and enhances autonomy in the roles each team member plays. 	<p>and develop the planned tasks, knowing how to manage new situations.</p> <ul style="list-style-type: none"> - Demonstrate a vision of the future through objective and clear communication that everyone's work is important. - To redefine strategies and work plans, listening to suggestions and taking advantage of the talents of team members, with dynamics and attitude. - Demonstrate commitment and awareness of the impact it can have on mobilizing the group through actions that demonstrate initiative and creativity. - Produce a positive impact on the team, with emotional self-mastery and empathy, finding an emotional balance whatever the style of Leadership that exercises.
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LO3. To evaluate/monitor and propose improvement actions	
DESCRIPTION	ASSESSMENT
<ul style="list-style-type: none"> * Distinguish self-evaluation models. * Recognize strengths and points to develop as a result of self-assessment. * Recognize the importance of designing improvement action plans and how to apply them. * Apply self-assessment tools. * Analyze effectively the results of the self-assessment. * Draw improvement action plans resulting from self-assessment. * Actively demonstrate the importance of using self-assessment mechanisms, involving team members. * Demonstrate ability to interpret the results of self-assessment mechanisms and communicate them to the team, outlining activity plans focused on identified gaps. * Demonstrate ability to design action plans for improvement, situating current needs with the impact of their implementation in the medium / long term. * Mobilize analytical knowledge of value creation models and organizational effectiveness. 	<ul style="list-style-type: none"> - Know and share the importance of self-assessment for improving performance in different activities / tasks. - To be able to give feedback to both the team members and the superior, regarding the performance and gaps identified through the use of self-evaluation mechanisms. - Demonstrate the usefulness of using improvement action plans and their impact on team functioning and organizational structure. - Involve the team in the use of self-assessment tools, identifying the added value of these mechanisms. - Demonstrate to the team, in a logic of continuous improvement, what should be maintained or altered / revised in individual and collective performance, collaborating in the plans of activities that need to be re-designed. - Demonstrate to the team the importance of improvement action plans, drawing together work plans, schedules of activities that provide for the areas to be corrected or improved, as well as to propose superiorly the needs to be allocated. - To be able to reflect in the team the impact that the self-evaluation mechanisms exert on an organizational structure (Company, Institution, etc.). - To be able to analyze the information, synthesize its content and frame the impact of these data on the intervention. - To be able to lead the joint elaboration of improvement action plans, applying technical knowledge and reporting superiorly. - To be able to analyze models of value creation and organizational effectiveness.

LEARNING UNITS:

Leadership Processes,
Theories and styles of Leadership,
Situational Leadership ¹,
Leadership vs. Management,
Dynamics of teams,
Results-driven Leadership,
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
Motivation and Leadership styles
Team mobilization strategy for excellence performance
Team Building
Sociometry
Communication models (e.g., Johari Window)¹,
Interpersonal Relationship,

**Difference between information and communication processes,
Communicational styles (passive, aggressive, manipulative and assertive),
Interaction and Emotional Intelligence,
Styles of Emotional Leadership ².
SWOT Analysis (Strengths, Opportunities, Weaknesses and Threats),
Common Assessment Framework (CAF),
Competing Values Framework – CVF.**

WORKING RISK PREVENTION (H&S)

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.

DESCRIPTION	ASSESSMENT
<p>* Identify the activities pertaining to work safety and health in the basic normative framework that regulates the construction sector.</p> <p>* Recognize the occupational risks of a general character in work environments, as well as the prevention systems.</p> <p>* Be able to distinguish the different preventive concepts (the risk concept in contrast with danger).</p> <p>* Infer with autonomy and responsibility the occupational risks in construction works, basing on the related general risks reviewed in this topics.</p>	<p>-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>-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.</p> <p>-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.</p> <p>-Specify the common occupational risks in construction works, associating the prevention and protection measures related to these.</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.

DESCRIPTION	ASSESSMENT
<p>* Observe the required documentation regarding risk prevention.</p> <p>* Associate the risk prevention documentation (specific in construction sector) with the work site organization (phases) and functions.</p> <p>* Trace the protection measures with the information content in the documentation.</p>	<p>-How would you classify the different H&S mandatory documentation at a construction work site? (WHICH OF THE FOLLOWING DOCUMENTS ARE MANDATORY REGARDING H&S? - Selection of the correct ones from a list of Health and Safety formal documentation mixed with different type of documents.)</p> <p>- Put in order of development of the work site the following official documentation:</p> <ul style="list-style-type: none"> - Project - Safety and health study - Safety and Health Plan - Opening of the work centre - Appointments (H&S coordinator, preventive resource...) - Incident Book - Subcontracting book. <p>-Determine the provisional installations, signalling, auxiliary measures and collective protection measures required for the execution of a site according to the Health and Safety Plan. For example: In the installation of the parts in a curtain wall determine the signalization (obligation use of safety harness) and the correct point to install it (close or far from the edge; and the collective protection measure (perimeter protection) considering the specific characteristics (resistance, height, installation technics...)</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, and managing the first interventions for that purpose.

DESCRIPTION	ASSESSMENT
<p>* What the content of the emergency plan is.</p> <p>* How to carry out the steps to be taken in an emergency situation.</p> <p>* He/she follows the indications from the Emergency Chief and knows how act in the different stages of an emergency situation</p>	<p>Identify and link emergency risks with the specific responsible in the emergency plan: as fire, toxic product emissions in a confined space...with primary intervention equipment's, secondary intervention equipment's, evacuation chief...</p> <p>Starting from a specific emergency situation, propose different actions for the choice of the most appropriate.</p> <p>He/she must know the general behaviour in an emergency situation; knowing the companies at work, the location of the different works and the route to exit from the work from each working place ("<i>tajo</i>" in Spanish).</p>

LEARNING UNITS:

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.

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.

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.

MANAGEMENT - PROBLEM SOLVING

LO 1.-Develop trust-based relationships	
DESCRIPTION	ASSESSMENT
<ul style="list-style-type: none"> * To know the basic concepts of conflict resolution: emotion, conflict and performance * Be able to analyze our own feelings and emotions * Recognize through the respect for others and through positive thinking the key to conflict resolution 	<ul style="list-style-type: none"> -Identify the main emotions and reactions, expressions that are generated and their main characteristics. -Explain through the analysis of a case study the feelings and emotions produced. -Explain the importance of emotional balance and relationships of trust for conflict resolution.

LO2.Development of emotional balance	
DESCRIPTION	ASSESSMENT
<ul style="list-style-type: none"> * Understand emotions * Be able to recognize the power of emotions, experience and manage them * Recognize that the respect for others and positive thinking is the key for conflict resolution. 	<ul style="list-style-type: none"> -Describe our own emotional profile and analysis of case studies. -To develop interpersonal communication practices for mutual understanding -Identify our own positive aspects and those of the people that surround us but no belonging to our work environment

LO3.-Conflict management	
DESCRIPTION	ASSESSMENT
<ul style="list-style-type: none"> * To get to know methods for resolving conflicts. * To know how to cope with conflictive situations. * Self-control. 	<ul style="list-style-type: none"> -Describe the basic elements in conflict resolution. -Teamwork approach to analyze case studies and achieve a joint consensus for resolution. -Identify the elements that comprise the controlling of emotions and anger.

LO 4. Negotiate effectively to achieve objectives	
DESCRIPTION	ASSESSMENT
<ul style="list-style-type: none"> * To know the key elements of a negotiation targeted at the achievement of positive results * Add value to the elements of communication and to the positive strategies for success in a negotiation * Understand the effects provoked by each one of the negotiation techniques * Be aware of every phase in the negotiating process, our attitudes and needs. 	<ul style="list-style-type: none"> -Identify the personal traits of the participants in a negotiation and the different negotiation styles used. -Simulate negotiation case studies through the use of communication techniques and positive strategies. -Describe the techniques that can be used in a negotiation process. -Detailed elaboration of a negotiation process, to put in final shape a "check-list" document that identifies each element of the process.

LEARNING UNITS:

<p>Emotion, conflict and performance</p> <ul style="list-style-type: none"> • Take an interest in emotions and conflicts <p>The benefit of emotions. The expression of emotions. Resolve conflicts.</p> <ul style="list-style-type: none"> • The virtuous triangle model. <p>Develop emotional balance. Develop relationships of trust. Ways of controlling conflicts. A new approach to emotions</p> <ul style="list-style-type: none"> • Understand the relationship between emotions, stress, conflict and self-confidence. <p>Stress, fear and emotions. Self-confidence and emotions</p> <ul style="list-style-type: none"> • Discover the role of the brain. • Identify emotions. <p>The six basic emotions. Characteristics of emotions. Factors which trigger emotions. Primary and secondary emotions. Sentiments and states of mind.</p> <ul style="list-style-type: none"> • Recognize the role of emotions. <p>The hidden meaning of emotions. Adapt our behavior.</p> <p>To develop emotional balance</p> <ul style="list-style-type: none"> • Develop your emotional awareness. <p>Identify your emotional profile</p> <ul style="list-style-type: none"> • Live emotions. <p>Become familiarized with your own emotions. Recognize the power of an emotion.</p> <ul style="list-style-type: none"> • Managing incoherent emotional reactions. <p>Understanding of inconsistencies. Modification of reactions.</p> <ul style="list-style-type: none"> • Develop self-confidence. <p>Self-esteem. Use emotions to establish relationships of trust</p> <ul style="list-style-type: none"> • Understand the benefits of trust: <p>Levels of cooperation. Trust.</p> <ul style="list-style-type: none"> • Positive thinking. • Respect others and their emotions. • Expressing and sharing resentment. 	<p>Resolve conflictive situations</p> <ul style="list-style-type: none"> • Methodology for conflict resolution: <p>Control emotions in stressful situations. Understand someone else's point of view. Find common solutions.</p> <ul style="list-style-type: none"> • Know how to cope with conflicts: <p>Recognize emotions. Deal with the other person's incoherent reactions. Cope with the other person's anger.</p> <ul style="list-style-type: none"> • Behaviors that prevent conflict: <p>Master your stress. Understand others. Be proactive. Develop self-control</p> <ul style="list-style-type: none"> • Learn to control yourself: <p>It is possible to control yourself. Control of emotions. Think positively.</p> <ul style="list-style-type: none"> • Control your anger: <p>Causes of anger. Ways of reacting. Expression of anger.</p> <p>Negotiation styles</p> <ul style="list-style-type: none"> • 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. <p>Communicate efficiently in negotiation</p> <ul style="list-style-type: none"> • Introduction to non-verbal neuro-linguistic programming techniques. • Direct and indirect communication when making proposals. • Listening and its strategic value in negotiation. <p>Promote positive strategies</p> <ul style="list-style-type: none"> • Presentation and analysis of different strategies. • Manipulation or transparency? • Be creative in finding solutions. • Identify our success strategies in negotiation. <p>Negotiation techniques</p> <ul style="list-style-type: none"> • Identification of negotiation tactics. • Tactical strategies. • Use of techniques for neutralization. <p>Phases of the negotiation process</p> <ul style="list-style-type: none"> • How to 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. • The end of the negotiation: Formalization of the agreement and follow-up.
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ORGANIZATION AND PLANIFICATION

L.O.1 Plan / organize the accomplishment of the work	
DESCRIPTION	ASSESSMENT
<ul style="list-style-type: none"> • Manage the tasks running within the allocated time • Distinguish the tasks and execution phases, starting from the plans and the quantities. • Organize according to cost-effectiveness, quality, environment and safety • Estimate the duration of the work and establish the time schedule • Schedule the subcontractors' intervention • Determine the levels • Master the IT tools and planning software • be able to read a building plan • be able to check the applicable insurances and permissions • transmission of information within a team • work methodically and rigorously • Planning the work according to priorities and emergencies • Being responsible for the completion of the quote, taking all the necessary elements into account 	<ul style="list-style-type: none"> - Being able to read, retrieve and interpret data on a plan - Being able to read, retrieve and interpret data - Being able to restore and summarize the scope of the various safety and environmental regulations - Being able to describe the various factors that promote quality on the building site - Being able to master the different planning methods, included implementation (MS Project, ICT) - Being able to list the various steps of the construction site in a chronological order - Being able to calculate a quote based on a defined project - Being able to elaborate a planning according to a specific project

L.O. 2 Ensuring the good running of the worksite	
DESCRIPTION	ASSESSMENT
<ul style="list-style-type: none"> • Supervise the choices of working methods • Select the best working method by taking quality, profitability and safety into account • Take into account the possible problems within the building site and find out the appropriate solutions • Support the selection of suppliers and subcontractors • Quick and efficient selection of subcontractors and suppliers from offers • Being able to read comparative tables • Create comparative tables • Being aware of subcontractors' and suppliers' markets / bargains. • Management of the equipment • Propose alternatives for equipment and materials • Being aware of the evolutions in terms of materials and equipment • Ensure durability of equipment and material • Calculate the quantities of the needed material for the execution of plans • Control the quality of equipment and materials • Responsible for the organization of the building site • Ensure quality of the work, cost-effectiveness, environment and safety • Allocate responsibilities regarding the work, among the different subcontractors • Endure compliance with deadlines • Adapt working methods to unforeseen circumstances • Adapt the planning • Conduct and keep the organization chart updated. • Organize the provisional and final acceptance of the site • Organize the tools' and building site's cleaning 	<ul style="list-style-type: none"> - Being able to restore the safety rules and the uses of safety equipment - Being able to list the possible risks on site, identify and analyse them in order to be able to propose alternative solutions - Being able to understand an offer and extract the useful information - Being able to draw up a subcontracting offer - Being able to read a comparative table, extract the useful data and realize a comparative table - Being able to master adequate tools in order to find subcontractors and establish a contact list. - Being able to identify and select the suitable tools, linked to the needs of the work - Being able to organize the storage and the management materials and equipment - Being able to implement a material management policy at a health and safety point of view - Being able to read an organization chart - Being able to create an organization chart

LEARNING UNITS:

- **The work plan in detail.**
- **The resources and schedule models of a work site**
- **The generation confidence with clients and superiors.**
- **Strategy viewing the whole work site, setting priorities.**
- **Statutory requirements in a work site: Tools, machines, materials, health and safety, regulations.**
- **Regular meeting – meeting management. Monitoring deciding, reporting (daily, weekly, monthly)**
- **Task and responsibility delegation**

DIGITAL COMPETENCE

L.O. 1 Internet	
DESCRIPTION	ASSESSMENT
<ul style="list-style-type: none"> • Knows the basics and key tools for Web-browsing (navigation, hyperlinks, communication tools, browsing) • Knows typical Internet activities such as: information search, communication. shopping, learning, publishing, entertainment • Knows how to protect online activities: communicate at secure, legitimate online shops; personal information; log off correctly on websites • Knows about encryption, digital certificates, download options and limits • Knows rights and obligations regarding data and copyright protection • Is able to search, evaluate and use relevant information on the Internet • Is able to download, forward and print relevant information • Is able to communicate with internet tools • Is able to use the online calendar • Are familiar with Internet and can assess its capabilities for the benefit of the construction site and the company and use it sovereignly 	<ul style="list-style-type: none"> - Internet is already an important component in construction site management. In the future, the use of internet and it's possibilities will be expanded. - Mobile devices will also be included and will be even more important. - TL and WSS need to know how to handle the Internet safely - TL and WSS use Internet for the benefit of site and company.

L.O. 2 Social Networks	
DESCRIPTION	ASSESSMENT
<ul style="list-style-type: none"> • Knows the basics and key tools for social networking • Knows typical characteristics of Forum, workgroups, wiki, blogs, topic-oriented communities • Knows the typical features of popular social media applications: Facebook, YouTube, Twitter, LinkedIn etc. • Knows the processes for logging in, using and logging off • Understands the typical challenges and dangers of using social media • Is able to join social media groups, set permissions and set privacy • Is able to offer and hide information • Is able to accept or reject invitations and requests • Is able to upload and retrieve messages, comments, images, videos, and documents; is able to react and respond to messages and comments • Are familiar with social networks and can assess its capabilities for the benefit of the construction site and the company and use it sovereignly 	<ul style="list-style-type: none"> - Social networking is already an important component in construction site management. In the future, the use of social networks will be expanded. Mobile devices will also be included and will be even more important. - TL and WSS deal with social network so that themselves and the company does not lose track of technical and business developments or communication devices. - TL and WSS use social networking for the benefit of site and company.

L.O. 3 Auto-CAD and related programs ⁵	
DESCRIPTION	ASSESSMENT
<ul style="list-style-type: none"> • They are able to read CAD drawings and transfer the information to the various components and the entire building. • They can validate CAD drawings, assess them, and refer them on the construction site situation. • They can discover errors and discrepancies in CAD drawing and can return them to the responsible planners, for example by using Microsoft tools or social networks 	<ul style="list-style-type: none"> - TL and WSS master the basic knowledge of interpreting CAD drawings - Errors can occur at all planning and execution levels. TL and WSS should be able to discover them.

⁵ The Knowledge only for TL; skills and competences for Team Leader & WSS

L.O. 3_II Auto-CAD and related programs ⁶	
DESCRIPTION	ASSESSMENT
<ul style="list-style-type: none"> • Knows the basics of the operating system Windows and the usual Windows programs (Explorer, IE) • Knows how to launch an Auto-CAD program and open Auto-Cad files • Knows how to print/plot Auto-CAD sheets and plans • They are able to read CAD drawings and transfer the information to the various components and the entire building. • They can validate CAD drawings, assess them, and refer them on the construction site situation • They can discover errors and discrepancies in CAD drawing and can return them to the responsible planners, for example by using Microsoft tools or social networks 	<ul style="list-style-type: none"> - Auto-CAD and related programs are already basic component in construction site management. WSS must know how to deal with Auto-CAD programs on building site to manage the building process. - TL and WSS master the basic knowledge of interpreting CAD drawings - Errors can occur at all planning and execution levels. TL and WSS should be able to discover them.

L.O. 4 BIM (Building Information Modeling) (TL & WSS)	
DESCRIPTION	ASSESSMENT
<ul style="list-style-type: none"> • Know the basics of the operating system Windows and the usual Windows programs (Explorer, IE) • Know how to get, download and install a free BIM-viewer • Know how to work with the BIM viewer • They are able to read BIM files and transfer the information to the various components and the entire building. • They can validate BIM-files, assess them, and refer them on the construction site situation • They can discover errors and discrepancies in BIM-files and can return them to the responsible planners, for example by using Microsoft tools or social networks • They recognize changes in the plan during the construction phase, they can interpret and implement them and communicate with the involved trades 	<ul style="list-style-type: none"> - BIM is active in Europe since several years as a planning and execution tool at all levels and for all sectors involved. It will become a standard tool for the construction industry and subcontracting branches.

⁶ The Knowledge only for WSS; skills and competences for TL & Work Site Supervisor

LEARNING UNITS:

The basics of the operating system Windows, the text processing Word and the e-mail program Outlook
Construction site management with support of Microsoft programs
Advanced operating system Windows and Microsoft Office programs.
Construction site management with support of Microsoft programs
The basics for using internet
Using the Internet safely - Application possibilities and limits
Using Internet for technical and business development in practice.
The basics for dealing with social media
Possibilities for using social media for technical and business development
Using social media for technical and business development in practice.
The basics for dealing with Auto-CAD
Read and understand CAD drawings
The basics for dealing with Auto-CAD
Read and understand CAD drawings
The basics for dealing with BIM
Read and understand BIM files

SUCCESSION ORIENTATION (TEAMWORK / INTERPERSONAL RELATIONSHIP)

LO 1. (K1) Planning and organization of human resources.	
DESCRIPTION	ASSESSMENT
<ul style="list-style-type: none"> • Know the activities and roles of different stakeholders in the building process. • Assess the level of competence of the members of the team, as well as the collective performance. • Prepare and organize the work of the teams following the rules of the general organization of the company. • Understand the profiles of people to avoid to set up teams to problems. • Develop a methodical, precise and rigorous approach in the organization of his own work and the work of employees. • Manage the interfaces between different stakeholders and teams. • Ensure the respect of the planning to ensure realization of the construction deadlines. 	<ul style="list-style-type: none"> - The method for estimating labour needs is under control in view of the constraints of the site. - The qualification of employees is coherent with the nature of the site. - In-depth knowledge of the timeline and of construction techniques is demonstrated by a description of the work to be done to workers, team leaders and subcontractors. - Daily schedules provide a good positioning of the teams while respecting the dates and deadlines. - Operating modes are in line with methods of execution. They are understood and useful to teams. - Techniques and organizational options taken are relevant. - Schedules specify a logical chain and respect the contractual commitments.

LO 2. (K2) Social regulation.	
DESCRIPTION	ASSESSMENT
<ul style="list-style-type: none"> • Know in depth the parts of social regulation, especially labour code, work contact and collective agreement essential to good management of teams on worksite. 	<ul style="list-style-type: none"> - Social regulation and especially labour code, work contact and collective agreement essential to good management of teams on worksite are mastered.

LO 3. (K3) Strategies, methods and techniques of communication to achieve production targets.	
DESCRIPTION	ASSESSMENT
<ul style="list-style-type: none"> • Know the techniques of communication and animation to the control of the progress of the construction site. • Use information and communication tools and technology. • Master the methods and techniques of organizing meetings to better coordinate teams. • Speak in front of a group. • Resolve incidents of relational type. • Produce documents that facilitate understanding the worksite and activities by workers and team leaders. 	<ul style="list-style-type: none"> - Work instructions are sent without ambiguity. - The speech is suited to different audiences and remarks to pass are positive. - The criticisms are made in a justified and positive way; they comprise relevant proposals. - Documents facilitate the understanding of the site and of the activities by workers and team leaders. - The preparation and animation of a meeting allows to transfer and collect information useful to the progress of the construction site. - Constructive comments from employees are taken into account. - Decisions taken are given by ensuring their understanding and adherence of teams in their execution. - The notes are written in plain language, avoiding jargon and without spelling and syntax errors.
LO 4. (K4) Time management.	
DESCRIPTION	ASSESSMENT
<ul style="list-style-type: none"> • Identify and schedule priorities to manage them efficiently. • Establish realistic schedules, in connection with the activities shared on site to also take into account the constraints of the other teams. • Control the timing of scheduled operations and implement corrective actions if necessary. 	<ul style="list-style-type: none"> - The priorities are correctly identified. - The scheduling of activities, tasks and singular interventions is properly established. - Coordination rules and the explanation of the sequence of the work are given to teams.
LO 5 (K5) Methods and techniques of welcome for new employees on worksite.	
DESCRIPTION	ASSESSMENT
<ul style="list-style-type: none"> • Establish a welcome process for a new worker entering a construction site, in line with the recommendations of the company. • Conceive or use welcome folders for new incomers. • Establish a constructive relationship for a good professional and human integration of newcomers in a team. 	<ul style="list-style-type: none"> - The expectations of new employees are taken into account. - The integration of the new employee plan is clear and accepted as well by the company as by himself. - The assessment of the integration process are communicated and accepted.

LO 6 (S1) Authority and rigour in the management of human resources, relying on closed and open dialogues.	
DESCRIPTION	ASSESSMENT
<ul style="list-style-type: none"> • Develop a sense of command. • Develop self-control. • Put their authority at the service of the objectives to be achieved, by creating favourable production conditions at work. • Pass the instructions emanating from the site manager. • Maintain and develop their own motivation and the teams to sign up to the professionals to achieve objectives, including to the quality approach. • Speak in public effectively. • Identify obstacles and threats that may endanger the production process 	<ul style="list-style-type: none"> - The worksite supervisor behaves professionally and he is recognized by employees. - The language used with the staff is professional. - Employees are empowered to the achievement of the objectives and the quality of the work to provide. - The criteria for assessment of the quality of the work are clearly communicated and observed their respect. - The mechanisms at stake among teams are observed, understood, analysed and taken into account in the action. - The levers of motivation are used. - Frames of reference (organizational, administrative, safety, technical standards, rules of art, etc.) are recalled regularly.

LO 7 (S2) Ability to communicate, the conviction and the creation of the membership, by establishing relationships based on mutual trust.	
DESCRIPTION	ASSESSMENT
<ul style="list-style-type: none"> • Know the techniques of communication and animation for the control of the progress of the construction site. • Use information and communication tools. • Master the methods and techniques of organizing meetings to better coordinate teams. • Speak in front of a group. • Resolve incidents of a relational type. • Produce documents that facilitate the understanding of the site, the activities and the tasks to be performed by the workers and team leaders. 	<ul style="list-style-type: none"> - Work instructions are sent without ambiguity. - The speech is suited to different audiences and remarks to pass are positive. - The criticisms are made in a justified and positive way; they are accompanied by relevant proposals. - Documents facilitate the understanding of the site, the activities and the tasks to be performed by the workers and team leaders. - The preparation and animation of meetings allow to transmit and to collect information useful to the progress of the construction site. - Relevant and constructive comments of workers are taken into account. - Decisions made are communicated by ensuring their understanding by the team, to guarantee their involvement in the execution process.

LO 8 (S3) Resistance to pressure and stress.	
DESCRIPTION	ASSESSMENT
<ul style="list-style-type: none"> • Develop observational skills, analysis, deduction, anticipation and organization to better withstand the pressure and stress. • Develop the ability to anticipate conflicts to establish constructive relationships at work. 	<ul style="list-style-type: none"> - Stress situations are identified, understood and analysed to diminish their scope. - Comments made by employees related to actual or potential conflicts are taken into account.

LO 9 (C1) Setting objectives and taking decisions concerning teams.	
DESCRIPTION	ASSESSMENT
<ul style="list-style-type: none"> • Process information to make decisions. • Collect and communicate to team information affecting them. Select the right information. • Give directions to employees by appealing to the anticipation. • Schedule tasks. • Present activities on a daily basis. • Identify risks that can cause problems or danger and propose remediation measures to be implemented. • Evaluate potential gaps, to reorganize the business and readjust the schedule. 	<ul style="list-style-type: none"> - The instructions are expressed in a direct, clear way, unambiguous, coherent and intelligible, allowing a good understanding and commitment to the production process. - The location of the points of tension is exhaustive. - Potentially problem situations, such as putting in danger, failure to meet the standards, guidelines or specifications, relational or social conflicts, etc. are identified and improvement solutions are proposed, e.g. outreach teams, vocational training, formal warning, etc. - Feedback is relevant and given in a detailed way, transferable and usable not only by the person concerned, but also by other services of the company. - Corrective actions to be implemented according to the differences noted are well understood by the team. - Accession of the persons concerned to the process of improvement of the results is verified.

LO 10 (C2) Establishment of clear reporting relationships.	
DESCRIPTION	ASSESSMENT
<ul style="list-style-type: none"> • Lead teams effectively in respect of procedures and safety instructions. • Learn to make decisions in an independent manner, taking into account the context, resources and constraints. • Do follow the instructions of the hierarchy. 	<ul style="list-style-type: none"> - A proof of listening to the teams is given. - Comments and decisions regarding site issues, activities, and tasks are likely to soothe and reassure workers to better motivate them.

LO 11 (C3) Transmission of technical knowledge and methods of work to the teams.	
DESCRIPTION	ASSESSMENT
<ul style="list-style-type: none"> • Know to update their own knowledge. • Create situations of learning with the workers. • Have the reflex to train workers and team leaders to new technique or to new organization of work. 	<ul style="list-style-type: none"> - Answers to the technical questions are formulated with technical words adapted to the capacities of stakeholders, they are clear, concise and give a complete understanding. - Information or gesture to convey are presented clearly. - Caring for the learner. - Ability to repeat or reformulate the action by the learner, as well as ability to check the acquisition by the learner knowledge and know-how.

LEARNING UNITS:

Planning and organization 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.

Social regulation for the management of the teams on worksite:

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

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.

Time management on worksite.

Welcome for a new employee within a team on a construction site.

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.

Strategies, methods and techniques of communication to achieve production objectives and quality control (cont.):

- Sense of listening and responsiveness, to create confidence.
- Ability to convince and motivate to the objectives defined in the contract documents.

Master professional and managerial stress:

- Anticipation of conflict and tension situations due to objective and subjective factors.
- Natural management of tension situations.

Strategies, methods and techniques of communication to achieve production objectives and quality control (cont.):

- 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.).

Building up and maintaining his leadership of worksite supervisor (cont.):

- 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.

Worksite supervisor as a tutor.

WORK UNDERPRESSURE

L.O. 1 Work under pressure without transmitting it to the workers and meeting the requirements of the project-customer	
DESCRIPTION	ASSESSMENT
<ul style="list-style-type: none"> • Understand the requirements of the customer and use the workforce in the best way possible to achieve these goals. • Show and tell how overcome unforeseen problems. To be able to think clearly about how you can overcome any unforeseen problems. • Choose the most cost-effective, most time-effective solution and evaluate lots of tasks at once. • Be able to manage their own time effectively, work to a schedule and ensure work is completed as scheduled. • Can effectively convey vision, ideas, goals, and issues, as well as produce reports and presentations, among other skills such as being able to delegate certain jobs and complete tasks on time. • (The employer may suffer from increasing stress, due to customer complaints, staff turnover and days lost to sickness). Carry out the work with the project specifications, the client expectations and his/her limits (NOTE: importance of the clarity about the roles). • Implement the relation between the workloads of the workers under his/her responsibility with the potential stress development for them. 	<ul style="list-style-type: none"> - Must have good personal skills. Must be polite and understanding. Work closely with the team and know how to achieve the required results. - Roleplaying exercises. - This can be achieved in an “interview” type scenario, were questions are posed by the interviewer to see the reaction of the interviewee. - Roleplaying exercises. - Knowledge of the job schedules, specifications and time frame is essential. Drug and drop exercises. - Be able to foresee and overcome obstacles without disrupting the work and effecting the work schedule. Delegate tasks to achieve and spread the work load. - By a demonstration with a Time Table – tasks distribution - Clear speaking. Good language skills, possibly bi-lingual. A knowledge of local cultures might be required. Having a clear vision of what is to be completed and being able to convey these thoughts. Being able to read construction drawings and understanding scales and measurements. - Link a list of tasks with different trades - The management of stress, not only for the TL and WSS will relieve the stress of the workforce. Clear understanding of tasks. Good time management and personal skills will help to elevate any conflicts and reduce stress. - Empathising with the customer and delivering the project how it was intended. Assessment based on the deviations - Expert knowledge and good experience in the type of work being carried out. - Training in specific tasks, such as “all of the above” will help to reduce stress all around by promoting confidence in one’s self. Phrases proposal and election based on a specific situation proposal.

LEARNING UNITS:

Be able to confidently answer questions and solve problems, to a given time frame, relating to a specific problem, such as lack of materials.

The work site documentation and the implementation in phases.

- Time estimate.
- Roles share
- Tasks and human resources

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.

Training in how to deal with an emergency.

Be able to overcoming problems or issues to achieve a goal, e.g. losing schedule data or work rotas.

Reorganising responsibilities in a group task if one member unexpectedly drops out.

Managing well when work is unexpectedly busy or short staffed.

Proof of technical/trade knowledge and qualifications.

INTEGRATION AND GLOBALISATION

L.O. 1 ORGANIZE WORK ACCORDINGLY TO FACTORS INFLUENCING THE OPERATIONS ON THE WORKSITE	
DESCRIPTION	ASSESSMENT
<ul style="list-style-type: none"> • Discuss internal and external factors influencing the operations on construction site • Explain the influence of selected internal and external factors to collaborators • Communicate the company policies to workers/collaborators. • Introduce actions/routines implementing company policy on site • Modify/adjust the work plan accordingly to identified risks and limits • Communicate the modifications of work plan to collaborators and superiors 	<ul style="list-style-type: none"> - Explains the risks related to cooperants failure to deliver goods or services - Explains the legal and financial limits for construction site operations - Provides a considered and balanced review that includes a range of factors - Presents the conclusions clearly and supports them by appropriate evidence/data/arguments. - Identifies the influence of selected factors on procedures and work organization on selected position, - Provides a detailed account including reasons and causes for the influence - Adjusts the message to the recipient - Communicates according to rules of effective communication - Provides a detailed account including reasons and causes for the company policy - Adjusts the message to the recipient - Identifies activities/positions to be affected by the policy - Lists potential risk for the policy implementation - Proposes actions/routines necessary to implement a new policy - Undertakes actions for sustaining the routine in the organization - Identifies events/circumstances requiring work plan modification/adjustment - Defines the required modifications and their implementation - Prepares a modified work plan - Communicates according to rules of effective communication - Provides a detailed account including reasons and causes for the work plan modification - Adjusts the message to the recipient

L.O. 2 EVALUATES DECISIONS FROM ETHICAL VIEWPOINT	
DESCRIPTION	ASSESSMENT
<ul style="list-style-type: none"> • Assess if a decision is in line with the relevant codes/rules • Assess the consequences in time of possible decisions for stakeholders • Discuss internal and external factors influencing the operations on construction site 	<ul style="list-style-type: none"> - Describes the company's mission, strategy and values, - Describes relevant ethical codes/rules to the situation - Describes relevant legal codes/rules - Analyzes conflict between the possible decision and the codes/rules - Formulates deontological assessment based on analysis - Describes the consequences of possible decisions for stakeholders (society, contractors, company, workers, etc.) - States possible personal gains and losses related to alternative decisions - Analyzes the positive and negative consequences of possible decisions over time - Formulates consequential assessment based on the analysis - Explains the risks related to cooperants failure to deliver goods or services - Explains the legal and financial limits for construction site operations - Provides a considered and balanced review that includes a range of factors - Presents the conclusions clearly and supports them by appropriate evidence/data/arguments.

LEARNING UNITS:

1. Company policy and its implementation in practice
 2. External factors affecting operations of companies in construction sector (international markets, competition, legal and safety regulations, financial requirements...)
 3. Internal factors affecting operations on the worksite (company structure and management, logistics and internal regulations e.g. on purchasing, company culture...)
 4. Communication techniques (rules of effective communication, training on communication, etc.)
- Preparing and adjusting work plan (elements of work plans in the company, scheduling, planning techniques etc.)
1. Company mission, strategy and values
 2. Ethics in the construction sector - environment, health and safety...
 3. Review of relevant legal regulations
 4. Techniques for assessment of consequences and risk over time (decision making tree, SWOT analysis...)
- Workshop on ethical assessment

C. CONCLUSIONS

Without forgetting the first conclusions of the IO1 report (11. Phase_1- O1-A1.2 Synthesis Report), we supplement them by means of this second report. So it is important to remember the previous steps given by the partners in this project and the information taken in account.

1. For example the first document shared between the participating countries were the paths designed for these profiles and currently in force. And the previous conclusion was the common absence of soft skills in all of them provided by the partners in the project.
2. Next conclusion useful to continue the investigation is the different levels or the labour trajectory - formative background and justification possibilities for the construction workers: from unskilled (only experienced or VET) to site managers (university degrees). With the focus on the middle managers (WSS and TL). This may be observed in the second scheme.
3. In the introduction of this report was only named the following work to do (IO3). Consisting of a method for the pedagogical approach to the Learning Units described in a detailed manner for each competence identified (IO2). Common structure to design the format of the training and each training action. So the starting point for the analysis required in the third part of the project (IO3) will be the learning units reflected in the table named Learning Units proposed for each competence developed. But the information gave by knowledge, skills and competences used to describe each soft-transversal skill identified will be key and must be transversally took in account in the pedagogical method proposition.

1. NATIONAL PATH

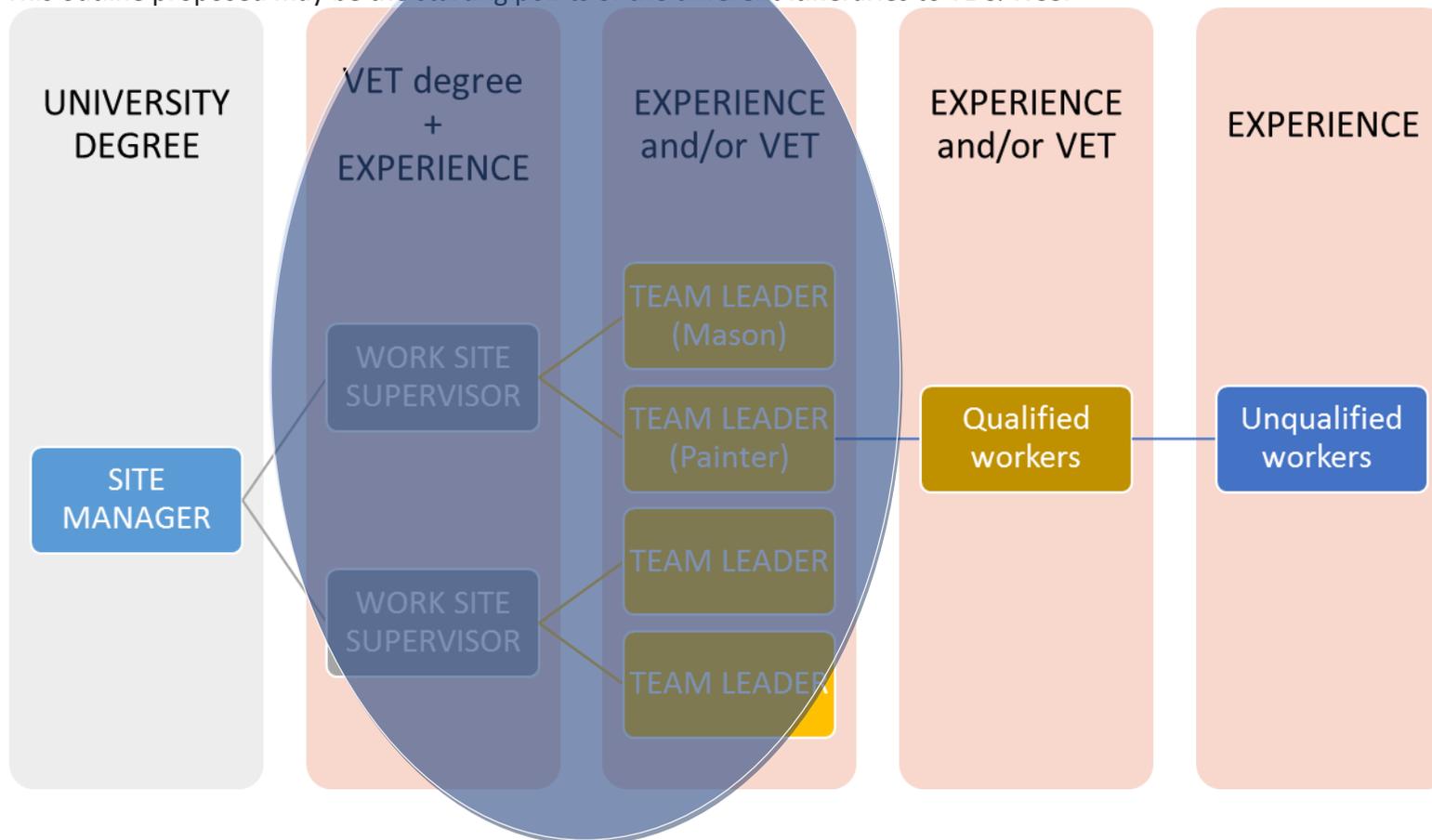
COUNTRY	TRAINING – CUALIFICATION	PUBLIC ENTITY IN CHARGE	EQF
Spain	Senior Technician in Building Projects (initial training) - Level 3 (NQF) - Duration: 2000 hours - Legislative Reference: Royal Decree 690/2010	Ministry of Education, Culture and Sport	5
	Senior Technician in Civil Works Projects (initial training) - Level 3 (NQF) - Duration: 2000 hours - Legislative Reference: Royal Decree 386/2011	Ministry of Education, Culture and Sport	5
	Control of the Execution of Building Works (training for employment) - Level 3 (NQF) - Duration: 750 hours (incl. 120 hours in company) - Legislative Reference: Royal Decree 986/2013	Ministry of Employment and Social Security	5
	Control of the Execution of Civil Works (training for employment) - Level 3 (NQF) - Duration: 650 hours (incl. 120 hours in company) - Legislative Reference: Royal Decree 986/2013	Ministry of Employment and Social Security	5
	High technician on organization and control of construction works - Level 3 (NQF) - Duration: 2000 hours (incl. 220 hours in company) - Legislative Reference: Royal Decree 636/2015	MECES. Level 1 Advanced Technical	5

*Based on the path proposal on the existing itineraries in each of the participants countries. **01.A2***

Spain, for example, this is the actual legislation designed to train middle management of construction sector. And in green the elected as better and most representative path for WSS and TL. The complete information regarding this was sent to CCCA-BTP (the competence units, the range of occupations, the basis of the qualification...) in the very beginning of the project.

2. POSSIBLE ITINERARIES TO BE FOLLOWED BY CONSTRUCTION WORKERS.

This outline proposed may be the starting points of the different itineraries to TL & WSS:



3. THE FORTHCOMING PHASE AND THE INTERRELATIONS

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

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

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

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

COMMON TRANSNATIONAL METHODOLOGY FOR MODULARITY OF THE LEARNING CONTENTS

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

Subsequently, on the basis of the field work and by the partners (prior unified definition of the competences provided by the partner responsible for this phase) were grouped to facilitate this phase of the project and subsequent ones. The groups of social and transversal competences gathered are the following:

<ul style="list-style-type: none"> - LEARNING AND ADAPTATION ABILITY; - FLEXIBILITY AND CHANGE ORIENTATION; - SUCCESS ORIENTATION
<ul style="list-style-type: none"> - MENTORING; - COACHING
<ul style="list-style-type: none"> - LEADERSHIP; - AUTONOMY AND PERSONAL LEAD DEVELOPING LEADERSHIP AUTONOMY
<ul style="list-style-type: none"> - OCCUPATIONAL RISKS PREVENTION
<ul style="list-style-type: none"> - CONFLICTS RESOLUTION AND NEGOTIATION TECHNIQUES; - PROBLEM SOLVING; - MANAGEMENT; - COMUNICATION SKILLS MANAGEMENT; - COMUNICATION CONFLICTS RESOLUTION AND NEGOTIATION TECHNIQUES; - PROBLEM SOLVING
<ul style="list-style-type: none"> - ORGANIZATION AND PLANIFICATION
<ul style="list-style-type: none"> - DIGITAL COMPETENCE
<ul style="list-style-type: none"> - ABILITY TO WORK UNDER PRESSURE
<ul style="list-style-type: none"> - TEAMWORK; - INTERPERSONAL RELATIONSHIP
<ul style="list-style-type: none"> - INTEGRATION AND GLOBALISATION; - IDENTIFICATION WITH THE ORGANIZATION

The first step in modularity was given together by the partnership. This grouped soft and transversal skills facilitate the learning contents grouped too and the characteristics of each: aptitude, attitudes, skills, knowledge...

DIDACTYC METHODOLOGY, TOOLS AND RECOMMENDATIONS

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

The grouping of competencies helps in the proposal of simpler training paths in its structure and, at the same time, complete by including all the demands identified during field work