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

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

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

**Intellectual Output O1**

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

**Roadmap for Identification of Gaps**

**Phase Leader: BZB**

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| Elaborated on  10 December 2015. Version 1 | Approved on  22 December 2015. Version 2 |

**O1-A1. Survey with representative samples of intermediate and functional interfaces in each partner country, situated between VET providers and aimed team leaders and worksite supervisors**

**Deadline: 31 March 2016**

**Objective:** To know more in-depth and with relevant methods company needs in terms of knowledge, skills and competence, especially transversal and concerning team leaders and worksite supervisors.

**Finality:** Advice on what must be improved in terms of initial and continuing training paths intended to the aimed beneficiary groups and leading to the qualifications of EQF levels 4 and 5.

**Work method:** activity related approach (companies already sensitive on the importance of training must be privileged as interlocutors).

**Work steps**

**Step O1-A1.1:** *Analysis of job announcements related to the position of worksite supervisors and team leaders from the qualitative point of view*, to detect what is pointed out in terms of knowledge, skills and competence required and with what frequency (30 job announcements per country: 15 per job profile concerned). **Deadline: 31 January 2016**.

Compilation to be done by the BZB for 15 February 2016.

See grid O1-A1.1

**Step O1-A1.2:** *Organisation of individual interviews (3) and representative focus groups (1) to identify the needs of* ***big companies*** *in terms of knowledge, skills and competences related to* ***worksite supervisors****.* Persons likely to be interviewed: quality managers, architects, representatives of employers, trainers or company tutors dealing with worksite supervisors (in professional activity or in training situation). **Deadline: 29 February 2016.**

National compilation of results to be done by each partner and **transmitted to the BZB for 15 March 2016.**

See grid O1-A1.2 Part 1.

**Step O1-A1.3:** *Organisation of individual interviews (3) and representative focus groups (1) to identify the needs of* ***small and medium size companies*** *in terms of knowledge, skills and competences related to* ***team leaders***. Persons likely to be interviewed: company managers, representatives of employers, trainers or company tutors dealing with team leaders (in professional activity or in training situation). **Deadline: 29 February 2016.**

National compilation of results to be done by each partner and **transmitted to the BZB for 15 March 2016.**

See grid O1-A1.2 Part 2.

**O1-A2. Selection, by each project partner, of representative VET paths related to initial education and to vocational training (preferably shared with companies) to screen and confront their contents and pedagogical methods to the company needs.**

**Revised deadline: 15 February 2016**

Before proposing change, updating or new educational and training offer including the results of the previous research phase, it is proposed to screen and evaluate a sample of relevant existing ones, selected in each REFORME partner country, related to each of three fields of investigation as follows. These fields also may cross:

* Initial VET shared with companies, like apprenticeship or dual system,
* Continuing updating and development of skills,
* Professional reorienting of groups with difficulty of finding jobs.

Under each category listed above, the partners will select the educational and training paths they consider the most suitable to be confronted to the company needs regarding skills of team leaders and worksite supervisors.

**More specific guidelines and grids for analysis will be communicated to the partners by 15 January 2016.**

**O1-A3. Identification of transversal skills to be reinforced within the pathways addressing team leaders and worksite supervisors in each partner country.**

**Deadline: 30 April 2016**

After this selection, each partner will proceed to screening contents and pedagogical methods related to each VET path identified by confronting them to the results of the research phase as described above. At this stage, the difference will be made among “*soft, transversal and hard skills” (FLC internal documents, 2015)* and a common definition of these concepts will be proposed, starting from singular understandings of these concepts by the partners. Common grids of analysis will be conceived, produced, discussed, experimented and finally adopted by all the other partners. This phase will be crucial for the identification of the existing gaps in terms of skills provided within already existing and representative VET offer. The results of this phase will determine what VET paths are to be modified, what are the reasons of the modifications and how to modify them or create new ones in terms of both: contents and pedagogical methods.

Thanks to their experience and after the analysis of the previous investigations among building companies already mentioned, the partners make the hypothesis that a relatively large opportunity to improve the initial and continuing training offer is situated in the field of **transversal skills**, still not sufficiently considered in the current vocational educational and training offer related to the construction crafts as decisive for the global competence (i.e. “*combination of autonomy and responsibility in specific work situations*”, cf. EQF explanation brochure, 2013) of team leader or worksite supervisor, in addition to soft and hard skills.

The decision to work principally on the transversal skills is motivated by two initial hypothesis:

* *Soft skills* are rather to be analysed in relation with *aptitudes*, either natural or acquired, linked above all to the interior and personal characteristics of the individuals and, therefore, the partners consider that working on them would be relatively risky in the framework of the proposed project, given that it would be necessary to face more socio-psychological dimension of the relation that individuals establish between their own preferences and work situations then capacity building process based mainly on acquired knowledge and skills.
* *Hard skills*, proper to each professional *craft* like bricklayer, carpenter or painter and not to the functions like team leader of worksite supervisor, would not be specifically considered within this project, taking into account that they are rather related to the transmission and application of purely technical knowledge and many VET providers specialised in this field, as well as a number of fabricants already offer technical courses corresponding to this specific skill need.

Thus, the partner organisations are convinced that the most significant added value the project could produce should be focussed on the analysis of adequacy between training offer and building company needs in terms of transversal skills concerning both middle management functions aimed.

**More specific guidelines and grids for analysis will be communicated to the partners by 29 February 2016 (after the project transnational meeting scheduled in Madrid).**