

**Middle Management Skills in the Building Sector:
Adjustment of the Vocational Education to the Evolution of Company Need**
Agreement N°: 2015-1-FR01-KA202-015054

**ConstructyVET Transnational Meeting
Madrid, 24 & 25 February 2016
Minutes, agenda and signature sheets**

Elaborated on 29th February 2015. Version 1	Approved on xxxxxxxxxx. Version n
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1. List of attendees

P1 - CCCA-BTP, Headquarter (France)

Marek Lawinski, Capacity Building and International Project Manager
Paola Bolognini, International Project Researcher
Tatiana Sare, Trainer, Training Centre, Toulon

P2 - FORMEDIL (Italy)

Giovanni Carapella, Director
Rossella Martino, International Project Manager

P3 - CENFIC (Portugal)

Renato Florentino, Project Manager
Francisco Sanches, International Project Technician

P4 - FLC (Spain)

Javier González, International Project Manager
Luis Manuel Barrios, International Project Technician

P5 - FLC Asturias (Spain)

Luis Alonso, Director
Marta Suarez, International Project Researcher

P6 - IFAPME (Belgium)

Jacques Wilkin, Director, International Project Researcher
Emilie Preud'homme, International Project Researcher
Laetitia Beckers, International Project Researcher

P7 – Warrington Collegiate (UK)

Olwen Dolan, International Project Researcher
Lee Moorhouse, International Project Technician

P8 – IBE (Poland)

Wojciech Stęchły, International Project Researcher

P9 – BZB (Germany)

Frank Bertelmann-Angenendt, International Project Manager
Thomas Murauer, Director

External evaluator: Sébastien ROUX

2. First day meeting: Wednesday, 24/02/2016

Agenda topic	Institutional Welcome and presentations	
<p>Discussion-key points:</p> <p>Welcome by Marek Lawinski, Capacity Building and International Project Manager, who thanked the participants for their coming to Madrid and highlighted the interest of the CCCA-BTP in this project as a means to reinforce the collaboration with companies, to meet in a more efficient way the company needs in terms of qualifications corresponding to the EQF levels 4 and 5, as well as to promote crafts of the Building Sector.</p> <p>The ConstructyVET meeting continued with a brief presentation of the hosting partner, Fundacion Laboral de la Construccion (FLC). FLC is a Spanish non-profit organization managed by social partners, in charge of the training in the construction sector in Spain. The Fundacion has three main field of action: VET (Vocational Education and Training), OSH (Occupation Safety and Health) and Employment. The FLC has a regional structure with seventeen regional councils working under the coordination of the managing direction based in Madrid.</p> <p>Following the agenda distributed before the meeting, the partners agreed about the content of the 2nd transnational ConstructyVET meeting:</p> <ul style="list-style-type: none"> ✓ Evaluation of the ongoing work process and adjustments if necessary ✓ Detection of eventual problems and common reflection on how to solve them ✓ Character and quality of the final outcomes ✓ Follow up of the communication and valorization strategy ✓ Financial issues 		
<p>Conclusions:</p> <p>The agenda has been approved</p>		
Related documents	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

Agenda topic	Presentation of the common profile of worksite supervisor and of team leader	
<p>Discussion-key points:</p> <p>Marek (CCCA-BTP) reminds that the project is addressing two main beneficiary groups:</p> <ul style="list-style-type: none"> • WORKSITE TEAM LEADERS defined within the application form as “Highly skilled, they organise the execution of activities by small group of workers, such as constructing a part of a building or repairing defective installations”, this function corresponding to the EQF level 4. • WORKSITE SUPERVISORS defined within the application form as “They manage the whole staff working at the worksite, determine with team leaders the tasks to attribute to each worker. The human aspect is essential in this function: these very good technicians attached to the quality and to the details have to be at ease as staff managers”, this function corresponding to the EQF level 5. <p>Exploitation of the job profiles of the 2 beneficiary groups sent by the partners:</p> <p>Marek (CCCA-BTP) presents a first analysis of the job profiles. Many similarities arise, for example between the Belgian and Spanish profiles.</p> <p>1) The work has been easier for worksite supervisors than for worksite team leaders, because more training paths already exist for the first one, the information is more accessible. For the second one, recruitment is often done « in the field ».</p>		

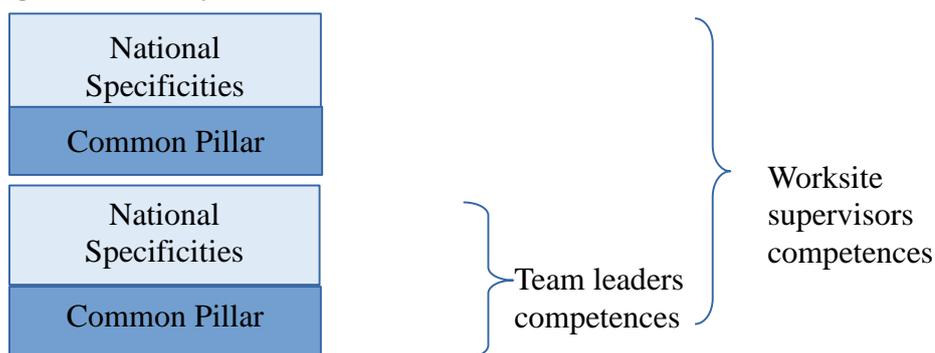
2) Significant similarities are observed for worksite supervisors in our various countries. Still, there are differences, coming from the size of the companies.

Two questions are raised at this point: are we dealing in this project with national job profiles or « European » job profiles? How can we describe the profile of the team leaders, as it is basically not a specific job? Marek (CCCA-BTP) points out that these two profiles are more *functions*, not jobs, we are talking about functions the contents of which vary according to the size of the companies concerned (small, medium and big).

3) Soft and transversal skills are mentioned much more often than technical skills, as if these were already clear for everyone.

4) For team leaders, experience is absolutely predominant.

Concerning the presentation of a common profile of worksite supervisor and team leaders, FLC proposed the following scheme of analysis:



Javier (FLC) explains that in Spain, team leader competences are the first block of the worksite supervisors' competences. They first learn these ones and then specific competences for « site managers » are trained. Frank (BZB) says it is the same in Germany.

Marek (CCCA-BTP) reminded that this project is founded on an evidence based research consisting in:

1. To detect the skills demanded by companies
2. To understand what kind of model we can conceive to accompany companies
3. A potential extension of recognition of qualification.

Conclusions-decisions:

1. The partners agreed on the schema proposed by FLC, which is focused on the soft skills since the technical skills are easier to be detected.

Related documents	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
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Agenda topic	Presentation of the result of the analysis of job announcements and state of the art of the interviews phase
Discussion-key points:	
<p>Frank (BZB) presented the results of the analysis of job announcements related to the positions of worksite supervisor carried on by all the member countries according to diploma, experience and compulsory training required; knowledge; skills and competences required; type of work contract and work conditions offered.</p> <p>Most of the partners underlined that the offers for the worksite supervisors were more frequent than the offers related to the team leaders.</p>	

For both professional profiles, the experience is required (between 5 and 10 years) but while this is a fundamental requirement for the team leaders, more attention is dedicated to the level of certifications (often high technical diploma) for worksite supervisors.

The partners underlined also that there is a possible overlapping of the two professional profiles in SME, because in this kind of company the same person is both worksite supervisor and team leader.

Wojciech (IBE) asked a clarification about the meaning of *job profile* in this exercise, whether this definition is to be understood from the training perspective, from the qualification perspective or from the work situation perspective. Marek (CCCA-BTP) answered that the job profile means the occupational profile.

The partners had a short discussion about the state of the art of the interviews being currently carried out.

Some of the partners highlighted the difficulties that they encounter getting in touch with relevant companies. Apparently the companies are not easily willing to be available for the interviews, probably because there is a lack of understanding of the usefulness of this exercise. The situation is not the same in all the partners' countries. In France, for example, the Regional level is involved in this phase and the regional managers of Aquitaine and Upper Normandy carry out interviews with the local companies without any problem.

Some of the partners asked clarification about the interviews to be carried on in "focus group". Marta (FLC Asturias) pointed out that they probably interview the "training commission" within the FLC Asturias composed also by companies. Sébastien Roux (External Consultant) underlined that partners should maybe resort to intermediary bodies (i.e. training centres) to carry on the focus group interviews, because these intermediary bodies have a closer relationship with companies.

Lee (Warrington Collegiate) pointed out that a good argument to convince the companies to be available for the interviews could be to tell them that thanks to these interviews, the final aim is to adapt training contents and paths to the company needs, to amend the diplomas. Besides, Lee mentioned a certain ambiguity concerning team leaders, this function may vary according to the size of the company.

Renato (Cenfic) mentioned that many job announcements concerned the work abroad.

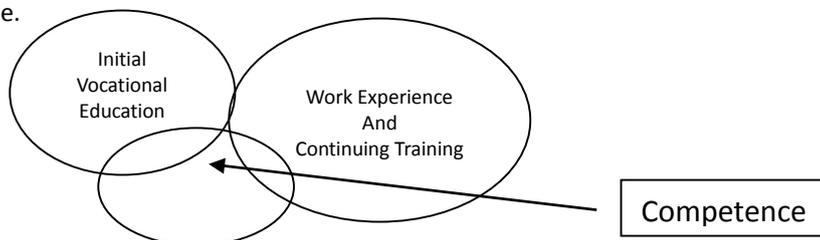
Laëtitia (IFAPME) pointed out the fact that worksite supervisors are mostly researched by big companies and their profile is particularly heterogeneous according to the company profile (not only size).

Wojciech (IBE) added that he found difficulties to find sufficient and representative number of announcements related to the function of team leader. The same difficulty was also underlined by Javier (FLC).

Rossella (Formedil) revealed that the announcements concerning team leaders were much more professional, with more technical details.

Several partners agreed that the job announcements are rather a minor way of recruitment of the two job profiles concerned, the very first manner is an internal promotion, especially for team leaders, but also for worksite supervisors. At the same time, the number and profile of the job announcements are not always in line with the real situation at the labour market (i.e. internal recruitment being privileged, the announcements probably do not reveal exhaustively all the job profiles researched).

Javier and Frank also underlined what is important for the recruiters: work (including initial and continuing training) and life experience.



Conclusions-decisions:

1. The partners underlined the interest in the job announcement analysis in order to better understand which skills are needed by the labour market. In addition, this is a good way to get into the interviews phase. Despite the problems encountered in finding companies available to carry out the interviews,

<p>all the partners confirmed their commitment to carry out all the interviews, considering that some of them have already started.</p> <p>2. The final results of the phase 01 must be presented, as far as possible, in relation with the company size and profile.</p> <p>3. The deadline for the finalization of the interviews has been postponed to the 15th of April (organization responsible for the IO : BZB)</p>		
Related documents	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<p>4. Document finalized by Frank (BZB) responsible of the IO 1</p>		

3. Second day meeting: Thursday, 25/02/2016

Before the beginning of the day, a point is made with the help of the external evaluator on the course of the project, especially the difficulties met to convince the companies to hold the interviews and focus groups. The partners agree that these are crucial to collect their needs. This step is at the core of the methodology of ConstructyVET. Despite the difficulties, it is necessary to insist on the achievement of this phase.

Olwen (Warrington Collegiate) asked to present, in few words, the main objective of the project at this stage, to make sur that every partners understand the same. Marek specified that **the main goal of ConstructyVET is to contribute to a better adequacy between current skills of team leaders and worksite supervisors on the one hand and labour market needs on the other hand**. Training paths, accompaniment schemes and pedagogical methods are only tools and not goals, even if they are necessary to reach the main objective.

Marek also recalled some methodological points:

- Surveys and analysis of the current situations in the partner countries are a starting point (not documentary research, but direct interviews amongst experts knowing company skill needs related to two functions aimed at).
- Evidence based approach, not imagine contexts and situations without having proofs of any hypothesis or statement formulated.
- An exhaustive analysis of company needs based on empirical material collected is a real added value of the project and at the same time a key entry to the next phases.

Agenda topic	Work in two groups (Worksite Supervisors and Team Leaders) to identify Transversal Skills to be reinforced (F. Bertelmann-Angenendt & M. Lawinski)
<p>Discussion-key points:</p> <p>The second day started with a workshop. The partners split up in two groups working simultaneously on the detection of soft skills following the job announcement analysis and the first interviews realized by the partners. One group worked on the team leader profile, while the other group worked on the worksite supervisor profile.</p> <p>The whole point of this exercise was not about identifying soft skills without interviewing the companies, it was rather about getting familiar with the “concept” of soft and transversal skills considering that companies are not always clear about it.</p> <p>To organize the workshop, FLC suggested to work on the list of soft skills in the grid below.</p>	
TYPOLOGY OF SKILLS	DESCRIPTION
Communication	Being able to actively listen to others and articulate your ideas in writing and verbally to any audience in a way where you are heard and you achieve the goals you intended with that communication.

Teamwork	Being able to work effectively with anyone with different skill sets, personalities, work styles, or motivation level to achieve a better team result.
<u>Interpersonal relationship</u>	Effectively at building trust, finding common ground, having empathy, and ultimately building good relationships with people at work and in your network. This skill is closely related to Communication Skills
Presentation	Effectively presenting your work results and ideas formally to an audience that captivates their attention, engage their input, and motivates them to act in accordance to your desired outcome
Meeting management	Leading a meeting to efficiently and effectively reach productive results.
Facilitating	Being able to coordinate and solicit well represented opinions and feedback from a group with diverse perspectives to reach a common, best solution.
Selling	Building buy-in to an idea, a decision, an action, a product, or a service. This is not just for people in sales.
<u>Management</u>	Creating and motivating a high performing team with people of varied skills, personalities, motivations, and work styles.
Leadership	Defining and communicating vision and ideas that inspires others to follow with commitment and dedication.
<u>Mentoring / coaching</u>	Providing constructive wisdom, guidance, and/or feedback that can help others further their career development

A brain storming took place in each group, every participant has been asked to express his opinion about the typology of skills every professional profile should have, helped by the post-it.

The two groups exchanged the results of their work as follows :

WORK SITE SUPERVISOR – the management skills seem to be the most important for this professional profile. This skills can be seen on a large scale, including also the interpersonal skills, leadership and team working. Another skills that seems to be important is the communication ones, in terms of problem solving, transmitting messages in a clear way but also “selling” an idea.

TEAM LEADER GROUP – the communication and the team work skills seem to be the more relevant for this professional profile, together with the interpersonal skills to be defined as the capacity of solving conflicts inside the team. Another skills came out are the monitoring/coaching ones, as this soft skills could facilitate the understanding of technical issues.

Conclusions-decisions:

1. This workshop indeed has been conceived to facilitate the interviews phase to the partners, making them aware about the concept of soft skills. The partners agreed that this exercise was useful for them as support of the interviews phase.
2. **The partners noticed that this first mapping is only an expression of their initial perception of the situation that probably (certainly) will evolve once the phase of interviews finished.** In fact, this mapping cannot be considered as final, given that the experts to be interviewed in each country will bring their own vision of the situation.

Related documents	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
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Agenda topic	Preparation of the Phase 2: Proposal of a common methodology for the adjustment of VET contents of the VET paths selected (Luis Manuel Barroso, FLC)
<p>Discussion-key points:</p> <p>As leader of the IO 2, Luis Manuel (FLC Madrid) presented a first proposal about the methodology for the implementation of this output. This proposal is based on the profile path and on the requirements related to it to be combined with the learning needs, the reality of the job market and the context of technological development. The methodology could involve different steps :</p> <ol style="list-style-type: none"> 1- Identification of the common soft skills 2- Relation the Learning Outcomes to cover the identified soft skills 3- Work on the aims of the Learning Outcomes 4- Translation of the Learning Outcomes in KSC (factual Knowledge, practical Skills, Competences) 5- Assessment <p>Wojciech (IBE) and Luis Manuel (FLC) worked together separately to detail more precisely the terminology used In this methodology</p> <p>The partners agreed that the second workshop that was scheduled in the agenda dedicated to the identification of Learning Contents and Objectives in line with the VET paths selected by the Partners would be premature and that it would make more sense to envisage this kind of work once the Phase 1 will be accomplished.</p> <p>The partners all agree that they first must focus on the achievement of the following phases: O1-A1 (the survey and interviews); O1-A3 (the identification of the soft and transversal skills) and O2-A2 (definition of learning outcomes and learning contents).</p>	
<p>Conclusions-decisions:</p> <p>The partners agreed that this first proposal could fit to the logic of the project, especially thanks to its approach based on the learning outcomes as the set of knowledge, skills and/or competences an individual has acquired and/or is able to demonstrate after completion of a learning process, either formal, non-formal or informal.</p> <p>The work schedule of the project needs to be amended: the CCCA-BTP will work on this adjustment with the external evaluator and propose it to the partners by e-mail for approval in the following weeks.</p> <p>In particular, the partners bear in mind the following aspects:</p> <ul style="list-style-type: none"> ● We work on the learning outcomes required by the companies, and not on the training schemes first (training schemes are the consequence of the training outcomes and not the contrary). ● Not to work on the training paths at once, without knowing in depth what is really needed in terms of learning outcomes. 	

Agenda topic	Dissemination and valorisation of results, communication strategy
<p>Discussion-key points:</p> <p>Marek (CCCA-BTP) presented the document COMMUNICATION AND VALORISATION PLAN: Methodological Framework.</p> <p>ConstructyVET is a project that contains several innovative aspects that can be valorised and communicated inside our networks and beyond at national and transnational levels, including to different Erasmus+ national agencies, as the majority of them have websites dedicated to the dissemination of partial and final results. At the same time, the communication with our national agencies reinforces a positive and dynamic image of the project partners.</p> <p>Methodology of the project as the first aspect to be valorised</p>	

- ✓ Screening and evaluating a sample of relevant existing training paths likely to lead towards occupations of worksite supervisor and of team leader, by including a significant number of companies in the research and analysis of company skill needs.
- ✓ Approach based on the analysis of the evolution of work situations with inductive methods, where the representatives of the selected companies are also designers of the future educative solutions, and not only people to be interviewed in a rather passive manner.
- ✓ Approach by “soft, transversal and hard skills” (FLC, 2015). We make the hypothesis that a relatively large opportunity to improve the initial and continuing training offer is likely to be situated in the field of transversal skills essential for global competence of worksite supervisors and team leaders.
- ✓ Methodology of conceiving training modules specifically adapted to two professional groups identified. This methodology will take into account the potential degree of autonomy of learners to determine to what extent they can become actors of their own training.
- ✓ Manner in which the accompaniment of learners that will be conceived formalised by a guide for the VET trainers and company tutors.

Interim and final outcomes from the point of view of their usefulness for intermediary bodies and final beneficiaries

Span of the project outcomes beyond the consortium and their sustainability after the contractual period

- ✓ Proves that larger groups of potential stakeholders, intermediate bodies and final beneficiaries are really involved in the project conception, setting up, experimentation and adjustments (not only project partners are mobilised, but also their formal and informal networks, to disclose the production process and valorise the outcomes expected when producing them).
- ✓ Proves that the project and the outcomes are known not only in the partner countries, but also beyond, thanks to its presentation at different occasions (larger communication documents, professional events, seminars and meetings with relevant target-groups).
- ✓ Proves that the partners have the capacity to integrate ConstructyVET method to other projects, as well to use it to keep the project outcomes updated (this aspect must be developed during the second period, especially after experimentations).

Marek (CCCA-BTP) presented also the internet website design and its main functionalities. The website should be operational from the month of April 2016. He proposes the partners to add versions in each of the other language of the partnership if they wish to.

Conclusions-decisions:

1. The CCA-BTP will finalize a leaflet in English to be diffused among the partners for translation in their own language
2. A newsletter will be regularly diffused – we will start with a newsletter “0” and then between 2 and 4 newsletter will be published
3. The website proposal was approved by the partners
4. The Project should have also a Facebook and a LinkedIn account

Related documents

Yes

No

COMMUNICATION AND VALORISATION PLAN: Methodological Framework, 22 February 2016 (Marek Lawinski, Training Department, CCCA-BTP)

Agenda topic	Qualitative, administrative and financial following-up
<p>Discussion-key points:</p> <ul style="list-style-type: none"> - Concerning documents proving the participation to transnational meetings: the certificate of attendance is the one that matters. Concerning boarding passes or proofs of subsistence costs, these documents will not be required during the final report but only in case of a deeper control. Although, the CCCA-BTP asks the partners to transfer a copy only of the boarding passes to paola.bolognini@ccca-btp.fr , and keep the originals carefully. - On the question whether a person can be in different IO with different categories (question Marta). The French Agency will seek in control consistency between the status of the person and the activity performed. And it will be especially true for high categories as category “Managers”, for which a specific justification was required with the application and will be required in case of control. Following this response, the CCCA-BTP asks to all the partners to fulfil all time-sheets with the same staff category throughout the project, to avoid confusion and ambiguity. - In connection with this last point, the CCCA asks the partners to provide proof of the contractual relationship between the people involved in the IO and the home institution (employment contract translated into English). Therefore, a synthetic translation in English of the description of their job or function mentioned in their employment contract is required from the partners. In this document will appear the literal translation of the concerned person, but also the correspondence with the staff category used in the application. (Example: Marek is "Capacity Building and European Project Manager" in the English translation of his status CCCA-BTP and also "Manager" in accordance to the Erasmus + Programme categories) 	
<p>Conclusions-decisions:</p> <ol style="list-style-type: none"> 1. The CCCA-BTP will finalize and diffuse among the partners a model of the document proving the contractual relationship between the people involved in the IO and his own institution 	



NEXT TRANSNATIONAL SEMINARS:

LIÈGE (IFAPME) - 26 (2 PM) & 27 (6 PM) October 2016

Followed by the REFORME Meeting on **28 October 2016** (9 AM – 5 PM)

DÜSSELDORF (Spring 2017, dates to be defined)

Annex A. Meeting Agenda



Wednesday 24 February 2016

14:00	Welcome (FLC)
14:15	Recall of aims and objectives of the meeting (M. Lawinski, CCCA-BTP)
14:30	Presentation of the common profile of worksite supervisor and of team leader (M. Lawinski) – O1-A1
15:00	Following-up of the Phase 1 and presentation of the first results (F. Bertelmann-Angenendt, BZB) – O1-A1, O1-A3
16:00	Coffee break
16:30	Work in two groups (Worksite Supervisors and Team Leaders) to identify Transversal Skills to be reinforced (F. Bertelmann-Angenendt & M. Lawinski) – O1-A3
18:00	End

Thursday 25 February 2016

9:00	Identification of the VET paths selected by each partner for screening and adjustment, correspondence between NQFs concerned and EQF (M. Lawinski, CCCA-BTP) – O1-A3
10:30	Preparation of the Phase 2: Proposal of a common methodology for the adjustment of VET contents of the VET paths selected (J. González, FLC) – O2-A1
11:30	Coffee break
12:00	Work in two groups (Worksite Supervisors and Team Leaders) to identify Learning Contents and Objectives in line with the VET paths selected by the Partners (J. González & M. Lawinski), First Approach – O2-A2
13:30	Lunch
14:30	Dissemination and valorisation of results, communication strategy (M. Lawinski & S. Roux)
15:30	Qualitative, administrative and financial following-up (S. Roux & M. Lawinski)
16:30	Coffee Break
17:00	Work Plan until October 2016 (M. Lawinski)
17:30	Evaluation of the meeting (S. Roux)
18:00	End
20:00	Social dinner (together with other participants in the REFORME meeting scheduled on 26 February 2016)

5. **Annex B. Logo**



Annex C. Signatures Sheet

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

SECOND STEERING MEETING

24 & 25 February 2016
 FLC, C/Rivas, 25 – Polígono Industrial Vicálvaro,
 28052 Madrid (Spain)



ORGANIZATION	PARTICIPANT	SIGNATURE 24/02	SIGNATURE 25/02
BZB (DE)	Murauer, Thomas		
BZB (DE)	Bertelmann Angenendt, Frank		
CENFIC (PT)	Florentino, Renato		
CENFIC (PT)	Sanchez, Francisco		
FLC Asturias (ES)	Suarez, Marta		
FLC Asturias (ES)	Alonso Méndez, Luis Javier		
FORMEDIL (IT)	Martino, Rosella		
FORMEDIL (IT)	Carapella, Giovanni		
IFAPME (BE)	Beckers, Lucilia		
IFAPME (BE)	Preadhomme, Emille		
IFAPME (BE)	Wilkin, Jackes		
IBE (PL)	Stęchły, Wojciech		
Warrington Collegiate (UK)	Moorhouse, Lee		
Warrington Collegiate (UK)	Dolan, Olwen		
CCCA-BTP (FR)	Bolognini, Paola		
CCCA-BTP (FR)	Sare, Tatiana		
CCCA-BTP (FR)	Lawinski, Marek		

