Contract No. 2020-1-FR01-KA202-080105 (2020-2023)

**IO1-A3b & A4**

Didactic tools for the professionalization of site managers and team leaders for building renovation sites, designed in relation to work situations.

**Methodology used to carry out observations of work situations on the renovation site :**

**Tests of grids 1 and 2 in France (Pays de la Loire)**

The management of the training body BTP CFA Pays de la Loire contacted, at the end of May 2022, companies working in the renovation of buildings, and **people with whom there is already a good relationship** and for whom it was felt that there was a good potential for the nature of the building sites to be observed in order to test grids 1 and 2, as agreed during the transnational meeting held in Paris, on 11 and 12 May 2022. The relational aspect is very important in the whole process of observing renovation worksite situations, as it is for any kind of relationship with the company.

**Prior to the visit :**

* Two companies were contacted by Philippe Dreyfus (development director of the regional training organisation - Pays de la Loire) and by Mickael Prioux (trainer, specialist in building renovation sites). They were informed of the purpose and nature of the visit (purpose, potential duration, person(s) to be mobilised, conditions for carrying out the visit). It was necessary to ensure that the companies had a good understanding of the mission, the necessary cooperation and the availability of the people contacted. Contacts were made by telephone and confirmed by e-mail.
* Two appointments were set: 7 and 8 June 2022, at specific locations (directly at the sites) and within a short timeframe to avoid any no-shows. A confirmation of the appointments was made in the 48 hours preceding the visit.

It is necessary to remain flexible because a hazard in the progress of the site could have interfered with the visit at the last moment, which fortunately did not happen. In both cases, the interviewers (Philippe Dreyfus and Mickael Prioux already mentioned, and Pierre Touillon of the CCCA-BTP) were very well received and the people on site had been well informed of their visit and their mission.

**During the visit :**

* A time dedicated to making contact and explaininger the purpose of the visit was taken with the site manager in the 1st case, and with the team leader and his worker in the 2nd case. **This time was necessary to inform and obtain the full support and collaboration of the interlocutors** during the exchanges and the visit. It was clearly indicated that the observations and elements collected should then be used in training sessions to be as close as possible to real and realistic concrete situations of renovation sites. We were able to benefit (in the 1er case) from the site meeting room to settle down and discuss in a quiet place. In the second case, we had to make do with the basic conditions of reception, which did not, however, affect the smooth running of the interviews.
* A second time was devoted to **the history of the site** through the following questions:
* What was the state of the site when the work started?
* What information did you have before coming to work on the site?
* What documents on the construction site have you been given?
* How was your first day on site?

The aim was to collect as much general information as possible, to create a relationship of trust before getting to the heart of the matter, and to ensure that the interviewers were fully interested in the problems of their work sites.

This exchange helped to create a climate of trust by showing interest in the work to be carried out, in the people involved on the site, and in the actual progress of the site.

* Another time was devoted to visiting and analysing the sites themselves. This led to more in-depth discussions on technical, organisational, procurement, prevention and safety aspects, etc.

Throughout these exchanges, the interviewers took notes. This **note-taking was done quite spontaneously, without following the grid rigorously**, given the difficulty or impossibility of filling it in on the spot. The interviewers assimilated its content well beforehand.

**After the visit :**

It was therefore not possible to fill in the grid on site, box by box, as initially envisaged. However, after the site visit and on the basis of all the elements collected, it was possible to complete and classify the elements collected in the various boxes of the grid. Not all the boxes were filled in and it was not the aim to do so in an exhaustive manner. However, sorting the information and organising it in the grid can lead a trainer, in a third stage, to exploit the content to produce training sequences/modules. It appears that this collection of information, guided by the axes of observation, proves to be much richer than what was initially envisaged.

Two examples of how to use potentil to create training sequences or modules:

* On site 1, the site manager told how he carried out his planning taking into account the estimate, his own experience (knowledge of the work potential of each worker on the site, estimation of the duration of the tasks to be carried out) and the "handling of the site" in the first 10 days. There are many elements in this story to feed into and create a sequence dedicated to planning.
* On site 2, the team leader described how the topographical situation of the site had led him to wonder about the necessary concrete supply. He explained all the simulations and tests that had been carried out, only to end up with a completely different solution, as this supply proved to be impossible to achieve. From this he has the opportunity to create a complete learning sequence/practical lesson for a trainer.

**Lessons learned and proposed amendment**

* In all cases it is necessary to start the site visit with a history of the site for the following two reasons:
* Understand the current state of what is to be observed,
* Collecting a whole range of information to feed the observation axes of the grid.
* The grid itself cannot be used as it is on a building site. But it can be adapted or modified as was done. The important thing is to find all the observation axes initially chosen.
* It is necessary to allow time for future users to become familiar with the system. A methodological guide, based on the experiments carried out by partners in different countries, could be made available.
* The site visit must be "inspiring" for the trainer by providing him/her with material (content and context) that is sometimes unexpected in order to achieve the training objective(s) that he/she has set. Once this raw material has been reformulated and classified or ordered in the grid, specific problems can be constructed that are conducive to training situations.
* The selection of observation sites is crucial. It seems necessary to target potentially rich places with people who are open to the issue of professional development.

*Report produced on 14 June 2022 by Philippe Dreyfus, Mickael Prioux (BTP CFA Pays de la Loire), and Pierre Touillon (CCCA-BTP).*