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Coventry University - main campus

- Faculty of Arts and Humanities
- Faculty of Engineering, Environment and Computing
- Faculty of Health and Life Sciences,
- Faculty of Business and Law

- Gold for outstanding teaching and learning
  Teaching Excellence Framework (TEF)
- 2nd in UK for Teaching Excellence (TEF)
  Times Higher Education metrics ranking 2017
- Top 6 for Student Experience
  The Times and Sunday Times Good University Guide 2018
- Ranked No.12 UK University
  Guardian University Guide 2018
- 97% of graduates employed or in further study
  DLHE survey 2015/16 – six months after graduating
- Queen’s Award for Enterprise
  International Trade 2015
School Energy Construction and Environment

• Three distinct areas
  • Energy Oil & Gas
  • Construction Civil Engineering & Building
  • Environment Geography & Disaster Management Humanitarian Engineering

• Approx. 2000 students
• 100 academic staff
  • 5 Profs/Readers,
  • 70 Principal, Senior & Lecturers,
  • 8 Assistant Lecturers.
  • 8 Technical Support Staff
Erasmus+ Programme

Erasmus+ is the European Union programme for education, training, youth and sport.

It runs for seven years, from 2014 to 2020, with organisations invited to apply for funding each year to undertake creative and worthwhile activities.
Soft Skills for Hard Hats - Developing Managerial Skills for Construction Workers

• Project duration – 2 years

• October 2016– October 2018

Project partners
About the Project- Rationale (1)

Why?

• lack of transversal skills in on - job promoted trade professionals

Aims

Aimed at the first level managers at construction site.

• To use in formal learning setting or individually
• To merges general with vocational education

Target audience

• Apprentices, teachers and trainers, businesses/training in construction industry
About the Project- Rationale (2)

How?

• On-line training tool focusing on “soft skills”
• Combines visual input, individual learner’s choices and professional feedback
• Learner’s “journey” through everyday decision making scenarios
• Based on the real life scenario/approach used in CU SIM centre.
• CU Simulation Centre
• 10m Curved Screen
• 8 standard rooms
• 1 meeting room
• Observation room
• Multi Sector
• Construction
• Emergency Services
• Oil and gas
• Retail
• Utilities
• Automotive
Experiential Learning

- Immersive
- Safe
- Feedback
- Reflection
Practice

- Learning outcomes
- Scenario and injects
- Feedback
- Observers
Theory

Kolb
Gibbs,
Scaffold of learning (ZPD)
Johari
Learner retention
Development of the Project Output
Development of the project

The approach

• Principles of SIM centre experience replicated on-line

• Complementary learning experience with potential to be either preparation for SIM or authentication of learning

• Which transversal skills? – desktop research prior to project application – data from SIM centre
  • Communication,
  • Leadership,
  • Problem solving and
  • Working in teams.
## Development of the project

### Overall framework

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<th>Intellectual outputs</th>
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<th>IO2 Leadership</th>
<th>IO3 Communication</th>
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<td>Choosing an appropriate mode of communication</td>
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<td>Scenario 4 LO</td>
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<td>Scenario 5 LO</td>
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<td>Communication with different stakeholder</td>
<td>Lessons learned</td>
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**Lesson learned**
Development of the project

Intellectual Output Learning Outcome

Dealing with difficult people
At the end of the course, the learner will understand that as a foreman, you will need to identify the disruptive behaviour, understand the group dynamics, and the reactions of the group and learn to address the issue with honesty and tact. The learner also has learned basic strategies to deal with difficult people: Step 1: Acknowledge the problem, Step 2: Draw attention to the behaviour, Step 3: Determine the solution, Step 4: Make them accountable.

Communication
At the end of the course, the learner will understand key skills required to run an effective meeting. The learner will appreciate the importance of asking instead of telling, listening attentively, questioning, building consensus among peers, and effective participation of all team members. The learner will understand the importance of his role in keeping a conversation flowing in the direction of the team’s goal as well as effectively summarizing decisions and assigning actions.

Effective delegation
At the end of the course, the learner will be able to understand why it is important to delegate. The learner will learn strategies and be able to understand key questions related to delegation:
1. What task can be delegated?
2. When is delegation necessary?
3. To whom to delegate?
4. How to delegate?
The learner will also understand that responsibility and control of the delegated task remain with him.

Influencing
At the end of the course, the learner will realise how influence can help him work more effectively with the team. The learner will be able to implement several strategies to implement that skill. In the construction environment, influence is most effectively exercised by focusing on actions rather than words, by building trust with co-workers, by being reliable and consistent whilst being flexible and assertive.

Supporting
At the end of the course, the learner will be able to recognise and provide appropriate support for the team. The learner will identify some key skills required to provide appropriate support to his team such as making sure they have right tools for the requested task, providing encouragement, praise and constructive feedback, being available for his team for ideas, questions, suggestions and complaints too.
Development of the project
How did we do it?

• Decision tree format

• User’s perspective – semi-immersive - listens, reads, watches and through immersion virtually acts – encompassing all learning styles

• Feedback – general feedback related to the skill and individual scenarios’ feedback

• Evaluation: external experts review/report and testing with the users
Development of the project
Intellectual Output Framework

Setting the scene:
• Description of the set up
• Characters—names, ages, descriptions

Scores:
- Good response
- Medium response
- Bad response

FEEDBACK

Ranked No. 12
UK University
Guardian University Guide 2018

2nd in UK for Teaching Excellence (TEF)
Times Higher Education Impact ranking 2017 - Gold award

Top 6 for Student Experience
The Times and Sunday Times Good University Guide 2018
Development of the project
Collaborations

• Process of working on Erasmus + project – exchange/transfer of knowledge with partners - Open University- Netherlands
Challenges

- Limitations of online platforms to enable spontaneous responses – “the journey” through scenario is pre-set
- Time and funds available to produce high quality output
- Supporting partners in scenario writing
- Language limitations / Cultural differences
- Project management and implementation
Managerial Skills for Construction Workers
Project website and on-line tool

- https://softskillshardhats.eu/
- https://softskillshardhats.eu/course/teamwork/
Any questions?