



**A CHALLENGE:**  
**integrating young people in the company**

**A SOLUTION:**  
**tutorship**



Éducation et culture  
**Leonardo da Vinci**





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## Table of contents

<b>Introduction</b>	<b>7</b>
<b>Part 1 : Advice on how to successfully set up tutorship within a company</b>	<b>9</b>
<b>Part 2 : National best practices</b>	<b>15</b>
1. The German master craftsman	16
2. Tutorship in the French Building and Public Works industry	20
3. Introduction of tutorship in the Italian system of apprenticeship	26
4. The Belgian construction sector is promoting tutorship	30
5. Introduction of a tutorship scheme in a UK company	34
<b>Part 3 : Example of tools to be developed</b>	
1. Form for the employer	
2. Form for the tutor	
3. Form for the trainee	





## Introduction

In 2002 the construction sector's European social partners, the European Construction Industry Federation (FIEC) and the European Federation of Building and Woodworkers (FETBB), took the decision to encourage the **development of tutorship** in building and public works companies.

This initiative follows the identification of a certain number of **common concerns**:

- difficulties in the recruiting and long-term integration of young people into the sector,
- the departure of many experienced workers aged over 50,
- the sector's image problems.

**The high number of young people leaving** either during training or after just a few years working in the sector represents a serious waste of resources to the various vocational training systems industry implies and means that there is a correspondingly lower return on businesses' investments in human resources. The high number of experienced workers aged over 50 who are leaving the industry implies that businesses are losing considerable number of qualified and skilled people. Then, there is the fact that the sector has serious image problems and, as a result, young people and qualified employees are not encouraged to apply for jobs.

The construction sector's European social partners believed that setting up tutorship systems within businesses might offer **a response** to some of these concerns. Companies that are already involved in tutorship are aware of the benefits to both employees and companies.

Tutorship helps to improve all of the following:

- **inducting** new recruits,
- **adapting** to a new working situation,
- promoting / developing workers' **skills**,
- raising **workers' productivity**, because people who are satisfied with their work tend to stay with the company and be more productive,
- **communication within the company**,
- **behaviour** and commitment to the company's culture.

Tutorship is not a new subject or a "panacea" but, when it is actually put into place, **it can really help the company**. It can help to integrate young people into the sector on a long-term basis and get more out of the company's older, more experienced employees who can be very valuable tutors for these young people. Indirectly, by making human resources management within the business more dynamic, tutorship helps to improve the sector's image.



## Objectives and contents of the brochure

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This brochure has been produced to provide the construction sector's social partners and businesses with information and tools to help them develop and promote tutorship.

The first part of the brochure describes **the essential points which need to be dealt with in order to set tutorship up effectively** within a company. It provides details about what makes a "good" tutor, the skills he needs to have and how to manage a tutorship relationship.

The second part contains **five examples of national tutorship systems** from five European Union countries: Germany, France, Italy, Belgium and the United Kingdom. Each national case study shows the reasons why the tutorship system was set up and how it works in practice:

- in **Germany**, the “dual” vocational training system places great importance on the “*Meister*” tutor who supports young people as they acquire their skills,
- in **France**, an order of tutors has been set up and there is a survey on the relationships between tutors and young people in progress, aiming to produce tutorship training modules for company managers and on-site supervisors,
- in **Italy**, the introduction of an official tutorship role in business has made the tutor a central element in recruiting young people into the sector and then retaining them, especially as part of an apprenticeship,
- in **Belgium**, following the reform of apprenticeship systems and the promotion of sponsorship, training for tutors has been reinforced and incentive bonuses have been put into place in order to encourage the recruitment and qualification of young people within the sector,
- in the **United Kingdom**, there are many individual tutorship initiatives. One large company in the sector decided to train all of its supervisory personnel in tutorship in order to encourage loyalty among its employees.

At the end of each case study, you will find information about bodies you can contact for further information.

The third part of the brochure contains **three templates for practical sheets** which can be handed out to employers or company managers, to tutors and to young people involved in a tutorship approach respectively.



## Support from the EU Commission

This brochure has been produced with the **financial support of the European Commission** as part of a Leonardo da Vinci programme fund aimed at disseminating the results of existing Leonardo da Vinci projects. The work on tutorship carried out by FIEC and FETBB is thus based on the results of two previous projects, although these were designed for other sectors of business rather than for the construction industry:



- the tutorial function: a tool to be used by everyone, aimed at anticipating changes in skills, promoting productivity and to encouraging integration (contract no.: F/95/1720) – this tool was developed by a company from the IT sector,
- the use of sponsorship (contract no.: F/96/3933) – a tool developed by an association placing young people in work based in the Limousin area, in cooperation with the Direction Régionale du Travail, de l'Emploi et de la Formation Professionnelle (DRTEPF – Regional Department of Work, Employment and Vocational Training) in the Limousin area (France).

These two projects were developed to **structure the tutor's role and to give it a professional status**. They are the result of a trans-national comparison of tutorship experiences and show the conditions which need to be met if the relationship between the tutor and the young person is to work effectively.

Out of all the projects consulted in the “Leonardo da Vinci Databank” accessible on the European Commission’s website, these two projects were the ones which best responded to the construction sector’s concerns. The results have allowed the experts working on this project to begin with a broad awareness of the problems and suggestions for solutions and specific tools. The information which FIEC and FETBB drew from these two projects is shown in the first and third parts of the document.

We hope that this work will make a contribution to the development of tutorship in companies in the sector.

Ulrich Paetzold  
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Secretary General  
FETBB

# Part 1

**Advice on how to successfully set up tutorship within a company**

## Part 1

# Advice on how to successfully set up tutorship within a company



## Understanding what tutorship actually means

The word “tutorship” **means different things** in different countries. In some countries the tutor is only responsible for apprentices, in others he may be responsible for all new recruits, ensuring that they are properly inducted and integrated into the company. Nevertheless, there are far more similarities than differences. In most countries, the tutorship role is part of the contractual obligations involved in the apprenticeship scheme. The role played by the master or the tutor in a company is often quite separate from that of the instructor at a vocational training centre, who offers the apprentices technical or qualified training.

In the same way, **the tutor is known by different names** in different countries, industries and companies. “Master”, “mentor” and “coach” are the most common names. But the main thing is not the name given to this role but what it is intended to do and how it goes about achieving this goal.

Tutorship is **a transitional period** in the worker's life: joining the company, adapting to a new job, training period. The tutor is responsible for the young person during this period. The tutor is an experienced employee who is capable of listening, of passing on his experience and both supporting and encouraging the young person to achieve his goals.

Essentially tutorship describes **a relationship**, how that relationship is conducted, the goals to be achieved and – to some extent – the quality of the relationship. Here are a few ways of describing tutorship:

- a one-to-one relationship with someone at work
  - “a colleague not a friend”,
- a non-judgemental relationship – “an advisory role”,
- a personal relationship with regular contact,
- voluntary – the tutor gives his time,
- support, assistance and encouragement all free of charge,
- helping someone less experienced, who does not know as much, to achieve specific goals (to carry out a particular task, to get to know the equipment),
- providing someone with an example or a role model.

The tutor may play a multifaceted role. **It is up to you to decide** on the targets to be achieved by the tutorship system you set up.



## What tutorship can offer a company

Tutorship can help your company to:

- **improve the induction and integration of young people:**
  - help young people to make the transition from school to working life,
  - help young people to adapt to their environments and jobs,
  - create dialogue and communication based around young people within the company,
  - monitor their progress.

- **develops skills within the company:**

- identify young people's potential skills and, if necessary, consolidate them by offering specific training,
- encourage the passing on of skills from an experienced employee to a young worker, between colleagues, etc...
- help the company to become a "learning" company.

- **improve human resources management:**

- encouraging loyalty among young people,
- keeping experienced older workers within the company and within the construction sector,
- assessing the skills learned in the workplace, in order to capitalise on these skills,
- better identifying potential, drawing up training plans, thus encouraging professional mobility among workers within the company.



## Setting up tutorship within the company

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### 1. Conviction

Absolutely everyone who works for the company – and there must be no exceptions here – must be convinced of **how important tutorship is to the company's future**: staff stability and qualification, ensuring the company's long-term future, the quality of work...

Tutorship is part of the company's human resources policy. So if there is a Human Resources department then its personnel should be involved in the initiative.

Before setting up the system, you also need to **give all members of staff an explanation** of what tutorship is expected to achieve:

- you need to raise awareness among the company's personnel about **how important it is to properly induct** and monitor new recruits over the course of their first few months at the company, whatever their status may be (trainees, apprentices, employees). Induction is everyone's business,
- members of staff must also be aware that it does take time for the system to produce results.

### 2. Organise tutorship within the company

- Identify and appoint qualified volunteers to act as tutors,
- Give the tutor a clear explanation of the various jobs he will be expected to do,
- Organise his time between production and tutorship work,
- Organise the young person's induction on the first day he comes to work for the company: tell the young person what he will need to bring with him – where appropriate prepare an induction booklet containing general information about the company, the site and the way that work is organised, professional obligations and perks, travelling, bad weather, paid leave, on-site health and safety, hygiene, etc...
- Tell the young person about the tutorship system offered to him:
  - who is who, who can offer what?
  - the purpose of the initiative, the nature of the relationships between young people and tutors, tutors and the company, the tutor and the training body (where applicable)
  - the frequency of meetings, the tools available as part of this initiative, etc...
- Organise a meeting to introduce the young person to the tutor.

### 3. Choosing a tutor

- The tutor needs to be a volunteer and must be committed to the company's tutorship targets. He needs to be available and, for as long as the tutorship lasts, he needs to be actively committed to helping new recruits in the workplace and establishing a stable relationship between the employee and the tutor.

- A tutor needs to have sound professional skills and a good awareness of his working environment, along with the rules and practices used there.
- A tutor needs to be able to listen, to understand other people and to enter into dialogue, teaching and communication skills so that he can pass on his experience. Finally, he also needs to know how to resolve conflicts.
- The tutor needs to have a positive attitude to young people, to be prepared to help them, especially in difficult situations or circumstances (for instance poor relations between colleagues or with superiors).
- To be credible and effective in working with young people, the tutor needs to be recognised within the company.

### The qualities that make a good tutor

- good professional skills
- good listening and dialogue skills
- interpersonal skills and good relationship management, including an ability to solve conflicts
- the ability to identify needs
- the ability to identify targets
- being supportive and non-judgemental
- showing the young person respect
- self-confidence

Some people naturally make good tutors. Others need these skills consolidating or developing by means of specific training.

#### 4. Training the tutor

In many cases it will be a good idea to offer the tutor at least some training.

**The aim of the training** is to give the tutor the resources he needs to successfully do his job.

##### **Content of the training:**

- description of the usual stages in an interview with the young person,
- information intended to give the tutor a better understanding of young people today, their behaviour in relation to work in general and their attitudes to superiors,
- teaching tips on how to pass on their knowledge,
- advice on building a relationship with the young person (listening, showing respect and trust, encouraging them to talk, maintaining confidentiality, giving examples from his own experience, offering encouragement),
- developing communication skills (judging deeds rather than people, etc.),
- teaching the tutor how to react if there are difficulties (aggression, insubordination, absenteeism).

##### **A tutor also needs to be aware of the following:**

- the company's main areas of business, markets, customers, culture, etc.
- the way that the team, department and company where he works are organised,
- internal rules (introductory leaflet), particularly where health and safety and behaviour are concerned,
- the company's targets in terms of production and achievements,
- the main steps to be taken along the way in a successful career, opportunities for mobility within the company or the sector,
- he must be aware of expectations relating to various jobs, the company's areas of business and the level of skills required to carry out the various jobs.

## 5. The tutor's tasks

### Inducting the young person:

- getting to know him,
- showing him around the company and its environment,
- introducing the young person to the company's other employees,
- explaining working customs, the company culture and current rules to him, particularly with regard to health and safety,
- explaining what the employer and customers expect of him,
- answering any questions the young person may have.

### Explaining tutorship to the young person:

- the aims (help in integrating),
- how this will actually work (how often meetings take place, the tutor's role, what the employer expects of the young person, etc.),
- introducing him to the tools provided as part of the tutorship process (for instance, a log book containing useful contact details within the company, a schedule of appointments with the tutor, and a space he can use to take notes during an interview).

### Supporting the young person:

- helping him to understand his new position and the work he has to do,
- helping him to organise his work,
- guiding him as he goes about his work,
- passing on the technical knowledge and know-how (the right way of working and tricks of the trade, information about the equipment, etc.),
- teaching him about professional behaviour (professional attitude to colleagues, customers, on-site, etc.),
- monitoring his progress as he gradually learns how to do his job.

### Assessing the young person: motivation, abilities, skills, behaviour, training requirements, etc.

- if the new recruit is from a training centre, the tutor liaises between the vocational training centre and the company,
- if the new recruit is not involved in any outside training, the tutor keeps an eye on any additional training requirements he may have.

## The stages in an interview with the young person

- the first contact must be seen as very important
- obtain information (listen, use open questions)
- filter the information (use closed yes or no questions)
- summarise what has been said
- provide information and explanations
- look at alternatives
- assess
- offer advice
- draw up a plan of action



## 6. Provide the tutor with the tools he will need to do his job properly

- the key items relating to the company: the company brochure (with its markets, customers and culture), an organisational diagram, the company's health and safety instructions, etc...
- the young person's CV and, where applicable, his training programme if he is receiving training outside the company,
- if possible, a tutor's charter offering a reminder of the aims of the tutorship process and the tutor's duties,
- a notebook for monitoring the young person,
- a questionnaire to be used so that the young person can be assessed.

## 7. Supporting the tutor

- give the tutor the **time he needs** to do his job properly,
- schedule **appraisal meetings** between the tutor and the employer halfway through the process,
- **where applicable set up a network of tutors** within the company, or within your federation, so that tutors can meet one another:
  - they will need to exchange ideas on the difficulties they face and also on good practices,
  - tutors need to be recognised as credible and competent,
  - information needs to be passed on (employer, tutors, etc.).

In order for a network of tutors to work properly, regular meetings need to be scheduled.

- **employees who become tutors must be valued** and this must be shown by official recognition within the company and, where applicable, by the awarding of a bonus (see the example of the FNTP in France).

## 8. Assessing the initiative

In order to **measure the impact of the tutorship system** on the young person's integration into the company, it may be a good idea to distribute a questionnaire after a given period of time.

The following questions may be asked:

- **effects on the young person:**
  - **direct effects:** has tutorship helped the young person to integrate into the company? If so, is this long-term integration? If not, why not?
  - **indirect effects:** the young person's motivation? Professional awareness? Has his perception of the world of the company changed at all? Has tutorship helped to prevent conflict and to resolve tensions and problems? Has tutorship helped to identify any training requirements the young person may have?
- **effects on tutors:** has there been a change in the way employers look at things and the way that young people are supervised? Is there a better awareness of their desire to work?
- **positive effects for the company:** capitalisation of know-how relating to supporting young people? Loyalty to the company?



# Part 2

## National best practices



## Part 2

### 1. The German master craftsman

The German vocational training system, which was set up in the late 20s, gives the master a central role. As part of a regular monitoring process, the master has the job of training the young person and thus passing know-how and specific knowledge about the craft on to the next generation. If we are to truly understand the tutorship system for apprentices in the construction industry, we need to be aware of the specific nature of the German vocational training system.



#### A “dual” vocational training system

The vocational training system in Germany is based on a “dual” system of training, where the training takes place in two different places:

- **the vocational school** where the part-time apprentice receives basic **theoretical training** (calculation, writing, etc.) from a “teacher”,
- **the company** where the apprentice receives **practical training** from an experienced “master” who passes on specialist skills and practice experience.

In addition to this “dual” system, there is also a specific system, **the vocational training centres**. These were set up specifically for the construction sector in order to take the sector’s own particular features into account. These centres help to give young people practical training suited to trades within the construction industry.

Both the dual system and the training centre system are part of **a mode of “work-based” education** which trains young people on both practical and theoretical levels. So the young person can be working on a construction site as soon as he joins the company. This system is a veritable institution which has been supported by employers for a long time now as they quickly became aware of its advantages in terms of well-trained labour.



#### A system based on a training contract

A training contract is signed between the company and the young apprentice, in accordance with the Regulation on vocational training in the construction industry (“*Verordnung über die Berufsausbildung in der Bauwirtschaft*”, 1999, new version). This training contract is legally binding upon both parties. It includes a **number of obligations**:

- the apprentice is under an obligation to learn both at his workplace and at the vocational school,
- the company is under an obligation to:
  - provide training,
  - give the apprentice enough free time to attend part-time classes at the vocational school,
  - send the apprentice to a vocational training centre within the sector for a period of from 32 to 37 weeks.

**The apprentice’s training lasts for three years.** It begins with a trial period which lasts from one to three months. So the apprentice can find out whether his chosen craft is likely to suit him and the employer can test the apprentice’s skills. During the trial period, either party may terminate the contract without having to give any reasons. If the trial period is a success, the training contract becomes legally binding after it has been recorded (with the Chambers of Commerce and Industry and the Chambers of Trade for the construction sector). It remains applicable for the whole of the period covered, which may be extended at the applicant’s request if he fails the final examination.



## Contents of the apprentice's training

In order to coordinate the contents of the training provided at the vocational school with that provided in the workplace and at the vocational training centre, **a joint training schedule** is drawn up for each academic year and for each Land (e. g. North Rhine-Westphalia). Experience shows that a combination of practical training and school-based instruction given in the form of **coherent blocks** of from two to six weeks gives good results.

The training provided at the vocational training centre within the sector has the following basic **structure**:

<b>a) General teaching on construction trades</b> (class common to the 15 trades within the sector)	8 weeks
<b>b) Specialised teaching</b> (the pupils are split into 3 different groups according to which trade they wish to enter: finishing work, underground work, etc.)	8 weeks
<b>c) Individual teaching adapted to the trade chosen by the young person</b> (basic skills for people wishing to become bricklayers, road builders, carpenters, etc.)	21 weeks

The Chambers of Commerce and Industry monitor the application of the legislation on vocational training. In particular, they check that the training centre and company have sufficient facilities to offer the apprentice proper training. In both cases, the number of apprentices must be reasonable.



## The master's obligations

The "master" is entrusted with the job of **helping the young person to adapt** to his new duties and to the process of working and fitting into the team.

The master may only train apprentices if he himself has sufficient **personal and professional skills**. In particular he must have the **teaching ability** required to work with young adults. He must be able to tackle the specific problems encountered by young people during their first few years spent working at the company and solve them in a way which offers a positive outcome for both company and staff (the company's rules, the employee's obligations, relationship between colleagues, relationships with superiors, etc.).

For the period of training at the company, the master must draw up a **training plan** for the apprentice, covering the various departments within the company where the young person will be working. In each case, the master decides on the content of this training together with the person responsible for the department in question. Once adopted, the plan becomes compulsory.

The master's obligations are based on **legal provisions** contained in the Regulation on tutors/ teachers' abilities ("*Ausbildereignungsverordnung*" or AEVO). The AEVO was drawn up on the basis of recommendations made by the social partners at inter-professional level.





## Training for the master

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The master's training is divided into **three sections**:

- economic, legal and social teaching
- courses on construction techniques
- teacher training courses

The master has to sit **an examination** to prove his professional and teaching skills and must then work for at least two years in the branch of the industry where he wishes to work as a master. To become a **“specialist” master**, he must pass an examination in another technical or craft-based profession and work in this field for at least 3 years. People who have not sat either of these two examinations may become masters provided that they have at least **six years experience** in their current position.

Given the rapid changes to methods and techniques, the AEVO recommends keeping an eye on the continuing training of masters. An exchange of experience between masters may also be very useful.



## Teaching methods

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Different teaching methods are used for the training in the workplace and at the vocational training schools.

### a) The so-called “four-phase” method

The **“four-phase” method** is successfully used in training on construction sites and at training centres in the construction industry. This method allows the apprentice to learn the necessary skills step-by-step, by **observing them, repeating them and then putting them into practice**. It was designed to train apprentices in how to correctly handle tools and materials.

- Phase 1: The trainer **prepares** the apprentices to understand a task (e.g. the trainer divides the task into a number of stages which can easily be understood).
- Phase 2: The trainer **shows** the apprentice how to perform the task by himself correctly handling the equipment, the tools and the materials.
- Phase 3: The apprentice **repeats** the task shown to him for a first time. If he makes any mistakes, the trainer helps him, offering advice and encouraging the trainee to work on his own.
- Phase 4: Having learned to perform a new task properly, the apprentice goes on **putting it into practice** so that eventually, in time, he learns how to do it to a very high standard. The long-term goal is to automate the working routine.

### b) The “lead text” method

The learning process begins with **the reading of a text** which the apprentice works through on his own and from which he extracts the relevant information. The apprentice **then plans his work** on his own, using guidelines given by the text. After finishing the job or solving the problem, the apprentice **checks his work** on his own. The trainer is present throughout this learning process and may, if necessary, guide the young person or offer him advice.

This method attempts to develop the young person's independence and professional responsibility.



### c) The “project” method

This teaching method is used today and is recommended in certain Länder. It consists of asking the young apprentice **to take part in an overall project** (building a little house, for instance) during which he will carry out a whole series of tasks (electricity, plumbing, masonry, etc.) This teaching method allows the young person to discover the various practical problems to be solved as part of an overall project and to work out for himself what the essential stages in the project are: planning, execution, checking the quality of execution and assessment.

At the end of these various apprenticeship processes, the trainer simply supports the apprentice who is more or less independent. He no longer decides what jobs the apprentice needs to do and does not tell him to go about them.



## Financing apprenticeship

In 1974, the construction sector’s social partners set up a joint fund to **organise the financing of training**, particularly in the sector’s vocational training centres. The training fund is **managed by SOKA Bau**, a fund for the sector’s social affairs, based in Wiesbaden. SOKA Bau is run by a tripartite committee representing the sector’s social partners:

- IG BAU (German trade union for construction, agriculture and the environment),
- ZDB (German construction trade federation),
- and HDB (German construction industry federation).

The fund allows any company taking on an apprentice **to claim back part of the apprenticeship costs:**

- apprentices’ salaries are reimbursed:

	Industrial apprentice	Commercial or technical apprentice
1st year of training:	10 months’ salary	10 months’ salary
2nd year of training:	6 months’ salary	4 months’ salary
3rd year of training:	1 month’s salary	-

- reimbursement of social charges (16% of the salary during the aforementioned period),
- reimbursement of costs relating to the “third training site”, the vocational training centre (training costs, pension and accommodation costs, etc.),
- reimbursement of apprentices’ travel expenses to the vocational training centre.

### Contacts :

General information about training in Germany can be obtained from the “Bundesinstitut für Berufsbildung” ([www.bibb.de](http://www.bibb.de))

For more specific information, please contact:

- IG BAU ([www.igbau.de](http://www.igbau.de)) trade union representing the interests of the construction sector
- Hauptverband der Deutschen Bauindustrie ([www.bauindustrie.de](http://www.bauindustrie.de)) & Zentralverband des Deutschen Baugewerbes ([www.zdb.de](http://www.zdb.de)): employers’ organisations representing the interests of the construction sector
- SOKA Bau Wiesbaden ([www.soka-bau.de](http://www.soka-bau.de))



## Part 2

# 2. Tutorship in the French Building and Public Works industry



### Difficulties in recruiting and integrating young people within the sector

The question of recruiting and integrating new employees is now a priority one for the Building and Public Works industry in France.

#### Public Works

The Public Works sector currently has 247,000 employees working for 7925 companies. More than 34,000 new employees entered the profession in 2001, but Public Works companies are still concerned about the recruitment difficulties they have come up against. At the end of 2001, 30% of these companies said that they were **unable to increase their volume of business due to a lack of personnel**. Over the next few years, Public Works companies will need to recruit 7000 qualified young people per year to take over from retiring members of staff. However, only 4000 young people finish Public Works training courses each year.

#### Building

Although the building industry in France has been recruiting 30,000 people per year since 1999, it continues to face an on-going shortfall in qualified craftsmen of the order of 60,000 people per year, due to **people retiring** and the number of **employees leaving the sector**. This lack of qualified personnel in the industry also poses a risk to companies, in terms of the quality of work, the meeting of needs and deadlines and complying with technical rules and standards.

And yet every year large numbers of young people are studying for qualifications in the building industry, but 50% of them will then move into other areas of work, either at the end of their training or after working in the sector for a few years.

### Distribution of young people undergoing initial training in the building industry:

Apprenticeship	30,000
Vocational schools, universities, engineering schools	35,000
Work-based qualification contracts (young jobseekers aged from 16 to 25)	10,000

There are various **known reasons** why the Building and Public Works (BTP in French) industry is experiencing **difficulties in persuading young people to come** into the profession and to stay:

- the fact that manual trades and vocational training do not have a very good image,
- the fact that recruits enter the Building and Public Works sector trades by default,
- but also the fact that conditions of induction and integration into companies are unsatisfactory.

**Tutorship** appears to be one of the most appropriate means of integrating young people into the sector on a long-term basis.





## Tutorship as part of young people's initial training in France

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In France, tutorship is now a compulsory part of young people's initial training.

In France **the initial vocational training** may take place:

- academically, **at a vocational school**: periods of training at a company are part of the curriculum,
- through apprenticeship, alternating between **Apprentice Training Centres** (1 to 2 weeks) **and working within a company** (2 to 3 weeks). The young people are fully-fledged employees with a contract of employment.

**For students studying at a vocational school**, the period spent training at a company is supervised by a **training manager** appointed within the company. This tutorship is formalised in an agreement between the vocational school and the company.

**In an apprenticeship**, the **master craftsman** takes on the tutor's role. This tutorship role is stated in the young person's contract of employment. This master is an employee of the company and, in craft-based businesses, he may often be the head of the company himself. In order to obtain approval, this master must be legally of age, have either a qualification or 5 years' experience in the field covering the trade which the apprentice is learning.

The master's job is to **use situations at work** to organise the training and to support the trainee as he learns his skills. He carries out this work liaising with the apprentice training centre which provides the theoretical and technological training as well as the practical initiation in a workshop.



## Other tutorship scenarios

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**Tutorship is compulsory as part of work-based learning contracts** aimed at young jobseekers aged from 16 to 25 and the part played by the tutor is also compulsory. The tutor's name and qualification are mentioned in the contract of employment between the trainee and the company.

Tutorship is also one of the jobs which may be entrusted to **journeymen, master craftsmen or team leaders**, under the terms of the Building industry workers' national collective agreement for apprentices and new recruits signed in October 1990.



## Financing the tutor's training

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The masters' own learning and training processes are financed by an **apprenticeship tax** (0.50% of the wage bill), by a tax specific to the profession and in the form of State aid to businesses (recruitment and training aid).

**Tutorship training** for training managers, masters and tutors as part of work-based integration schemes may be financed by the profession's own training funds.



## Initiatives taken by the Building and Public Works industry's social partners

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Over the last 15 years, the subject of tutorship has inspired considerable research and experiments, not to mention a large number of written works and various tools (tutorship guides, induction charters, etc.) In spite of current legislation, conventions and the importance that company managers place on this question, there is no getting away from the **paradox which is inherent in the current situation**: tutorship is still not being used anywhere near often enough. This is especially due to the constraints faced by company managers when it comes to carrying out on-site work (deadlines, costs, pressure from the competition).



In fact it has been noted that:

- the appointment of a tutor, even when it is compulsory, may be no more than a mere administrative formality,
- the tutor's tasks are not clearly defined and therefore they are not properly carried out,
- this role may be seen as an additional constraint by an employee who is not very well prepared, who has sometimes not been motivated or who has not received any recognition whatsoever when carrying out this work.

Even though many companies have understood **the key role a tutor can play** in inducting young people and new recruits, tutorship is still not used to any great extent in the Building and Public Works sector in France. And yet the tutor can effectively guide the trainee as he takes his first steps in the company, teaching him about the company's culture and encouraging him to acquire skills. This role is all the more important for young people coming out of the school system who will be embarking on their first ever experience in the world of work. **Their long-term integration into the sector often depends on what this first contact is like.**



**To encourage company managers to develop tutorship in their companies and to give this work real added value, the social partners have launched various initiatives:**

- The Public Works sector's social partners signed a national collective agreement in 1995 to develop tutorship in companies, then in 1996 to register tutors who have undergone specific training and who have done this work at companies with an **Order of Tutors**. Registering with the Order of Tutors means that they receive official recognition of their tutorship experience (cf. box).
- The Building and Public Works industry's social partners signed a further agreement in 1998 giving certain tutors the **title of experienced master**. This title is awarded to applicants who have at least 5 years' professional experience, at least 2 years tutorship experience and who have acquired teaching skills which comply with a frame of reference validated by the social partners and the State. The jury and the authority which award this title are a joint body.
- In 2002, the Fédération Française du Bâtiment (FFB – French Building Federation) launched an EQUAL European project entitled "Young People and the Building Industry" lasting 3 years aiming to **raise awareness of the need to supervise young people amongst all company personnel** (cf. box). This initiative is part of the extension of the "Coup de jeune au Bâtiment" (which roughly translates as "New blood for the Building industry") programme, which had already been developed by the FFB to encourage company managers to take responsibility for integrating young people into the sector.
- Finally, in February 2003 the Building sector's social partners reached a new agreement on supporting the system of work experience contracts for young people<sup>1</sup> set up by the State.

This agreement relates to:

- the appointment of a **tutor-coach** whose job is to induct, support and guide the young person and to help him on his way towards validating the skills he has acquired,
- a **"mutual commitment charter"** signed by the employer, the young person and the tutor-coach showing that each of them is committed to this long-term integration initiative,
- **financing** the tutor-coach's training, for up to 40 hours,
- the time spent on tutorship work is paid for by the Building industry's joint training funds (a premium of no more than €230/month and per young person, for a period of no more than 6 months),
- financing the young person's training: all or part of the teaching costs and the young person's pay during the training period.

<sup>1</sup> The aim of the work experience contract for young people, which was instituted by the State from 1st July 2002 onwards, is to help companies to solve their recruitment problems by encouraging them to employ young people. The beneficiaries are young people aged 16 or over but under 23, who have either qualifications below baccalaureate level or no qualifications at all. The companies can claim the employers' social contributions back from the State. This total amounts to from €225 to €292.50, depending on how much the young people are paid over a period of 3 years (100% of the aid for the first 2 years and 50% the third year).

## THE ORDER OF PUBLIC WORKS TUTORS

In 1996 the FNTF set up an Order of Tutors to recognise and value tutorship work at companies and to motivate tutors to successfully induct, train and ensure the long-term integration of young people into public works companies.

### How the system works

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There are two ways that an employee can be registered with the Order of Tutors:

- either by the tutor being trained at a training centre approved by the profession, on the basis of a 4-day programme as defined by the Council of the Order of Tutors,
- or the company may have drawn up its own frame of reference for training tutors. It either trains them internally or uses a training body not approved by the profession. The riders dated 21st December 1999 to the agreement dated 19<sup>th</sup> September 1996 relating to the setting up of the Order of Tutors allow employees trained at an unapproved centre to be admitted to the Order of Tutors under certain conditions guaranteeing the quality of the training:
  - the tutor must have undergone training organised on the initiative of the company, whose frame of reference must have been accepted by the Council of the Order of Tutors in advance,
  - the tutor must have carried out this work within the company for at least one year.

Registration with the Order of Tutors is for a period of 5 years. At the end of this period, the registration may be renewed at the employee's request for a further period of 5 years, provided that the employee has actually carried out duties as a tutor. There is a check to ensure that these duties are actually being carried out by means of a sworn statement made by the company.

### Financial and non-financial incentives

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Once admitted to the Order of Tutors, the employee receives a cheque for €650, an Order of Tutors membership diploma and the insignia of the Order of Tutors. A ceremony at which the diploma and the cheque are presented, held in the presence of the honorary Chairman of the Order of Tutors, either by the company where the employee works or by the regional Federation of Public Works for inter-company training. Employees who are registered with the Order of Tutors are listed in a directory.

### Managing and financing the system

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The Order of Tutors is managed by a Council of the Order of Tutors, a joint body with 12 members: 4 Public Works sector employers' representatives, 4 trade union representatives and 4 qualified persons co-opted by the employers' and employees' representatives. It monitors the Order of Tutors and makes proposals for developing tutorship within the sector. It meets at least once a year.

The profession's training funds pay all of the tutor's training costs (teaching costs, remuneration, legal and conventional social charges, transport and accommodation costs).

### Assessment

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When it was launched, the Order of Tutors had set itself the target of training 1000 employees in the induction and integration of young recruits. This objective has now been achieved and many public works companies have turned tutorship into an excellent tool for recognising and getting the most out of their employees by entrusting them with responsibility for inducting and integrating new arrivals joining the company and coming into the profession.

The FNTF decided to give the development of tutorship a new boost by encouraging SMEs to use this system. In fact, although the Order of Tutors has been a huge hit with employees working for large companies, those from small and medium-sized businesses have used it a great deal less.

A new agreement, signed on 23<sup>rd</sup> September 2003, has extended the system up to 2006. It makes provision for an expansion to the range of training courses allowing access to the Order of Tutors. This new opportunity gives employees from SMEs the chance to go on locally-based training courses which are compatible with the constraints faced by small and medium-sized businesses.

## The “Young People and the Building Industry” EQUAL project

### Objectives

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In 2002 the Fédération Française du Bâtiment (FFB – French Building Federation) launched a 3-year project to:

- assess current company practices and discover good practices relating to the recruitment, induction and tutorship of young people and women and to developing their loyalty,
- help companies improve the way that they manage their human resources.

This project includes in-depth surveys:

- on young people’s perceptions: their values and the behavioural patterns in relation to work, the image they have of the Building industry, the way they are inducted to the company and the reasons why they leave the sector,
- on the perceptions of a sample of women, parents, company managers, on-site supervisory personnel and customers in relation to the integration of women into Building industry trades,
- on company managers’ practices in the field of the recruitment and management of young employees,
- on how the people responsible for the supervision (whether or not they are tutors) see young people, their training and their integration into the company.

The information gathered will be used to help raise awareness and to train companies in how to ensure that the relationship between the tutor and the young person runs smoothly. The result of the surveys of women will produce lines of argument which can be used to help recruit more women into the Building industry.

### Beneficiaries

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Organising tutorship work means that the company has to take an overall look at the way it manages human resources. This is why the beneficiaries targeted by the project are not just company managers but also include foremen, general foremen, gangers and anyone who plays a role in integrating newly recruited young people or women.

### Partners in the project

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- The FFB’s partners:
  - the ONISEP (National Office for Information on Education and the Professions) with regard to its knowledge of primary and secondary school pupils,
  - the CNCE-GEIQ (an association which brings together groups of employers who have the task of integrating young people with difficulties and of helping them to obtain qualifications).
- The Swedish, Portuguese and Belgian partners, who are also working on the image problems involved in recruiting more young people and women.

This project is being financed by the profession’s own training funds, the FFB and its Technical Institute, the project partners and the European Social Fund.

### Tools under development

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- A summary of the studies on young people, women, company managers, tutors; good practice guides for companies and their personnel.
- Awareness-raising among company managers through the FFB network.
- Preparing training modules on tutorship practices: the values and expectations of young people today, the ways in which they should be supported over their first few months working for the company, practical tools, of the “business theatre” type so as to portray mental perceptions about young people, women and work in the sector.

*The tools and the project assessment will be available on-line on the FIEC and FETBB websites from the end of 2004.*



## Contacts :

### **Fédération Nationale des Travaux Publics (FNTP – National Federation of Public Works) – Training Department:**

one of the Training Department's priorities is to encourage the integration and training of Public Works employees and to encourage them to remain within the profession. As part of this work the Department manages the Order of Tutors system.

**[www.fntp.fr](http://www.fntp.fr)**

### **Fédération Française du Bâtiment (FFB – French Building Federation) – Training Division:**

one of the Training Department's main jobs is to decide upon the strategic guidelines for recruitment, employment and both initial and ongoing training. This is the framework within which tutorship initiatives are implemented.

**[www.ffbatiment.fr](http://www.ffbatiment.fr)**

### **ONISEP (National Office for Information on Education and the Professions):**

a public establishment which comes under the supervision of the Ministry for Young People, National Education and Research. Its main task is to offer young people, their families and educational teams full information about the 8000 training courses, the 400 work experience training courses and 20,000 addresses of establishments. The ONISEP also carries out surveys to find out more about young people's values and expectations.

**[www.onisep.fr](http://www.onisep.fr)**

**CCCA-BTP:** a joint body with a threefold mission, financing the apprenticeship system, educational guidance and supervising the training system within the 93 apprentice training centres (CFA in French). The CCCA plays an important role in the training of the teaching staff who work in the CFAs and in relations with master craftsmen in companies.

**[www.ccca-btp.fr](http://www.ccca-btp.fr)**

**GFC-BTP:** joint professional group for ongoing education in companies in the Building and Public Works sector. This joint body coordinates the implementation of training for companies within the sector and also serves as a technical support and resource centre for the profession's network. As part of its programme of surveys and engineering, a number of surveys on tutorship have been carried out.

**[www.gfcbtp.fr](http://www.gfcbtp.fr)**



## Part 2

### 3. Introduction of tutorship in the Italian system of apprenticeship

Following the reform of the apprenticeship system in 1997, the role of the tutor has been enhanced in the Italian construction sector in recent years, due to the reform of the apprenticeship system in 1998. Prior to the reform, tutors were in charge of the supervision of young trainees sent to companies for an internship or following the conclusion of a training scheme in a training centre. But there were no laws regarding their obligations. The reform of the apprenticeship system introduced a **national regulation regarding the role of the tutor** as concerns the **training of apprentices**. In the Italian apprenticeship system, the tutor is now a firm reference point for the apprentice. It is also a reference for the management of the company.



#### Who can be a tutor and what are his tasks ?

The law enables the employer to nominate as a tutor any person he considers adequate for this task. In companies with less than 15 employees, the head of the company can play the role of tutor.

The tutor has **the task of facilitating and accompanying the social and professional introduction of the apprentice** in the company and to guide him throughout all the apprenticeship period.

The tutor has to:

- receive the apprentice and insert him into the working context explaining the tasks and necessary skills for the position he is going to cover,
- explain which tasks will be progressively assigned to the apprentice within the company,
- organize moments for explaining, assisting, analysing and reflecting together with the apprentice in order to help him develop the necessary skills for his position,
- foster the integration of the studies at the training-centre with the practical work done by the company,
- keep in contact with other people within the company and with the teachers/instructors in the training centre,
- illustrate the main objectives of the training-scheme to the apprentice,
- help the apprentice to develop professionally, maintaining a friendly and open attitude and to cope with critical situations,
- evaluate the level of the skills achieved.

All companies employing apprentices must communicate their tutors name to the regional administrative authority.



#### Implementation of the reform by the social partners of the construction sector

**FORMEDIL**, the National Training Organization in Building Construction, managed by **ANCE** (National Association of Building Contractors) and the three Trade Unions of the construction sector **FILCA**, **FILLEA** and **FENEAL**, have launched in 1998 an **experimental project to facilitate the implementation of the reformed apprentice system** in the construction sector. This project was financed by the Italian Ministry of Labour.

**Aims of the project:**

- encourage companies to accept the tutor as a necessary part of the educational and professional process of the young apprentice,
- find organisational solutions for managing the reformed apprenticeship system in construction schools (about 85 specialized training centres coordinated by Formedil),
- prepare the educational content of the training schemes for each professional qualification.



## Actions undertaken by the social partners

**In the first phase of the project**, several seminars have been organized to explain the function and competences of the tutor and to promote his role:

- seminar for regional associations of contractors,
- seminar for contractors,
- seminars for tutors.

**In the second phase of the project**, the following actions were developed:

- elaboration of educational contents for the training courses of apprentices,
- elaboration of a training scheme for tutors,
- realization of a vade-mecum for tutors (paper and CD-ROM version),
- organization and management of training courses for apprentices and training courses for tutors.



## Training scheme for tutors

In the reformed apprenticeship system, the tutor is obliged to attend a training course at the regional administrative authority or in construction schools. The training scheme for tutors have been **elaborated by Formedil** according to governmental guidelines. The training scheme consists of **4 meetings of 8 hours each of classroom training**, covering the following issues:

**First meeting:** foster among the participants an awareness of the company's efforts to transmit values and skills to the trainee.

- presentation of the values to transmit, the skills for a job profile and the working process.

**Second meeting:** present the scope of the tutor's work to the participants.

- professional experience of the tutor, definition of mastery and responsibility, along with the personal advantages deriving from being a "master craftsman" capable of transmitting experiences and skills within the company.

**Third meeting:** underline to the participants their personal responsibility during the training of the apprentice.

- definition of such skills as professionalism, realization of a knowledge-map, determination of the competence level requested for a job profile.

**Fourth meeting:** give the participants an understanding of the training for apprentices.

- understand the national and regional regulations regarding the apprenticeship system, definition and application within the different sectors, define the ways to realise the training course.



The scheme allows the tutor to achieve the necessary skills in order to carefully fulfil the following tasks:

- determine the necessary skills required by the apprentice for a particular job within the organization and help the employed apprentice to develop them,
- transmit knowledge about the labour market and the labour culture,
- facilitate communication with the apprentice.

**The training is financed** through contributions by the regional administrative authority, through EU funds, as well as through funds of the construction sector set aside for education.



## A vade-mecum addressed to the companies

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A vade-mecum has been realized by Formedil to help tutors and employers to manage the apprenticeship process and understand the role and task of the tutor.

The vade-mecum explains to the tutor how to:

- **participate** when determining internal organizational changes to the productive framework, which are necessary to facilitate the insertion of the young trainee,
- **guide** the young trainee when choosing specific vocational training modules that combined with the basic training, could mean a first step towards developing a professional career,
- **interact** with the apprentices in order to improve the dialogue between the company, the training centre and the trainee,
- **handle communication** with the training centre when explaining the productive and training needs of the company,
- **manage** in a flexible way the interface between the working experience in the company and the return to the training centre.

This vade-mecum should help the tutor to develop the skills he needs for facilitating the insertion process of the apprentice within the company.

### Structure of the vade-mecum

#### 1st part: the apprenticeship system

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- apprenticeship reform
- functioning of the system

#### 2nd part: the tutor and the enterprise

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- people involved in the process, their skills and their relationships
- role of the tutor
- role of the company
- role of the training center

#### 3rd part: the tutor

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- why become a tutor?
- why the tutor should be trained?

**Annex:** proposal for practical tools, glossary and reminder of the legislation.



## Evaluation of the action

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Approximately 2000 apprenticeship training courses have been carried out, involving about 500 tutors. Many apprentices obtained specific vocational training by following the customized learning process. The companies acquired added value as the training becomes an “own company’s value.”

The vade-mecum turned out to be very successful. Two years after the experiment, copies are still being requested by the construction schools for distribution to companies. To best satisfy this need, Formedil has created a website where all information is available: [www.formedil.it](http://www.formedil.it)

The apprenticeship system is still very young and needs to be improved especially as concerns the financial aspects of tutorship. At present, no refund is given to companies in the sector who promote one of their employees to the position of the tutor. This causes a problem since about 80% of all Italian contractors are small enterprises, which neither have the time to train one of their workers to become a tutor, nor can they finance this kind of training. This issue could be included in the forthcoming collective negotiations of the sector.



## Contacts :

### Employer Organizations:

- National Association of Building Contractors (**ANCE**).  
Department for Industrial Relations and Social Affairs.  
[www.ance.it](http://www.ance.it)

### Labour Organisations:

- National Federation for Building and Wood Workers (**FENEAL**)
- Italian Building and Similar Workers Federation (**FILCA**)
- Italian Wood, Building Trade and Similar Workers Federation (**FILLEA**)

### National Training Organization in Building Construction (**FORMEDIL**):

the organization is governed jointly by Employers and Labour's organisations of the Building Sector with the aim to promote and coordinate professional training for young people and life-long learning in the sector.

[www.formedil.it](http://www.formedil.it)

### Institute for the Development of Workers' Training (**ISFOL**):

public research body operating with the Ministry of Labour, the Regional Administrative Authorities, the Employers and Labour's Organizations, other Governmental bodies, the European Union and other international institutions.

[www.isfol.it](http://www.isfol.it)



## Part 2

### 4. The Belgian construction sector is promoting tutorship



#### Difficulties in qualification and recruitment

For a number of years now, the construction sector in Belgium has faced difficulties in recruiting qualified labour. The sector is also seeing a **high rate of staff turnover** as workers often move from one company to another (internal turnover), leave the sector to work in other sectors (external turnover) or due to their age. So there is a significant need for qualification and recruitment in the construction sector.

For a worker confronting technological evolutions and the realities of the economic situation, the best chance of finding employment is to acquire good professional qualifications and improve them. In similar manner, for a construction enterprise the best guarantee for keeping abreast of market developments is to maintain a provisional forward planning of manpower needs.

To cope with these needs, in 1997 the social partners set up an **ambitious training and employment plan**. This sector plan, which was designed to train young people in construction trades and to improve workers' vocational qualifications, was set up to run for 4 years (1997-2001). Given the size of the task, it has since been renewed for a further four years (2001-2005).



#### A solution: a sector plan and consolidating tutorship

In its section on "training and professionally integrating young people", the plan suggests **two instruments** for training and supporting young people within the company: **sponsorship** and **apprenticeship**. The main features of the instruments are that they are easy to implement and flexible in the way that they are organised (administrative formalities kept down to the strict minimum, standard contracts, etc.). They are aimed at different target audiences but are both based on a single system: **tutorship**.

##### a) tutorship as part of the sponsorship system

The aim of sponsorship is to **smooth the young person's transition between school and the world of work** and to plug any "gaps" in technical and vocational education: a lack of professional practice, a shortfall in productivity, being technologically behind the times, ignorance of what working on sites is actually like, etc.

As part of the sponsorship system, the young person is taken on by the company under a contract of employment for an indefinite period. Over his first year at work, **the trainee is supported by an experienced worker**, the sponsor or tutor, who plans any action required for the young person's training. A period of additional theoretical training is provided during the sponsorship period to help the trainee reach the required level of competence. By the end of his support period, the trainee should be capable of plying his trade independently and of offering the same levels of skill and productivity as a qualified worker.



To ensure that this support is as effective as possible, the tutor must be at least 25 years of age, **have at least 7 years' professional experience** and work in the same place than the trainee.



## b) tutorship as part of apprenticeship systems

The sector plan offers a second instrument, apprenticeship, to support young people during their first few years at work: tutorship. This instrument is not new, but has hardly ever been used until now. The sector plan has instituted a reform introducing a real mechanism of sandwich courses allowing young people “who have had enough of conventional school” to obtain a vocational qualification by **work-based training**. Unqualified young jobseekers aged from 18 to 25 can thus use this system to acquire a vocational qualification.

In Belgium, apprenticeship is provided within the framework of **two separate systems**: so-called “middle class” apprenticeship which covers many of the sector’s needs but which is non sector-specific, and so-called “industrial” apprenticeship set up by the sector to cover its remaining needs.

Due to compulsory schooling, the sector has set up **two types of industrial apprenticeship**:

- apprenticeship for young people aged over 18 (RAC),
- apprenticeship for young people aged under 18 (RAJ).

A RAC lasts for a minimum of 6 months and a maximum of 18 months. The length of the RAJ is variable.

The young person’s training is divided between **theoretical training** in a training centre registered by the Fonds de Formation professionnelle de la Construction (FFC) and **practical training** in the company (which may be up to 80% of the training time as part of the RAC). The employer or qualified worker who acts as tutor is responsible for the practical training. He must be at least 25 years of age and have **at least 7 years’ professional experience** in the apprentice’s chosen craft.



## Implementing and promoting the sector plan

The Fonds de Formation professionnelle de la Construction (FFC ) is a body managed by the sector’s social partners which has been given the task of implementing the sector plan.

In order to ensure that sandwich courses meet the sector’s quality requirements, tutors, sandwich course training centres and trainers at companies are subject to an **approval procedure**. The FFC issues approval and also assesses how the practical and theoretical training is going.

Implementing the sector plan requires a considerable **communication** and **promotional** effort aimed at the people involved in training, young people and companies in the sector. The FFC is entrusted with the task of developing contacts with technical and vocational schools (partnership agreements) and other public bodies involved in vocational training (VDAB, Forem, Bruxelles-formation, Arbeitsamt) and promoting sponsorship and apprenticeship to them.

**Financial premiums** have been set aside to encourage companies to take part in the system. These are paid for by means of a subscription paid by construction firms:

- a premium is **granted to any apprentice** on sandwich courses as part of the RAJ or the RAC. This premium is paid by the FFC every 6 months for the RAJ and every month for the RAC. It is progressive.
- a premium is **granted to any employer** who takes on young technical or vocational education graduates. This premium, which is also paid by the FFC, offers partial compensation for the sponsor or tutor’s drop in productivity.

Since the last evaluations of the sectoral plan, it is recommended that tutors who are responsible for the practical training in companies should have undergone teacher training in how to offer young people support.

A **specific tutorship training module** has been developed for this purpose. Lasting for **three days**, the tutor’s training places the emphasis not merely on the passing on of professional knowledge and skills but also on **the ability to communicate** and to collaborate, team spirit, helping with integration and managing personal conflicts. The skills mentioned above are not often dealt with at school and so they need to be learned in the workplace. The training is based on **role playing** in order to put the tutor into a specific situation and analyse his reactions. There is **very high demand** for this type of training from Belgian companies in the sector who often send several employees to follow the module.



## Assessing the sector plan

The sector plan is assessed by the FFC every two years. This assessment allows the additional tools to be adapted to needs and changes within the sector.

### a) quantitative assessment

Since it was first introduced in 1997, the **sponsorship** system has helped to support 2511 young technical or vocational graduates in the sector. The number of sponsorship contracts entered into has decreased due to the downturn in the economic situation and also to inappropriate rules on remuneration (the wage scale is too high after the support period) but the principle of support provided by a tutor is not put into question.

**Apprenticeship** systems allowed 974 young people aged under 18 (thus subject to part-time compulsory schooling) to finish their academic careers within the RAJ system and 2444 young people aged over 18 to gain a vocational qualification by means of the RAC system.

There are increasing numbers of apprenticeship contracts. This increase can be explained by the reform of the regulations in 1999 and by the promotional efforts made by the FFC, supported by the public authorities. The trades where RAC apprenticeship is the most successful are bricklaying (32%) and roofing (17%). In 65% of contracts, the head of the company is the tutor responsible for training the young person.

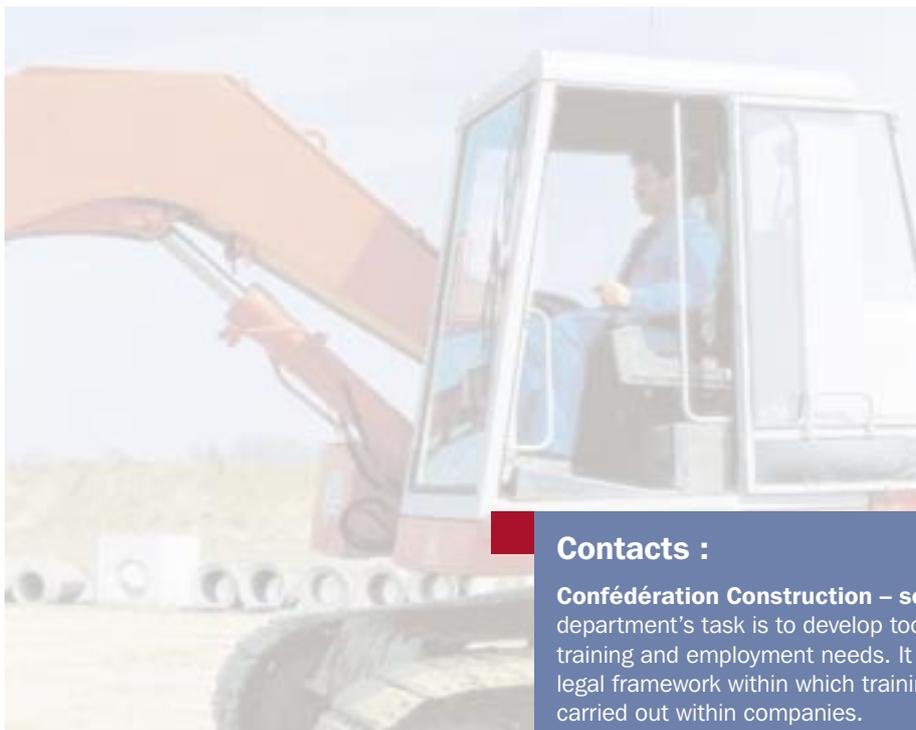
Number of sponsorship and apprenticeship contracts entered into:

Academic year	Sponsorship	Apprenticeship	
		RAJ (under 18)	RAC (18 and over)
1997-1998	600	132	177
1998-1999	577	103	234
1999-2000	554	173	572
2000-2001	460	280	697
2001-2002	320	286	764

### b) qualitative assessment

The qualitative assessment shows us two things:

- young people need to be made aware of **safety in the workplace** at a very early stage,
- support in the company works best when the trainer has himself been **trained in tutorship**.



### Contacts :

**Confédération Construction – social department:** the department's task is to develop tools to meet companies' training and employment needs. It also lays down the legal framework within which training initiatives are carried out within companies.

[www.confederationconstruction.be](http://www.confederationconstruction.be)

**Fonds de formation professionnelle de la Construction – FFC (Construction Industry Professional Training Fund):** the FFC is managed by the sector's social partners. Its task is to implement the policy on teaching and vocational training decided upon by the social partners. The FFC may enter into partnership agreements with the various teaching networks so that the sector's needs in terms of knowledge, training quality, safety, etc., can be integrated into the course programmes. It also coordinates, monitors, assesses and promotes the various sector-based tools (apprenticeship, sponsorship, continuing training, etc.).

[www.laconstruction.be](http://www.laconstruction.be)



## Part 2

### 5. Introduction of a tutorship scheme in a UK company

Clancy Docwra Ltd., the Clancy Group plc construction branch, is well established as one of the leading construction companies in the UK, operating principally in the utility, transportation and power sectors. They operate from Scotland to the South of England, employing almost 1500 people that operate in a range of small medium and large teams on a range of projects.



#### Reasons for introducing coaching

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Clancy Docwra is eager to improve the management of the 'on the job training' of their workers so that they develop and practice the skills they need and to get workers into the cycle of learning. Not just learning themselves but supporting the learning of others by setting examples and providing the mentoring and coaching to ensure that they participate and then use their learning in the work environment.

'Getting individuals to want to train and learn is one of the biggest hurdles we face.'

(Helena Shone)



#### Clancy's coaching scheme

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The scheme was introduced in 2002. It was thought to be **practical and understandable**. The scheme was introduced to the managers at information days.

"Buy-in from managers, helping them to understand why we are doing this and the benefits enables them to better identify people for all training and to monitor the practical application of the training that takes place."

(Helena Shone).

The managers are the people who have to support and implement the scheme.

The scheme is a **six-month cycle** that means that there is no break for people to stop using their newly acquired skills and knowledge. The scheme started with apprentices but has now gone much further with many more existing staff being coached. Supervisors and managers receive coaching themselves. People who have gone through this system are now starting to become coaches, helping others in the workplace and ensuring that they understand and complete their coursework. The scheme now embraces a complete range of workers from new Entrants to experienced, long-serving senior staff.

The scheme fits in with the existing system by focusing on the application of training ensuring the coaching is built into the existing, daily role as well as formal one-to-one reviews.

This is very much about Clancy Docwra 'growing their own', giving their existing workforce additional skills and not bringing in specialists from outside.

**Funding** the scheme is not an issue. The success of the scheme should make it a good investment. Better trained people, perform their jobs better, reduce mistakes in the work place, the amount of reworking needed and increase the confidence of clients as they see that the company performs better and delivers a better quality product.



## The tools developed within the programme

Clancy Docwra has introduced a number of tools over a period of time. These include:

- a guide for Supervisors
- a Training guide
- learning logs

### a) a guide for Supervisors

The guide includes information on the:

#### ■ Induction

Present the conditions of employment, introduce the trainee to the people he will work with, present the company policies and procedures as well as the Health and Safety rules, give him basic information about his job and the skills he will learn, organise a meeting with his coach.

#### ■ Learning in the Workplace

Understand the learning programme and qualifications, give him access to good workplace resources and a range of work, help him for the “on the job learning”, trigger the implementation of increasingly complex skills.

#### ■ Progress Reviews

Plan the review, identify learning and assess what has still to be learnt, guarantee confidentiality, identify assessment opportunities in the workplace, enable the apprentice to collect evidence from other workers.

#### ■ Support

Understand the qualifications and keep them up to date, promote the benefits of training and qualifications, improve retention and provide career advice.

#### ■ Equality of Opportunity

Comply with legislation, ensure equal opportunity in the company and dealing with discrimination, bullying, harassment and negative behaviour.

#### ■ Communication with the trainee and training provider.

Be informed; Keep in contact with the college/trainer.

This guide highlights how supervisors should support apprentices and encourages good practice by encouraging the involvement and understanding of workplace supervisors in the delivery of work-based training.

### b) a training guide

This training guide has been developed to **ensure the quality and life of the scheme**. Supervisors joining the scheme receive three days training. There are practical sessions, reviewing and action planning throughout the programme.

- Day 1: an overview of what is involved in coaching. Placing the coaching into context with the role of supervisory management,
- Day 2: looking at learning styles, skills for coaching, expectations of the company, stages of coaching,
- Day 3: models of coaching, managing coaching and coaching different types of people.

The firm are developing the people management skills of their workers using formal qualifications (e.g. **Institute of Leadership and Management** level 2 and level 3 qualifications).

After having attended this training, supervisors report that they are **more confident** and have a greater understanding of the system, their own role. They also say that they gain a greater appreciation of the people themselves and what they bring to the workplace.

‘I was open-minded but slightly sceptical. Beneficial as it makes you begin to think of a new way.’

(Engineer)





### c) Learning logs

All workers have to **maintain learning logs**. They record details of how they are using their new skills and their meetings with their coaches. Their log is reviewed to **check** the application of their training and learning.



## How has the scheme worked

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Clancy Docwra already has good levels of staff retention. Where they have seen most benefit is in recruiting people and the improving current working practices. They have:

- **Changed their induction programme** to include more information about the internal team, what they look like and what they do.
- **Increased the quantity and quality of internal communication:**

“The more effective my coaching is, the greater my communication skills are.”

(Contracts Manager)

- **Created an environment where behaviour is more positive:**

“More able to be objective and let it go.”

(Contracts Manager)

- **Improved attendance at all training courses.** People want to train and the mentors have a real influence over attendance:

“I expected this to be another boring course – disappointed I could not attend more.”

(Contracts Manager)

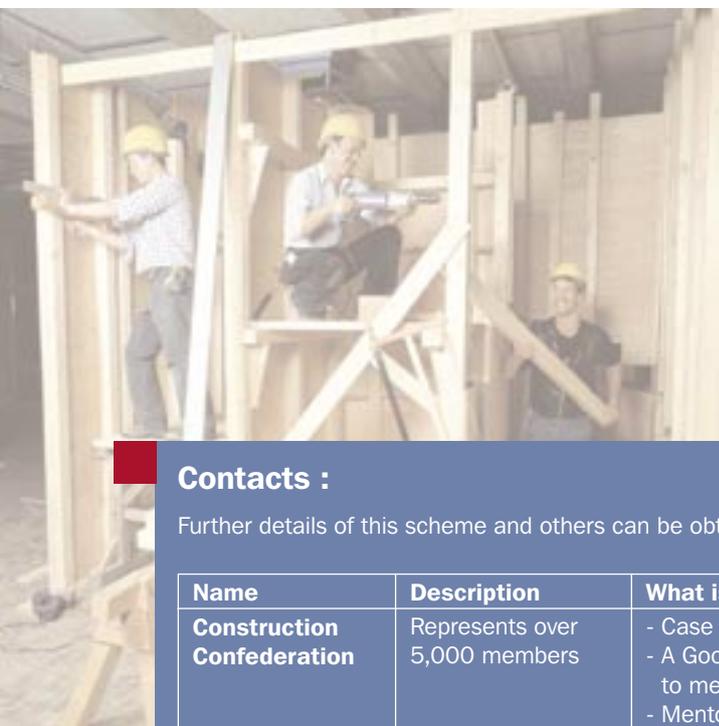


## Areas for further development

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The results and benefits have exceeded what Clancy Docwra had originally expected. But they won't be stopping there. Clancy Docwra plans to:

- cascade the coaching throughout the company,
- ensure that more people have the opportunity to achieve the Leadership and Management qualifications,
- focus on management style and skills to improve these further.



## Contacts :

Further details of this scheme and others can be obtained from the organisations below:

Name	Description	What is available	Contact Details
<b>Construction Confederation</b>	Represents over 5,000 members	<ul style="list-style-type: none"> <li>- Case studies</li> <li>- A Good Practice Guide to mentoring</li> <li>- Mentoring agreement</li> </ul>	<a href="mailto:training@theCC.org.uk">training@theCC.org.uk</a> <a href="http://www.theCC.org.uk">www.theCC.org.uk</a>
<b>Clancy Docwra</b>	Construction Company	<ul style="list-style-type: none"> <li>- Details of their Mentoring and Coaching scheme</li> </ul>	<a href="http://www.theclancygroup.co.uk">www.theclancygroup.co.uk</a>
<b>Construction Industry Training Board (CITB)</b>	Industry Training Board	<ul style="list-style-type: none"> <li>- A Good Practice Guide to mentoring</li> <li>- Mentoring agreement</li> </ul>	<a href="http://www.citb.co.uk">www.citb.co.uk</a>
<b>National Mentoring Network (NMN)</b>	Promotes mentoring	<ul style="list-style-type: none"> <li>- Advice and support</li> <li>- National Standards for UK mentoring</li> <li>- Registration/approval of schemes/courses</li> </ul>	
<b>Learndirect</b>	Online learning for all	Mentoring skills course – mentoring in the workplace	<a href="http://www.learndirect.co.uk">www.learndirect.co.uk</a>
<b>Let's TWIST/JIVE Partners</b>	Promote women into Science, Technology, Engineering & Construction	Schemes and courses (an approved provider of the NMN)	<a href="http://www.letstwist.bradfordcollege.ac.uk">www.letstwist.bradfordcollege.ac.uk</a>



## Part 3

# Form for the employer

Tutoring is aimed at apprentices, young trainees and new recruits (young people or adults) who are joining the company and who need to adapt to a new job.

### The aims of tutoring:

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- to successfully induct new recruits,
- to organise their work,
- to monitor their progress and development,
- to develop their skills,
- and, most important of all, to integrate new recruits into both the company and the sector on a long-term basis.

### Organising the tutor's assignment:

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- choose a volunteer member of staff, on the basis of his professional qualities and communication skills,
- tell the tutor what is expected of him,
- organise his time between production and tutoring activities. Make sure that he is available to do his job with the trainee properly, for at least the first 6 months of the latter's time in the company,
- plan his training (if this is not compulsory): training a tutor means that you make his work with young people more effective, as well as increasing his communication skills and his ability to pass on his own knowledge,
- think about showing that you value employees who agree to become tutors.

In order to give the tutor's work the best possible chance of success, it is a good idea to raise the supervisory staff's awareness to the tutor's role and assignment.

### Talk to the tutor to find out how things are going and whether the young person needs any additional training

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- The young person may need to be trained if he is to develop professionally. In certain cases, this training may be financed by a body within the sector. Check this with the federation.
- If the young person is still on a training course, make sure that you establish a link with the training body or centre.

## Provide the tutor and the young person with tools to facilitate the tutoring relationship

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Provide the tutor with the following:

- a description of the company (if available), its markets, customers, culture, etc.
- an organisational chart or the names and positions of all members of staff,
- the company's health and safety rules,
- the young person's CV and, where applicable, his training programme if he is receiving training outside the company,
- a description of the career opportunities available to the young person within the company.

Provide the young person with the following:

- **an induction booklet:** this should explain how the company works, showing obligations, remuneration and perks, travelling, the bad weather system, paid leave, health, hygiene and safety, any continuing training which may be available.
- **a log book:** this book may contain the tutor's professional contact details, useful contacts within the company, a schedule of meetings with the tutor, spaces for taking notes during the interview and for noting down what needs to be done, any questions to be answered before each interview so as to make a list of any technical difficulties the young person has come up against in his work or with his colleagues and superiors, etc.



**Tutoring: a solution for passing on know-how within your company and for integrating young people on a long-term basis. Tutoring does require time, teaching and resources, but it is a profitable investment.**

## Part 3

### Form for the tutor

	Objectives	Activities	The tutor's assignments
<b>Induction</b>	Help the young person to integrate into the company and into the trade	<ul style="list-style-type: none"> <li>■ Induction</li> <li>■ Offer an introduction to the company and its environment</li> <li>■ Offer an introduction to what the young person's job will entail</li> </ul>	<ul style="list-style-type: none"> <li>■ Check the equipment aspects of the induction process (clothes, tools, etc.)</li> <li>■ Take him on a guided tour around the company, explain how it is organised and what its place in the economic sector is</li> <li>■ Introduce the team</li> <li>■ Help the young person to introduce himself</li> <li>■ Offer an introduction to your role as a tutor</li> <li>■ Show how the young person's job fits into the company as a whole</li> <li>■ Explain safety rules</li> <li>■ Tell the young person about his and the employer's respective rights and duties towards one another</li> <li>■ Explain the aim of the contract of employment</li> <li>■ Tell the young person about the ways of obtaining information available within the company</li> </ul>
<b>Training</b>	Help the young person to learn a trade	<ul style="list-style-type: none"> <li>■ Organise the work to be entrusted to the young person</li> <li>■ Help the young person to understand the work</li> <li>■ Help the young person to carry out the work</li> </ul>	<ul style="list-style-type: none"> <li>■ Plan the work to be entrusted to the young person</li> <li>■ Offer an introduction to the work: With whom? How? Why?</li> <li>■ Decide what equipment and materials are to be used</li> <li>■ Explain the criteria for the company's success</li> <li>■ Offer an introduction to what the employer and customers expect of him</li> <li>■ Teach the young person to prepare for the various situations he may encounter at work</li> <li>■ Guide him as he goes about his work: offer him advice, show him how to do things properly and the tricks of the trade</li> <li>■ Analyse the results obtained with the young person</li> </ul>
<b>Monitoring</b>	<i>(with work-based training)</i> Help the young person to get as much as he possibly can out of the work-based training	<ul style="list-style-type: none"> <li>■ Meet the training body and the company manager</li> <li>■ Take stock of what the young person has learned, in terms of both theory and practice</li> </ul>	<ul style="list-style-type: none"> <li>■ Find out about and use the training body's programme</li> <li>■ Together with the teaching staff, set the young person's targets at the company</li> <li>■ Help the young person to make progress using what he learns both at the training body and at the company</li> </ul>

	Objectives	Activities	The tutor's assignments
<b>Monitoring</b>	Support the young person in building his career	<ul style="list-style-type: none"> <li>■ Keep an eye on the young person's motivation, his aptitudes for the trade</li> </ul>	<ul style="list-style-type: none"> <li>■ Organise regular one-to-one interviews with the young person</li> <li>■ Get the young person to talk about the trade and what he has learned</li> <li>■ Discuss the young person's career plans with him</li> <li>■ Show him the advantages offered by trades in the sector</li> <li>■ If necessary offer him additional training</li> </ul>
<b>Assessing</b>	Measure the young person's progress	<ul style="list-style-type: none"> <li>■ Draw up a report on the young person's results</li> <li>■ Take part in the assessment leading to a vocational qualification</li> </ul>	<ul style="list-style-type: none"> <li>■ Assess the results on the basis of professional criteria and (where applicable) on the basis of criteria set jointly with the training body</li> </ul>



## Part 3

# Form for the trainee

Tutoring: a response to your expectations in terms of listening, exchanges, independence and professional development.

### The aim of tutoring:

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The aim of the tutoring system is to help you to integrate into the company, adapt to a new job and develop professionally.

Tutoring will help you to:

- get to know the company,
- quickly integrate into the teams,
- comply with the company's safety and other rules,
- learn about the jobs you will be doing and how you will be expected to behave at work,
- analyse your professional experience,
- develop your skills and plan your professional development.

To do this the tutor will make every effort to be available.

### The tutor's job:

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- to induct you and tell you about the company, approaches, the rules you have to follow,
- introduce you to the company and the teams, explain what the employer and customers expect of you,
- organise your work and guide you as you go about your job,
- help you to grow by monitoring your progress and the way that your skills develop and by showing you both your strengths and your weaknesses,
- advise you about your training requirements: training is not compulsory, but it may help you to perfect your knowledge of a trade or learn a professional technique. You can ask your tutor about this.

### What your tutor expects from you:

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- he expects you to listen attentively,
- he expects commitment and motivation.

The tutor knows that you are here to learn. He will be keeping an eye on your needs. If you are committed, he will help you as you start out on your career.



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