

Cross craft understanding

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BUILD UP Skills
8th EU exchange meeting
2 - 3 June 2016 @ Budapest

Why we need cross-craft knowledge and skills?

- * **Conflicts in work character of the modern economy:**
 - * Flexible
 - * Increasingly specialised
 - * Efficient
- * **Technological changes, including:**
 - * New raw materials
 - * Modern equipment
 - * New technologies of energy production
- * **Requirements for nearly zero energy buildings not only in terms of design, but also in terms of implementation leading to many problems at the intersections of the different work areas**
- * **CHALLENGE:** coordination between occupations and their 'borderline' skills

What is cross-craft knowledge and skills?

- **Cross-craft (-trade/-occupation) understanding** – ability to grasp own work as part of the overall project; ability to know needs of other areas, other professionals
- **Cross-craft understanding (CCU) and multi-skilling:**
 - CCU is NOT focussed on learning skills of other (intersecting) occupations, but on knowledge and skills aimed to understand the role and needs of other occupations in the construction process, work flows and interfaces between trades
 - Multi-skilling – training in multiple skill-sets, i.e. developing competencies from more than one recognised trade
- **CCU and knowledge and soft/ basic/ transferable knowledge and skills:**
 - CCU: thermal bridges; permeations of air-tight envelope/ thermal insulation; installation of windows, steam break; fundamental knowledge in thermal physics, heat and moisture transfer techniques in different environments
 - Soft/ basic/ transferable knowledge and skills: learning to learn, leadership, language skills, computer skills, problem-solving skills, analytical and communicative abilities, self-management or project management skills, risk management
- * **CCU should be understood as part of overall quality management process**

What was done at the 7th EU exchange meeting?

- More general and theoretical discussions on:
 - Clarification of the **concept** of cross-craft understanding
 - **Differences** in CCU between age and type of workers, size of the companies
 - **Incentives** to ensure CCU
 - The best **ways to teach** CCU
 - Sources of **information** on CCU

Overview of this session

- * The aim is to continue the discussion initiated at the 7th EU exchange meeting
- * This time – a more concrete discussion of specific training elements used to address CCU issues for a particular cases (problems)
- * A case (problem) – concrete and realistic (based on concrete existing or planned approaches) obstacle in ensuring CCU. It should be a real-life example from projects. It should be related to training activities. It could be based on one particular difficulty (e.g. unclear content, high distance to training, occupation-specific or common construction problems such as thermal bridges) or few difficulties at the same time

Working in groups - identifying a problem (case) in ensuring CCU



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How we are going to work now for 10 minutes?

- * In each of the three groups :
 1. **Identify a single best case (problem)(5 minutes):**
 - * Discuss potential cases (problems) of ensuring CCU
 - * Agree on a single best case
 - * Summarise it in A4 sheet including as much relevant details as possible (e.g. target group, type of training, time, place, etc.)
 2. **Report identified case to all participants (1-2 minutes)**

Working in groups - solving selected problems (case) in ensuring CCU



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How we are going to work now for 30 minutes?

- * Each of the three groups:
 1. **Selects one of the 2 cases proposed by other groups**
 2. **Discusses (15 minutes) concrete approaches to solve the case including:**
 - * training needs
 - * selection of participants
 - * role of the trainer
 - * content of the training
 - * method of the training
 - * place of the training
 - * assessment of training, etc.
 3. **Summarise solutions on the flipchart**
 4. **Shortly (5 minutes per group) present solutions to all participants incl. possible reaction from original proposer of the case or other participants**



Thank you for your attention