



مدیریت کسب و کار در صنعت ساخت (Construction Business Management)

ماژول ۲: مدیریت کسب و کار

بخش سوم: مدیریت منابع انسانی

ارائه دهنده:

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What we will learn?

- ☐ Human Resources
- ☐ The Challenge
- ☐ Decision-Making Processes
- ☐ Company Culture
- ☐ Organizational Design
- ☐ The Key Role of the Human Resources Manager in Construction Companies
- ☐ Who Are the Right People?
- ☐ Staffing
- ☐ Employment manual
- ☐ Managing Employees For the Long Term
- ☐ Employee Development

What we will learn?

- ☐ Self-Actualization Motivates More Than Money
- ☐ Knowing Yourself Well Is Critical to Management and Leadership
- ☐ Personality Assessment
- ☐ Leadership Development
- ☐ Leadership/Management Assessment
- ☐ Teaching and Mentoring: Investment with Hard-Core Results
- ☐ Leader-Manager: New Definition of Leadership in Construction Contracting
- ☐ Performance Management
- ☐ Compensation and Employee benefits
- ☐ Employee Retention
- ☐ Employee Termination
- ☐ Professional Employer Organizations

Human Resources

❑ **Managing people** is complicated because **people are more complex** than any machine.

- ❖ They defy many preconceived notions regardless of gender, nationality, beliefs system, ethnicity, or other characteristics.
- ❖ Unlike Swiss watches, and regardless of their origins, when you look inside people, I guarantee you will always be surprised by at least one thing, probably many.
 - ✓ Consequently, we are wise to understand people from many different angles.

- ☐ We don't all manage in the same way.
- ☐ Some of us lead from the front and others stay in the background.
- ☐ There is no precise prescription to managing effectively.

In this section, we will share those ideas that many construction consultants have found work well for many.

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- ❑ The complex process of managing people **starts with a simple assumption:**

To lead and manage others well, you must first know yourself well.

- ❖ If you have **great personal insight**, you will use your strengths and involve others where you are weak.
- ❖ You will know where you can **help** or **hurt the organization** and its people.
- ❑ Wise leaders and managers **don't fake anything** because they know **that's not in the long-term best interest** of their company.

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- ☐ After you gain these personal strengths, **then** you must **invest in learning** more about **others**.

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The Challenge

The challenge

❑ There are **two major challenges** relating to human resources management that company leaders face.

1. The first is to attract employees, develop them, and retain them.

✓ This is primarily a function of **how employees are treated** within the company.

✓ Meeting this challenge is becoming **more difficult** as current employees **retire**, and **talented replacements are hard** to find.

2. The second challenge is to ensure that company human resources management **policies** and **procedures** conform to **legal requirements**.

Suggested strategies to meet both of these challenges are addressed in this section.

Suggested strategies

- ❑ The **chief executive officer** or **owner** of a construction company is the **focal point** that **everyone** within the company looks to for direction, for leadership, for values, for recognition, and for assurance that everyone within the company is moving in the **correct direction**.
- ❑ **Company leaders**, knowingly or not, form their companies in their **own image**.
- ❑ They **set the standards** for company ethics and values.
- ❑ These leaders must understand that the **success** of their companies **lies in their abilities** to meet the needs and expectations of both their employees and their customers.
- ❑ **Company leaders** need to **listen** to their firms' employees and customers and **then formulate** goals, methods, and directions for their companies.

Suggested strategies

❑ The **effectiveness** of the company **leadership** can be measured in the following three ways:

1. The company's business results
2. Its organizational structure
3. Its culture

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Suggested strategies

❑ Company leaders affect the business results **not only through changes** in the organizational structure,

but **also in the work culture** that they create.

❖ They establish the **company culture** by

- ✓ Identifying and communicating core values,
- ✓ Specifying expected employee behaviors,
- ✓ Establishing methods for providing performance feedback to employees, and
- ✓ Creating supporting recognition and reward systems.

Suggested strategies

- ❑ The **quality of job performance** is influenced by
 - ❖ An employee's understanding of the importance of the job,
 - ❖ The employee's perception of how he or she is valued within the company,
 - ❖ The employee's compensation,
 - ❖ Whether or not he or she is publicly recognized for the quality of work performed, and
 - ❖ The working environment.

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Suggested strategies

❑ **Absenteeism** is generally a function of an **employee's**

- ❖ Dissatisfaction with the work environment,
- ❖ Dissatisfaction with the job responsibilities, or
- ❖ Lack of recognition.

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Suggested strategies

- ❑ Turnover is influenced by the same factors as absenteeism as well as
 - ❖ Compensation,
 - ❖ The availability of opportunities for development and advancement, and
 - ❖ The perceived opportunities at another firm.

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Suggested strategies

❑ **Construction companies** are composed of **unique individuals**

who possess different personalities and attitudes that can affect their behavior at work.

❖ **Company leaders** need to determine **which positions best fit** each current and prospective employee's **personality**.

❑ Individuals whose personalities are **not compatible** with the **job requirements** of a position might **not be successful** in that position.

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Suggested strategies

- ❑ The last aspect of organizational behavior to be considered is **how people behave** within an organization.
 - ❖ Construction companies function **best** when members **work together** as **teams** to **accomplish** collective tasks.
 - ❖ These may be **formal teams**, or they may be **informal teams**.
 - ❖ The **strength** of the company comes from the **synergy** of **employees** working together to accomplish **collective goals** and **objectives**.
 - ❖ Understanding **how to motivate** people to work together is a **major challenge** for company leaders.

Decision-Making Processes

Decision-Making processes

❑ While a **company's leadership** is a **significant** shaper of the contributions of the company's employees,

the **role** that **management decisions** play in increasing or decreasing employee **motivation** often goes **unrealized**.

❖ Adopting a strategic planning process and a decentralized decision-making approach

generally **encourages employees** to invest their time and effort in cultivating new business by strengthening **existing customer relationships**.

Decision-Making processes

❑ **While** compensation is **increasingly cited** as a much lower factor in **overall employee satisfaction** than is generally thought,

management decisions regarding compensation strategies can be a **significant issue** if handled in a way that is perceived as **unfair**.

❖ **Significant horizontal pay differences** contrive a perception of **inequitable pay**—inducing

1. Job dissatisfaction,
2. Low effort, and
3. Turnover.

Decision-Making processes

- ❑ Managers **directly influence these perceptions** by their ability to **recognize all members** of the team—
 - ❖ Those with more complex and highly compensated jobs
 - ❖ As well as those whose **responsibilities** are more straightforward—as important to the success of the company.
- ❑ For **all employees** to feel **valued** and **worthwhile**, there must be a **pervasive attitude** that everyone's work is important.
 - ❖ This attitude **starts** at the **top** and is reinforced **daily** by **frontline supervisors**.

Company Culture

Company culture

- ❑ While every company has its **own unique culture**,
most companies do **not consciously** try to create a certain culture.
- ❖ Typically, the culture of the organization is **created unconsciously**, based on the values and actions of the **company leaders**.
 - ✓ **Company leaders' role** in establishing ethical standards for their employees was discussed in Professional Construction Management Course.

- ❑ The obligation to be **accountable** and **responsible** is enhanced within a **culture that supports** individual and collective empowerment.
- ❑ The conditions that help to create a **culture of empowerment** include
 - ❖ The authority to act
 - ❖ Adequate resources to act
 - ❖ An environment of trust
 - ❖ An acceptance of the obligation to be both accountable and responsible

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☐ To the extent that **these conditions exist**,

employees will feel empowered to act **individually** and **collectively**.

❖ Individual managers then become **personally** accountable and responsible to their **supervisors** or **team leaders** for

1. Their own actions and
2. All aspects of their subordinates' activities.

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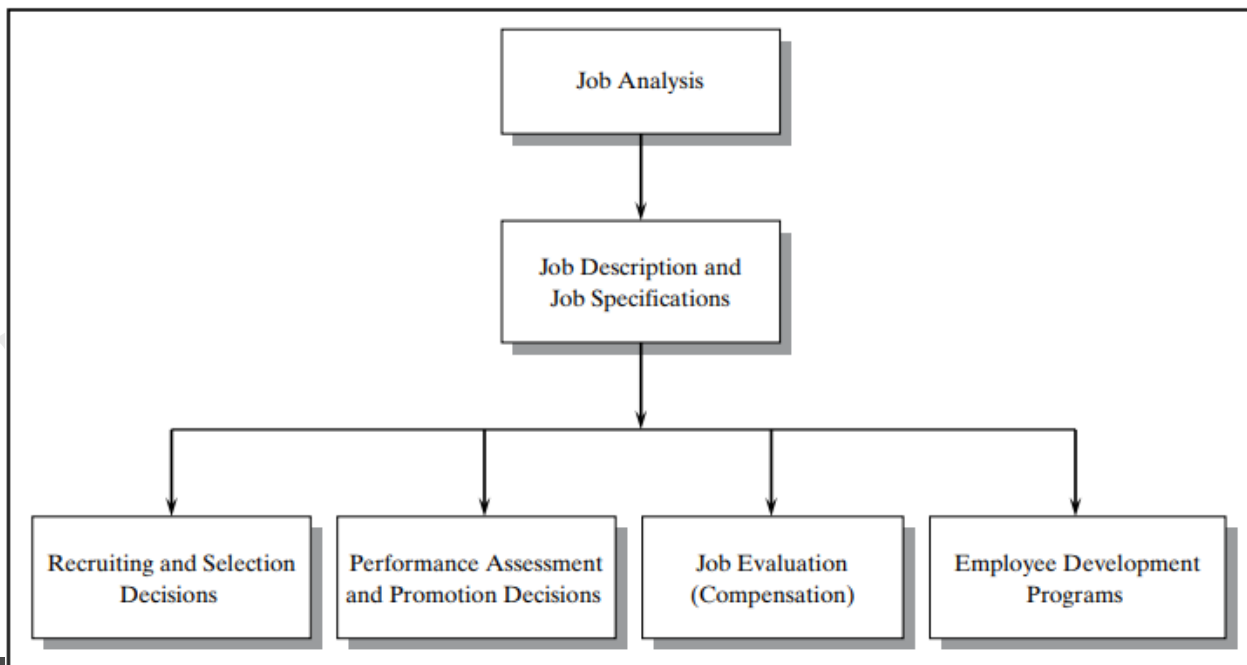
Company culture

- ❑ The **company culture** significantly influences the **company's reputation** as a **desirable place** to work.
 - ❖ How people are **valued** and **treated** will affect whether or not they wish to be **long-term employees**.
- ❑ **Most construction projects** are accomplished by **decentralized teams** working **together** to meet customer expectations.
 - ❖ Creating a **collaborative team atmosphere** is essential.
- ❑ Decision making should be **decentralized** to **empower employees** to
 - ❖ Recognize project execution issues and
 - ❖ Take action to resolve them.

Organizational Design

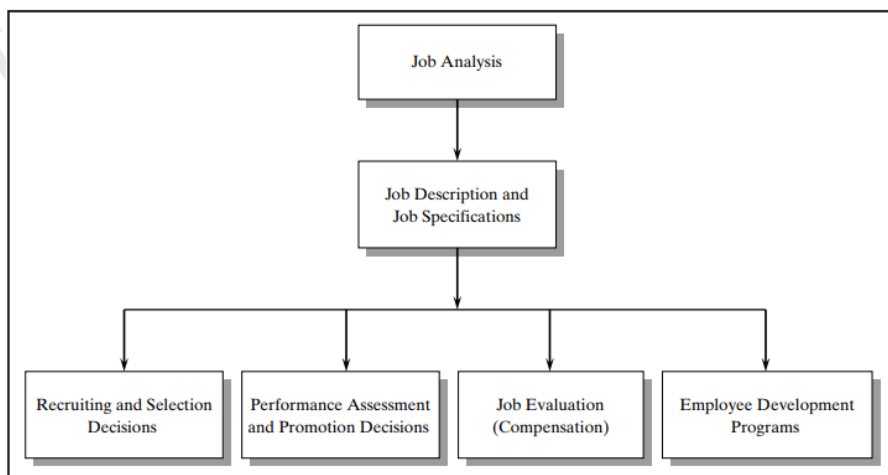
- ❑ Once the **organization chart** for the company has been **developed**,
a **job analysis** is conducted for **each position**.
- ❑ **Job analysis** is gathering information about **each job** and is the **primary building block** for most human resources management systems, as illustrated in Figure.

FIGURE 7.1 Uses of Job Analysis Information



- ❑ The major tasks, duties, and activities to be performed by the person occupying each position are identified.
- ❑ The **task inventory** includes determining
 - ❖ The information input,
 - ❖ The mental and/or physical processes to be performed,
 - ❖ The work environment,
 - ❖ The relationships to other jobs, and
 - ❖ The characteristics of the work output.

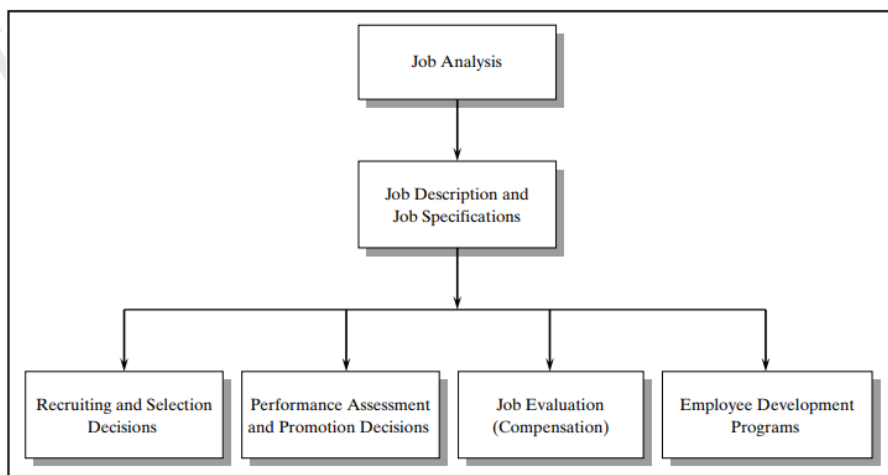
FIGURE 7.1 Uses of Job Analysis Information



❑ The **output of job analysis** is

1. A job description and
 2. A set of job specifications
- for each position.

FIGURE 7.1 Uses of Job Analysis Information



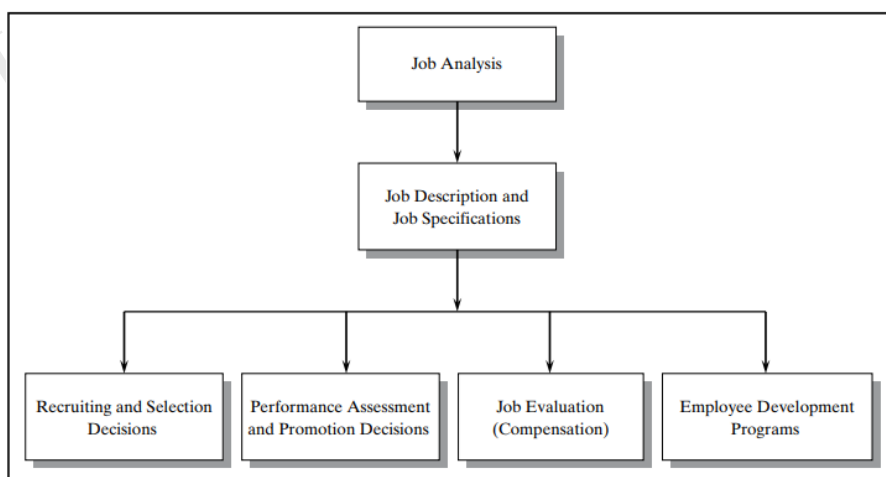
❑ The job description

defines the **major tasks** and **duties** to be performed by the **person selected** for the position.

❑ The job specifications

identify the knowledge, the abilities, and the skills needed to be able to perform the tasks and duties **contained in the job description**.

FIGURE 7.1 Uses of Job Analysis Information



- ❑ An example of a job description and a set of job specifications for an administrative assistant is shown in Figure 7.2.

FIGURE 7.2 Job Description and Job Specifications for an Administrative Assistant

Job Title: Administrative Assistant

Reports to: Project Manager

General Responsibilities: Provides clerical and reception services for project field office. Assists project personnel in the preparation and processing of written, verbal, and electronic communications. Responsible for the operation and maintenance of project office equipment.

Specific Responsibilities:

1. Provides reception services for the project office. Receives, records, and directs site visitors, telephone communications, electronic mail, internal distribution, parcel deliveries, and postal mail.
2. Assists the project manager in maintaining project files. Copies project documents as required by the project manager and company operating procedures.
3. Provides data processing support to the project office. Inputs data as required into computer database management, spreadsheet, and other applications programs.
4. Prepares final copies of letters, memorandums, typed standard forms, and other written communications, using conventional typewriters and word processing programs.
5. Prepares time sheets for hourly employees.
6. Coordinates maintenance of field office and office equipment to maintain a presentable, efficient, and functional environment. Ensures that all critical office equipment are operational at all times. Responsible for maintaining an operational stock of consumable office supplies.

Organizational design

Required Knowledge, Skills, and Abilities:

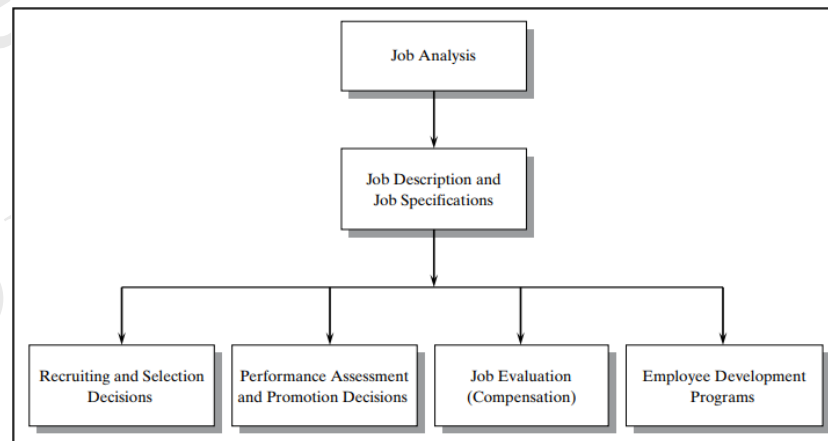
1. Knowledge of construction terms and construction documents.
2. Knowledge of the operation and user-level maintenance of standard office equipment.
3. Knowledge of computer database management, word processing, and spreadsheet software applications.
4. Skilled in keyboard operations for fast and accurate typing and data input.
5. Able to communicate effectively in person and over the telephone. Able to maintain a focus on customer service and to represent the company at the project in a professional, courteous manner.
6. Able to organize, plan, and prioritize work efficiently. Must be able to work independently and productively with limited resources.

Experience Requirements: This position requires a minimum of five years' experience in office administrative support functions, with a minimum of two years' experience in construction field offices.

❑ The **information developed** through the job analysis is used in

1. Recruiting and selecting new employees,
2. Managing employee performance and Promoting current employees,
3. Setting compensation levels, and
4. Structuring employee development programs.

FIGURE 7.1 Uses of Job Analysis Information



Responsibility vs job description

❑ While a **thorough job description** helps a new hire become familiar with his duties and responsibilities quickly, **it is only a guide.**

❖ **Consider a brain surgeon**, who **studies** a patient's MRIs and other diagnostics prior to surgery in the course of planning what he must do in the operating room to remove an invasive tumor.

❖ **Later on, during surgery**, the doctor's responsibility is **not to blindly follow** the plan he made from all the data he had at that time, but to **recognize and work** around the actual conditions he runs into in order to best deal with the tumor.

✓ Similarly, your employees must focus **not** on job **descriptions** but on **outcomes**.

Responsibility vs job description

- ❑ Your **bookkeeper's job description** may specify a list of procedures to follow in the course of providing **job cost reports**, and by **following those procedures** the bookkeeper may **satisfy the job description** requirement.
- ❖ But **unless he “owns” the data** in the resulting reports he has **not taken responsibility** for outcomes.
 - ✓ When you're mulling over your **P&L statement** for the current month, you **don't want to hear** your bookkeeper say he followed all the **rules in generating the report**; you want **him to confidently** tell you it is **accurate**. Period.

Responsibility vs job description

❑ **Rules and job descriptions** are no substitute for human initiative.

❖ **Clerks** follow rules.

❖ **People** who are given responsibility and authority are **accountable** for **outcomes**.

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Responsibility vs job description

❑ The **concept** of exercising **authority** is similar.

❖ Be sure your job superintendents, project managers, and other supervisory employees internalize and effectively exercise the **authority** they're given.

✓ For example, in dealing with a **headstrong subcontractor**,

your project manager may resort to **using you as a crutch**:

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Responsibility vs job description

❑ *“Joe, my boss needs you to get this problem fixed by Thursday,”*

which makes the project manager **look weak**.

❖ It **may result in Joe complying**, but your project manager just gave up his authority to effectively manage Joe, **especially when Joe is faced with a tough requirement**, in which case he will demand to **meet with you for a final decision**.

✓ **Your project manager** executes the authority you have given him by stating his instructions to Joe as his own—**not the boss's**:

“Joe, here’s how I want you to do this.”

❖ *If the subcontractor does come to you and gets nowhere, you have reinforced your employee, and Joe no longer has any illusion about who owns the authority to direct him.*

The Key Role of the Human Resources Manager in Construction Companies

The Key Role of the Human Resources Manager in Construction Companies

❑ The **assessment tools** described here offer **major benefits** to construction professionals.

- ❖ The image of a young person given this information at age 25, who works to improve on these fact-based assessments, is a powerful one.
- ❖ How good of a people manager and time manager would that person be 10 years later?

A much better manager than if that person chose an informal path of trial and error instead.

The Key Role of the Human Resources Manager in Construction Companies

❑ **Besides the regulatory role** that human resources managers fulfill, they should also **implement these assessments and work with supervisors** to ensure that

1. Each employee is assessed,
2. An action plan of how to improve weaknesses is created, and
3. Progress is monitored.

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The Key Role of the Human Resources Manager in Construction Companies

- ☐ One emerging human resource practice is the use of **online training courses**.
- ☐ They are **web-enabled** and can be accessed from **many different platforms**—tablet, laptop, desktop, etc.
- ☐ As the **cost of people and training** them continue to rise, these types of classes have a **value in our industry**.
- ☐ Having settled (well proven) technology means **field people** can take courses from the **trailer on a phone line**.
- ☐ The classes can be **taken any time**.
- ☐ **No one** is **called away or excused**.
- ☐ These systems such as ours, **track important metrics** such as test scores, time on the system, date completed and number of times accessed.
- ☐ **Monitoring reports** can be given weekly to senior management.

The Key Role of the Human Resources Manager in Construction Companies

- ☐ This process of employee improvement is **long term and without a definite “end.”**
- ☐ The action plan should be **updated regularly** to address other weaknesses and concerns after early goals are accomplished.
- ☐ At some point (e.g., every five years), a **new assessment** should be administered and **new objectives** created.
- ☐ When **new employees** join the firm, the process should **begin with them**, also.

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Who Are the Right People?

Who are the right people?

❑ Beyond covering your job-specific needs, here are **some important characteristics to look for in a prospective employee:**

- ❖ Ability to think outside the box Enthusiasm
- ❖ High moral and ethical standards
- ❖ Leadership qualities
- ❖ Likeability
- ❖ People savvy
- ❖ Positive attitude
- ❖ Quality consciousness
- ❖ Result oriented
- ❖ Self-confidence
- ❖ Self-control
- ❖ Solid sense of responsibility
- ❖ Strong work ethic
- ❖ Team player

Who are the right people?

Well, first of all, it starts with hiring. We are zealous about hiring. We are looking for a particular type of person, regardless of which job category it is. We are looking for attitudes that are positive and for people who can lend themselves to causes. We want folks who have a good sense of humor team results instead of individual accomplishments. If you start with the type of person you want to hire, presumably you can build a work force that is prepared for the culture you desire.

Good hiring practices

❑ Make these ideas part of your **hiring process**.

- ❖ **Develop** a **detailed description** of the **position** to be filled.
- ❖ Seek to **hire** the **best employees available** who meet your needs.
- ❖ It's **shortsighted** to make hiring decisions solely on the **basis of cost**.
- ❖ As with most things in life, **price goes up with quality**, and if your hiring threshold is mediocrity, your **performance** is limited to **mediocrity**.
- ❖ Place professional looking, **well-written ads** in local newspapers and online.
- ❖ Develop **written materials** and a **Website** that present your firm in a positive, attractive light.
- ❖ Consider using a **specialist for this** if possible.

Good hiring practices

❑ Make these ideas part of your **hiring process**.

- ❖ Set up a **screening** process to quickly **eliminate** applicants that do **not meet** your **basic requirements**.
- ❖ **Avoid** the applicant who has **changed jobs every year** or **two** in a lateral move if you're looking for a **long-term employee**.
- ❖ **Interview** promising candidates **in person**, and allow them to **express themselves**.
- ❖ Ask **open-ended questions** and questions that relate to the position you're **filling**.
- ❖ Obtain releases from the candidate that **allow you to check his history** with regard to education, former employment, criminal and driving records, and statements he makes in his application.

Good hiring practices

❑ Make these ideas part of your **hiring process**.

- ❖ When **checking references**, assume they are **reluctant to say** anything **negative** about the applicant.
- ❖ Focus on the **candidate's specific behaviors** at that employer, **not general descriptions**.
- ❖ Ask about his role, responsibilities, and specific accomplishments as **measured against expectations**.
- ❖ Listen carefully for what the reference may be **withholding** and **probe** into it.
- ❖ Be aware that it is **illegal to discriminate** on the basis of race, color, religion, sex, national origin, age over forty, and disabilities.
- ❖ Check references for the **several most recent years**.

Good hiring practices

❑ Make these ideas part of your **hiring process**.

- ❖ Applicants whose experience in construction has **no relation to your needs** may **not be qualified** for your job.
 - ❖ A project manager or superintendent who has been building **high-rises or oil refineries** won't be at **home on a \$1 million** project that requires a **lot of simultaneous activities in a small space** in a short time period.
- ❖ You can decide to develop **tests to assess** the candidate's **knowledge and skills** that pertain to a particular job.
- ❖ His **responses to a simple test** can tell you a lot about an applicant.

Staffing

Typical hiring process

مدیریت کسب و کار در صنعت ساخت (CBM)

ماژول ۲: مدیریت کسب و کار

بخش سوم: مدیریت منابع انسانی

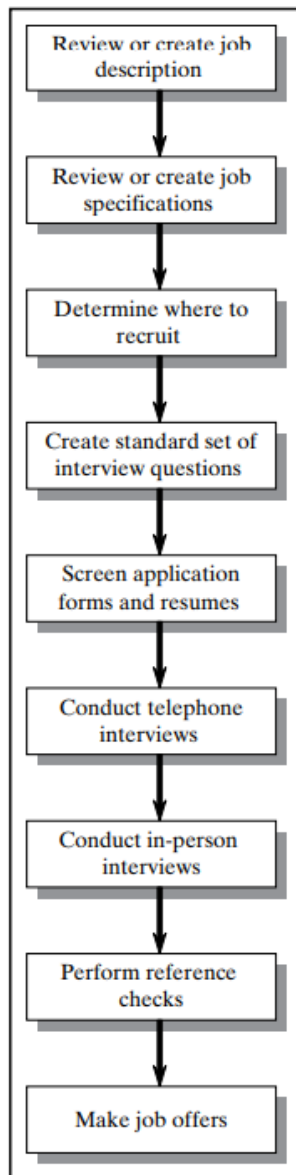


FIGURE 7.5 Typical Hiring Process

- ❑ There are **two major issues** associated with **attracting prospective** new employees.
 - ❖ The first is to attract them to the **construction industry**, and the second is to attract them to **one's firm**.
- ❑ **Internet Websites** are an effective tool for advertising career opportunities in a specific company.
 - ❖ *The Web pages should clearly articulate the company's mission, vision, and values and identify the critical competencies for organizational success (knowledge, skills, and behaviors).*
 1. Career development programs,
 2. Types of job experiences, and
 3. Total compensation packages availableshould also be discussed.

☐ The key to recruiting is to

1. Emphasize the **diverse type of work** the firm does and
2. Describe the company as a **rewarding place to develop a career**.

☐ Recruiting at technical schools, community colleges, and universities is also effective.

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❑ Human resources planning involves **assessing**

- ❖ The firm's anticipated need for personnel,
- ❖ The skill sets qualified applicants must possess,
- ❖ The anticipated demand for personnel with those skills, and
- ❖ The forecast supply of qualified applicants.

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☐ **Alternatives** should also be considered while selecting; namely,

- ❖ Full-time employees,
- ❖ Temporary employees,
- ❖ Part-time employees, or
- ❖ Employees who share the jobs.

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- ☐ One of the issues to be considered in the human resources planning process is **whether or not to recruit internally.**

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❑ Internal recruiting is **less costly** than external recruiting because there is **no need**

- ❖ to advertise the positions outside the company,
- ❖ to send recruiters to recruiting activities, or
- ❖ to reimburse prospective employees for their travel to interviews.

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☐ External recruiting sources may be

1. Employee referrals,
2. Union referrals,
3. Advertising in newspapers or on company web sites,
4. Employment agencies,
5. Search firms, and
6. Campus or vocational school visits.

☐ Most construction firms require each applicant to submit a standard application form, such as the example shown in Figure 7.3.

❖ In addition, resumes are usually required.



List All Post High School Education Below. Show Degrees Received or Expected and Date.

School Name	Dates Attended	Major	Degree
City and State	Month/Year	Minor	Date (Month/Year)
	From		
	To		
	From		
	To		
	From		
	To		

EMPLOYMENT HISTORY

BEGINNING NOW, ACCOUNT FOR EVERY MONTH OF EMPLOYMENT OR UNEMPLOYMENT WITHIN THE LAST 48 MONTHS (4 YEARS). A RESUME MAY BE ATTACHED, BUT THIS SECTION MUST BE COMPLETED.

Firm Name:

Address: _____ City: _____ State: _____

Position Title/Duties:

Date Employed: From _____ to _____
Month/Year Month/Year

Reason for Leaving:

Firm Name:

Address: _____ City: _____ State: _____

Position Title/Duties:

Date Employed: From _____ to _____
Month/Year Month/Year

Reason for Leaving:

(continued)

FIGURE 7.3 (continued)

Firm Name: _____			
Address: _____		City: _____	State: _____
Position Title/Duties: _____ _____			
Date Employed:	From _____	to _____	
	Month/Year	Month/Year	
Reason for Leaving: _____ _____			
REFERENCES			
PLEASE PROVIDE 3 REFERENCES WHO ARE KNOWLEDGEABLE OF YOUR QUALIFICATIONS.			
Name: _____		Years Known: _____	
Occupation: _____		Employed By: _____	
Address: _____		City: _____	State: _____
Telephone Number (Area Code and Number): _____			
Name: _____		Years Known: _____	
Occupation: _____		Employed By: _____	
Address: _____		City: _____	State: _____
Telephone Number (Area Code and Number): _____			
Name: _____		Years Known: _____	
Occupation: _____		Employed By: _____	
Address: _____		City: _____	State: _____
Telephone Number (Area Code and Number): _____			
SIGNATURE			
THIS APPLICATION IS COMPLETE AND ACCURATE TO THE BEST OF MY KNOWLEDGE.			
Signature: _____		Date: _____	

(continued)

- ☐ Once the **applications** have been **received**, the **selecting authority** must decide to whom to offer each position.
- ☐ The **information** used in **making** the **decision** is generally
 1. The information contained on the application form,
 2. Any letters of recommendation provided,
 3. The applicant's resume,
 4. The contacts with listed references, and
 5. The applicant interviews.

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- ☐ **Interviews** must be planned carefully to ensure that each candidate is evaluated using the **same criteria**.
- ☐ The **recommended approach** is to develop an interview checklist similar to the one illustrated in **Figure 7.4** and to use it for all interviews for the position to be filled.
- ☐ This will provide a tool to assist in **comparing the interviews** of the applicants under consideration.
- ☐ Interviews may be conducted by **one person or** by a **panel**.
- ☐ The objective of most interviews is to assess the applicant's
 1. Job skills,
 2. Ability to work with others, and
 3. Motivation for the open position.

Sample interview checklist

Interview Checklist

Name of Applicant: _____ Send Rejection Letter _____

Interview Location: _____ Second Interview _____

Hold for Future Review _____

Date Available: _____

Location Preference: _____

Interview Rating:

Category	Unsatisfactory	Below Average	Average	Above Average	Outstanding
Physical —General impression, apparent energy, grooming, and speech					
Mental —Ability to organize thoughts, self-expression, and comprehension					
Maturity —Emotional stability and apparent leadership ability					
Motivation —Realism of aspirations and positive motivation goals					
Education —Good sense of direction and consistency					
Work Experience —Career growth and general quality					
Overall Rating					
	1	2	3	4	5

Comments:

Date: _____ **Overall Rating:** _____

Interviewer: _____

FIGURE 7.4 Sample Interview Checklist

Interview

- ❑ Here are **some questions to ask and observations** to make during an interview.
- ❖ In **preparing** for the interview **write down** what you want to have learned about the applicant **after the meeting is over**.
- ❖ In **listening** to his description of **prior jobs**,
try to learn **whether the cultures** at those firms are **compatible with yours**.
- ❖ **Ask what his earlier co-workers** would say about him if asked.
- ❖ **Probe** into his possibly **unstated reasons** for leaving his last job

❑ Here are **some questions** to **ask** and **observations** to make during an interview.

- ❖ Ask what he **liked most** and **least** about his **last job**.
- ❖ Did he try to **make improvements/changes** in his previous job?
- ❖ Ask him to describe a **situation** in his previous job for which he was **praised**.
Criticized.
- ❖ Describe a **work situation in your company** and ask how he would handle it.

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- ❑ Here are **some questions to ask and observations** to make during an interview.
 - ❖ Ask him to **describe** the **duties and responsibilities** involved in the **job he's applying** for so you'll know whether he understands it.
 - ❖ Ask him to **describe** his **technical skills** as they apply to the job he's applying for.
 - ❖ Ask him to describe **his greatest** strength. Weakness.
 - ❖ Note the candidate's **mention of people** he has worked with who are **not named on his application** and **ask for his permission** to contact them.
 - ✓ There could be a **reason the candidate didn't list** them as a reference.
 - ✓ Mention that you **routinely check references**.
 - ❖ Ask if there's **anything he may have forgotten** to tell you that could show up.

- ☐ **Additional questions** you can use in prospective-employee interviews are included in **Appendix 4.**

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Questions to reveal integrity/honesty/trustworthiness

- Discuss a time when your integrity was challenged. How did you handle it?
- What would you do if someone asked you to do something unethical?
- Have you ever experienced a loss for doing what is right?
- Have you ever asked for forgiveness for doing something wrong?
- In what business situations do you feel honesty would be inappropriate?
- If you see a co-worker doing something dishonest, would you tell your boss?
What would you do about it?

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Questions to reveal personality/temperament/ability to work with others

- If you took out a full-page ad in a newspaper and had to describe yourself in only three words, what would those words be?
- How would you describe your personality?
- What motivates you the most?
- If I call your references, what will they say about you?
- Do you consider yourself a risk taker? Describe a situation in which you had to take a risk.
- What kind of environment would you like to work in?
- What kinds of people would you rather not work with?
- What kinds of responsibilities would you like to avoid in your next job?
- What are two or three examples of tasks that you do not particularly enjoy doing? Indicate how you remain motivated to complete those tasks.

- What kinds of people bug you?
- Tell me about a work situation that irritated you.
- Have you ever had to resolve a conflict with a co-worker or client? How did you resolve it?
- Describe the appropriate relationship between a supervisor and the subordinates.
- What sort of relationships do you have with your associates, both at the same level and above and below you?
- How have you worked as member of teams in the past?
- Tell me about some of the groups you've had to get cooperation from. What did you do?
- What is your management style? How do you think your subordinates perceive you?

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- As a manager, have you ever had to fire anyone? If so, what were the circumstances and how did you handle it?
- Have you ever been in a situation where a project was returned for errors? What effect did this have on you?
- What previous job was the most satisfying and why?
- What job was the most frustrating and why?
- Tell me about the best boss you ever had. Now tell me about the worst boss. What made it tough to work for him or her?
- What do you think you owe to your employer?
- What does your employer owe to you?

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Questions to reveal past mistakes

- Tell me about an objective in your last job that you failed to meet and why.
- When is the last time you were criticized? How did you deal with it?
- What have you learned from your mistakes?
- Tell me about a situation where you “blew it.” How did you resolve or correct it to save face?
- Tell me about a situation where you abruptly had to change what you were doing.
- If you could change one (managerial) decision you made during the past two years, what would that be?
- Tell me of a time when you had to work on a project that didn’t work out the way it should have. What did you do?
- If you had the opportunity to change anything in your career, what would you have done differently?

Dr.

Interview

Questions to reveal creativity/creative thinking/problem solving

- When was the last time you “broke the rules” (thought outside the box) and how did you do it?
- What have you done that was innovative?
- What was the wildest idea you had in the past year? What did you do about it?
- Give me an example of when someone brought you a new idea, particularly one that was odd or unusual. What did you do?
- If you could do anything in the world, what would you do?
- Describe a situation in which you had a difficult (management) problem. How did you solve it?
- What is the most difficult decision you’ve had to make? How did you arrive at your decision?
- Describe some situations in which you worked under pressure or met deadlines.
- Were you ever in a situation in which you had to meet two different deadlines given to you by two different people and you couldn’t do both? What did you do?
- What type of approach to solving work problems seems to work best for you? Give me an example of when you solved a tough problem.
- When taking on a new task, do you like to have a great deal of feedback and responsibility at the outset, or do you like to try your own approach?
- You’re on the phone with another department resolving a problem. The intercom pages you for a customer on hold. Your manager returns your monthly report with red pen markings and demands corrections within the hour. What do you do?
- Describe a sales presentation when you had the right product/service, and the customer wanted it but wouldn’t buy it. What did you do next?

Miscellaneous good questions

- How do you measure your own success?
- What is the most interesting thing you've done in the past three years?
- What are your short-term or long-term career goals?
- Why should we hire you?
- What responsibilities do you want, and what kinds of results do you expect to achieve in your next job?
- What do you think it takes to be successful in a company like ours?
- How did the best manager you ever had motivate you to perform well? Why did that method work?
- What is the best thing a previous employer did that you wish everyone did?
- What are you most proud of?
- What is important to you in a job?
- What do you expect to find in our company that you don't have now?
- Is there anything you wanted me to know about you that we haven't discussed?
- Do you have any questions for me?

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Employment manual

Employment manual for construction company

- ☐ A construction company should create **an employment manual** that describes its employment policies and procedures.
- ☐ An example of an employment manual for Western States Construction Company, is shown in **Appendix D**.

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Employment manual for construction company

☐ Employers should

1. Develop an employee **acknowledgment form** and
2. Require each employee to **read the employment manual** and
3. Submit a **signed** acknowledgment form.

☐ This should be done during

1. The employee's **initial orientation** to the company, and
2. Whenever the manual is **updated or modified**.

☐ Some companies require the manual to be **reviewed annually**,

while others require a review **only when the manual is changed**.

❖ Figure 7.6 is an example of an employee acknowledgment form.

Employment manual for construction company

Employment Manual Acknowledgment Form

The employment manual describes important information about Western States Construction Company, and I understand that I should consult the Human Resources Department regarding any questions not answered in the manual. I have entered into my employment relationship with the Company voluntarily and acknowledge that there is no specified length of employment. Accordingly, either the Company or I can terminate the relationship at will, with or without cause, at any time.

Since the information, policies, and benefits described here are necessarily subject to change, I acknowledge that revisions to the manual may occur, except to the Company's policy of employment-at-will. All such changes will be communicated through official notices, and I understand that revised information may supersede, modify, or eliminate existing policies. The Company reserves the right at its discretion, to revise, amend, enforce, or even rescind the manual and/or individual policies at anytime. Furthermore, I acknowledge that this manual is neither an expressed or implied contract of employment nor a legal document.

This certifies that I have received a copy of the Employment Manual for Western States Construction Company. I acknowledge my responsibility to become familiar with and adhere to the Company's policies and work rules that are contained in this manual and those that have been explained to me at orientation sessions, meetings, or through postings. I agree to conform to the instructions, rules, and policies of the Company.

I understand that my employment is at will and can be terminated at any time, with or without cause and with or without notice, at the option of either the Company or myself. I understand that no representative of the Company has any authority to enter into any agreement for employment for any specified time, or to make any agreement contrary to the foregoing.

I understand that the policies in this manual supersede all previous policies, contracts, communications, and/or practices, written or verbal. I also acknowledge that I, as an employee of Western States Construction Company, have an affirmative obligation to notify my employer of any knowledge or information that I have relating to on-the-job safety violations committed by any employee at any time.

Employee Signature

Date

Employee Name (Typed or Printed)

FIGURE 7.6 Sample Employee Acknowledgment Form

Employment manual for construction company

A p p e n d i x D

Employment Manual for Western States Construction Company

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Managing Employees For the Long Term

Managing employees for the long term

- ❑ A 2004 survey by the Corporate Executive Board, Driving Performance and Retention Through Employee Engagement, finds that only **11 percent of 50,000** employees in 59 organizations surveyed constantly try to **improve**, while at the other end of the spectrum **13 percent** exhibit little commitment at all, often give minimal effort, and have a high turnover rate.

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Managing employees for the long term

☐ I understand these survey results to mean that if you've done a **good job selecting an employee,**

his near- and long-term value to you then depends on **his commitment to you and your company.**

❖ I believe such commitment depends on **factors that are largely within your control.**

Some of these factors are described below.

- ❑ It goes without saying that it is essential to **maintain an effective relationship** with your employees, and you do this in **almost every conceivable way**.
- ❖ In a small firm, you know the husbands, wives, and children, and attend the weddings, wakes, and funerals.
 - ✓ **Not only out of duty** but because your employees and **their families become your family** and you care about their well-being and share in their lives.
 - ✓ And as the provider of perhaps most or **all of the income in any given employee family**,
you are **seen by them as an authority** figure that they **necessarily depend on**, and
this imposes on you a **certain role that you must fulfill**.

- ❑ Even so, **you're the boss**, and at times that requires the kind of tough coaching, discipline, or even firing that is difficult in **any circumstance**, but is near **impossible when** you and an employee have gone beyond the employer/employee relationship to, say, the point of becoming **drinking buddies** who have **no reserves between you**.

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Relationships

General George Washington, quoted by historian David McCullough in his book 1776, understood this pitfall, telling his Continental Army officers with regard to their relationships with the men under them,

“Be easy but not too familiar, lest you subject yourself to a want of that respect, which is necessary to support a proper command.”

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❑ The **deeper and longer** this kind of **fraternity** grows,
the **harder** it will be for you as the owner of your business to **revert to the superior position** if that time comes.

❖ Many a boss, so trapped, has **delayed or neglected to level** with an employee who, **perhaps despite his best efforts**, is not right for the job, instead of telling him up-front that he's not meeting expectations and that his future there is not what you and he would like it to be.

✓ Except in extenuating circumstances, that **doesn't automatically mean you'll have to fire him**.

Faced with reality, he may make the decision to leave on his own.

❑ Some experts believe that an **employee's authority to decide how he will accomplish the requirements** of his position is the **most important factor** influencing his **job satisfaction**.

❖ **Of course** you must clearly **establish parameters and objectives**, but **within that framework** allow a capable employee to call his own **plays**.

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❑ One job you have as a leader is to **recognize** and **nurture** desired behaviors in your employees—**not just once a year** in a performance review

but **when**

1. **you visit his jobsite** or
2. meet with him in your **office** about something.

Send him a **note** about an **impossible schedule he managed** to meet

or

ask him about **his daughter's** recent graduation.

Employee's return on investment

- ☐ Be sure the **salaries** and, where applicable, **bonuses** you pay are competitive in your market.
- ☐ You can **increase compensation**
without locking yourself into **higher salaries**
through creative bonus plans
that are based on objective, measurable criteria for one-time events.
- ☐ **Avoid** bonus or incentive plans that require you to **make value judgments**,
which hold great **potential for creating ill** will among employees.

Employee incentive plans

❑ **Many contractors** pay bonuses/incentives as **part** of their **employee compensation** package.

❖ Merriam-Webster's Collegiate Dictionary, Tenth Edition, defines bonus as *"something in addition to what is expected or strictly due."*

❖ **Employees** too often **forget the essence** of that definition and, unless the plan is **properly designed** and **carried out**, the "bonus" becomes expected.

✓ Once the employee **begins to count** the bonus as **part of his base** pay, the power of the **bonus to influence realization** of the desired goal and its **usefulness** as a reward are lost.

✓ Additionally, this can **lead to dissatisfaction** or worse in both employees and employers.

Employee incentive plans

☐ You can **avoid** such plan failure

if you will **first define for yourself** the ultimate goal of the bonus in objective terms.

☐ If a bonus plan is to be based on **some parameter** of **performance** of your **company** as a whole,

that parameter must be **unambiguous**.

- ✓ One problem with this kind of bonus plan is that **every employee** covered under the plan is **rewarded irrespective** of his individual performance.

An **advantage** is that it tends to **promote team effort**.

Employee incentive plans

- ❑ An incentive plan that is most **likely to result in a win** for both the employer and the employee includes the following basics:
 - ❖ A **clear** management objective
 - ❖ **Management's identification** of exactly what the employee must do to accomplish that objective
 - ❖ The **employee's clear understanding** of what criteria entitle him to a bonus, as well as **factors outside his control** that may affect it
 - ❖ **Good faith intentions** by both parties
 - ❖ **Accurate and honest** administration

- ☐ While there **really is no** such thing as guaranteed job security for an employee, your integrity, company history, business philosophy, ethics, and handling of terminations and other employee situations in the past are some of the **factors that influence how your employee evaluates the security of his employment**.

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❑ Mistakes happen.

- ❖ An employee needs to know there will **not be a rush to judgment** when he makes one.
- ❖ **Weigh all the circumstances** and **judge him partly** by how he responds to his error, and
use his **mistake as an opportunity** for training.
 - ✓ Of course, **certain kinds of problems** must be dealt with **immediately** (but not irrationally).

Internal conflict

- ❑ **Some internal conflict** is probably inevitable, and it must be **handled the right way**.
- ❑ You may decide to **meet** with an employee and his manager together who are **involved in some disagreement**,
but do so **only as a last resort** if they reach an **impasse in their private discussions**.
- ❖ If **still unresolved**, you can then **meet separately** with the **manager** and **suggest or, if necessary, dictate** solutions or compromises that he can present as his own to his employee.
 - ✓ Your managers should **follow this policy** with the **employees who report** to them as well.

Employee Development

Employee development

- ❑ Creating an environment where employees can develop their skills and have upward mobility opportunity is an **essential element** for employee **retention** and **maintenance** of competitive advantage.
- ❑ Individual employees may have **different career aspirations** and **goals**.
 - ❖ As a part of a company mentoring program, individual development plans should be created for **each employee**.
 - ❖ Investing in employee development is investing in the **future of the company**.
 - ❖ **Company leaders** must ensure that individual managers within their companies **understand their critical role** in employee development and retention.

Employee development

- ❑ A **sample format** for an employee development plan is shown in Figure 7.7.
- ❑ **Training needs** should be **prioritized**, because most construction firms have limited **training budgets**.

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Employee development

Employee Development Plan	
Employee Name: _____	
Section One: (Employee Section) (Employee provides an assessment of his or her current job performance, identifies educational needs for current position, identifies his or her career goals for the next five years, and identifies educational needs to prepare for future position.)	
Section Two: (Supervisor Section) (Supervisor provides an assessment of the demonstrated effectiveness of the employee.)	
Section Three: (Goals Section) (The employee and supervisor jointly identify training and development goals for the coming year.)	
Employee Signature: _____	Date: _____
Supervisor Signature: _____	Date: _____

FIGURE 7.7 Sample Employee Development Plan Format

Employee development

- ❑ A manager's role is **first** to help employees identify their own strengths and to select **one to three of their most** important strengths for greater use.
- ❑ To make the choice, managers should consider the extent to which the greater use of that strength will
 - ❖ Benefit the company
 - ❖ Increase employee satisfaction in the current job
 - ❖ Prepare employees for their next positions
 - ❖ Help employees develop their weaker areas

Employee development

- ❑ **Specific objectives** need to be established, and specific **action plans** need to be developed for **each objective**.
- ❑ Some issues that should be considered are
 - ❖ What does the employee need to know to broaden the use of his or her skill?
 - ❖ What complementary skills would develop the use of this skill?
 - ❖ What can be done to help the employee use this skill differently?

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Employee development

- ❑ **Continuous learning** is **essential** if a company is to remain competitive.
- ❑ **Employee training** and development should be considered an **investment** rather than an expense.
- ❑ The challenge is to **create an environment** in which employees consider **continuous learning as personal investment** and not just time away from work.
- ❑ Companies that invest in the **education of their employees** and take **advantage of the latest technologies** realize increased business and profitability.
 - ❖ A typical company budget for training and development is about **2 to 3 percent** of the **company payroll**.
 - ❖ **Employees with updated** skills and expanded knowledge enable a construction company to **adapt to market changes quickly**.

**Self-Actualization Motivates More Than
Money**

Self-actualization motivates more than money

❑ A recent survey of employees illustrates **characteristics of people** who work in our field.

❖ There is no perfect job.

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Self-actualization motivates more than money

Attribute	RANKS	
	Employees	Supervisors
Full appreciation of work done	1	8
Feeling "in" on things	2	10
Sympathetic help on personal problems	3	9
Job security	4	2
Good wages	5	1
Work that keeps you interested	6	5
Personal growth in company/promotion	7	3
Personal loyalty to workers	8	6
Good working conditions	9	4
Tactful discipline	10	7

Table 5.1 Common Workplace Attributes as Ranked by Employees and Supervisors

Self-actualization motivates more than money

- ❑ **Self-actualized people** are fully **cognizant of their own personality** and they know the **work style that suits** them best.

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Self-actualization motivates more than money

- ❑ As an example, if you **mention a personal weakness** to self-actualized persons, they usually **already know** it as a personal weakness and will **readily admit it**.
 - ❑ You can more **readily challenge** self-actualized people about a **specific need** to improve.
 - ❖ They **may laugh** about their shortcoming(s).
 - ❖ It is **part of their mental makeup** that they **know everyone has weaknesses and strengths** in their professional character, and they **don't feel threatened** by facing the issue.
- More often, **they'll appreciate** help to make corrections.

Self-actualization motivates more than money

- ❑ People at the **opposite end of the spectrum** also exist.
- ❑ They may be **young** or **just sensitive**, but they **don't like to hear you mention** what they need to improve.
 - ❖ We **never place all young** people on a team but **spread them out**.
 - ❖ If the **team fails** at an exercise, the **self-actualized people** may **laugh**, which often helps the **others feel less personally** responsible.
 - ✓ In the end, they are **less likely to feel embarrassed** in front of their employer.

We spread out any negative by mixing the group.

Self-actualization motivates more than money

- ☐ More importantly, when we **build work against time**, pride is involved.
- ☐ When we work through our project execution work in **workshops**, teams compete.
- ☐ We try to **mix** the thick-skinned with the thin-skinned.
- ☐ During the building process, we give **encouragement** and don't let the faster teams have fun at the expense of the slower teams.

Knowing Yourself Well Is Critical to Management and Leadership

Knowing yourself well is critical to management and leadership

□ Simply put, you are who you are and change is very hard.

- ❖ You can't be someone else.
- ❖ So, use who you are as your power not your excuse.
- ❖ Make your strengths work in your favor and find other ways to do things in areas where you are weak.

For example, if you tend to rush when under stress and thereby make more mistakes,

slow down.

Knowing yourself well is critical to management and leadership

☐ Take a **cold assessment** of yourself now.

❖ You **won't regret** it.

❖ If you don't take a **personal inventory**, it will be **painful later**.

It is said that a pound of regret is much heavier than a pound of failure.

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Knowing yourself well is critical to management and leadership

- ❑ So, be **brutally honest** and **not overly optimistic**.
 - ❖ Taking a **self-inventory** allows you to **correct what you can** and **understand what you can't** change about yourself.
- ❑ You can use these **same assessments** to get to know **your people better**.
 - ❖ If **they know themselves** well, then they can
 1. **Manage themselves** and
 2. The people **around them**better.

Personality Assessment

Personality assessment

❑ There are **several** in the market.

- ❖ This assesses one's **emotional** makeup.
- ❖ These **emotions** are **what** drive behaviors.
- ❖ Along with technical skill, **behaviors** are **what** employers hire.

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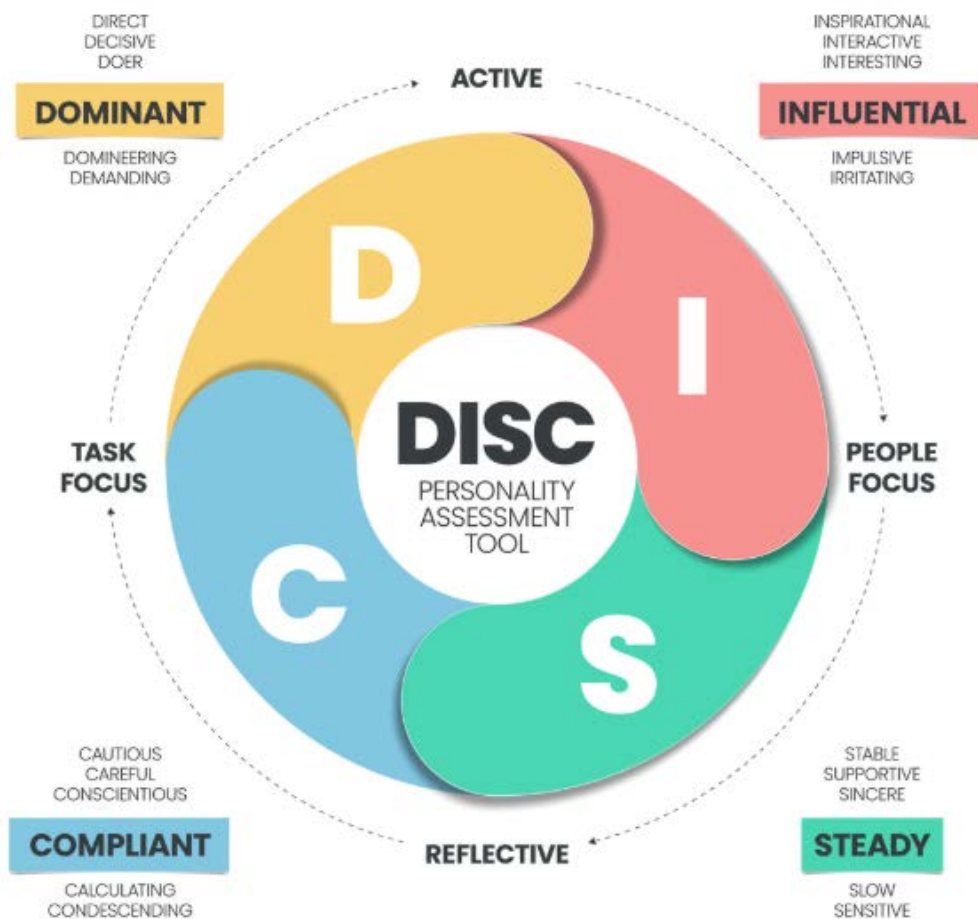
- ☐ Our firm is certified to use the **Dominance Inspirationalism Steadiness Consistency (DISC)** assessment and has used it for many years.
- ☐ Designed to **examine the behavior** of individuals in a particular context, it has several advantages over, similar instruments.
- ☐ In use for several decades, the **test has passed the scrutiny of regulatory agencies** and the **legal profession**.

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- ☐ DISC is an inexpensive, efficient, and quick tool to use.
- ☐ It takes about **10 minutes** to complete.
- ☐ The **basic level asks 28 questions** and is available in English and Spanish.

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- Let's walk through the **structure of DISC**, which outlines four basic interaction styles and assesses for the strength of each.



☐ Dominance or Driven (D).

- ❖ This spectrum measures the need to **exert control**.
- ❖ People who score high tend to **take over a situation** at some point or **feel frustrated if they cannot**.
- ❖ These people **evinced high intensity** and **tend to take over** at the **very beginning of any meeting** or project.
- ❖ People **lower on this component** may **wait** until sometime later to interject their **opinion**.

☐ Inspirational or Individualistic (I).

- ❖ This component measures **one's preference** for people over things.
- ❖ **High "I"** persons are **energized** by **being around people**.
- ❖ They find them **interesting and engaging**.
- ❖ Certainly, people with this emotion **cannot be locked away alone**.
- ❖ If they are, they will be **very slow and unhappy** to accomplish **whatever task**

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☐ Steady or Systematic (S).

- ❖ People with this characteristic **like to have a process** for **many things**.
 - ✓ “First things first and second things second” are common thoughts.
- ❖ As you might guess, they **make few mistakes** and are **not confrontational** about things.
- ❖ The **process** and **structure** is **important to them** in anything they may do.

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☐ Critical or Conscientiousness (C).

- ❖ This emotion drives a **preference** for **rules and details**.
- ❖ The people who score **high “C”** look for **imperfection** and **lack of detailed explanations**.
- ❖ They know that a **casual approach** invites **disaster**,
especially in anything that is highly demanding in time, effort, and resources.
- ❖ They will **read everything**.
 - ✓ This is a **good trait** for someone **responsible for understanding** the tax code or researching how to hook up a computer.
- ❖ “C” persons search, **find**, and **read information**.
- ❖ They **question everything** to become more comfortable.

Disk assessment

DiSC Style	Communication Approach	Collaboration Tendencies
D-style	• Direct and to the point • Focuses on results	• Prefers taking the lead • Moves the team toward action
I-style	• Open and expressive • Enjoys sharing ideas	• Thrives in group settings • Brainstorms exciting possibilities
S-style	• Listener-oriented • Seeks consensus	• Prefers collaboration • Maintains stability
C-style	• Detailed and analytical • Values clarity	• Focuses on precision • It takes time to get it right

Disk assessment

Type	Approach	Benefit
D	• Direct, to the point • Results-focused	• Encourages decisiveness and change • Provides a clear path to success
I	• Build connection • Inspirational	• Fosters enthusiasm and alignment • Ignites exciting possibilities
S	• Patience • Collaborative	• Builds safety and reduces uncertainty • Enhances stability and team morale
C	• Data-focused • Analytical	• Builds trust through evidence • Ensures thorough, informed choices



Disk assessment

مدیریت کسب و کار در صنعت ساخت (CBM)

ماژول ۲: مدیریت کسب و کار

بخش سوم: مدیریت منابع انسانی

❑ <https://esanj.ir/disc-test>

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Leadership Development

Leadership development

- ☐ Construction companies need **leaders at all levels**, from the project superintendent to the company president.
- ☐ Construction company leaders today have to grow, develop, and **renew their leadership talent** in order to ensure the **future success** of their industry.
- ☐ The key is to **identify individuals** who are **motivated to seek leadership positions**, and
then **develop their leadership skills** through education and experience.
- ☐ Good leaders are those who can **inspire** and **ensure quality work** from others.

Leadership development

- ☐ What **employees are looking** for in their leaders are basic principles put in practice, such as honesty, integrity, ethics, and caring.
- ☐ A good leader must also be motivational, dedicated, fair, and a good listener.

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Leadership development

❑ There are **three basic steps** to leadership development:

1. Experience.

- ❖ Potential leaders should be assigned a **variety of assignments** throughout the company to ensure that they have **specific experiences** that are **orchestrated** to create **specific learning outcomes**.

2. Assessment.

- ❖ **Key lessons** should be **extracted** from each set of **experiences** and mentors or coaches should provide **feedback** on how well the **potential leaders performed**.

3. Preparation.

- ❖ The **feedback received** from mentors or coaches during the assessment becomes a **springboard for preparation** for the next experience.

Leadership development

- ❑ A critical element in leadership development is to **identify a mentor or coach** for **each prospective leader**.
- ❑ It is **vital to learn** from the **experience of others** and apply that knowledge to future decisions.
 - ❖ Most company leadership development programs are a **blending of mentoring** and participation in **formal education programs**.

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Leadership development

- ☐ Senior managers must make a **commitment to identifying and developing** a company's future leaders.
- ☐ The **secret** is to identify **ambitious employees** who aspire to leadership positions and **craft leadership development programs** to allow these people to acquire a variety of experiences.

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Leadership/Management Assessment

Leadership/management assessment

❑ Assessing leadership and management characteristics with the **360 review** does **not actually measure** how a person performs each day as much as it **measures habitual attitudes** toward factors that are **key for success at this level**.

❖ So assessing these basic attitudes helps **identify personal strengths and weaknesses** in these areas.

1. Character profile
2. Ability analysis
3. Accomplishment focus
4. Interaction tendencies

A 360 review

- ☐ The 360 review looks at leadership and management characteristics **from all angles**.
- ☐ The question-and-answer instrument **concerns professional life** and not personal life.
- ☐ The questions are designed to be **objective, not subjective**.
- ☐ It's used by **several consulting firms** who specialize in construction.

<https://www.ennova.com/en/resources/blog/ex/20-important-questions-for-your-360-leadership-feedback>

A 360 review

- ❑ Besides the assessment taker, key people in the firm also get to **express their perceptions** about that person **anonymously**.
- ❑ As each person is part of a large group (**360 reviews** are best if done with **dozens of respondents who work with the assessment taker**),
the commonalities of responses carry weight and thus, **should be true**.
 - ❖ To wit, if **25 people say you consistently miss deadlines**, we assume there **must be some truth to it**.

☐ Perceptions of the **person's expertise** are rated in the following areas:

1. Creating and maintaining organization
2. Setting priorities/setting goals
3. Communication
4. Coordination/interpersonal skills
5. Delegating
6. Knowledge

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- ☐ The report from a 360 review is **always a surprise** to the participant in some way.
- ☐ Although some of the information may be well known, in our experience, the **results always differ** from what the **person expected**.
- ☐ **Several clients** have expressed feeling upset by their report.

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**Teaching and Mentoring:
Investment with Hard-Core Results**

Teaching and mentoring

- According to U.S. Census Department statistics, the number of people in the United States with **college degrees** has nearly **tripled since 1970**.

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Teaching and mentoring

- ❑ **Our young people** now are coming from an education system that has evolved from the **basics** of reading, writing, and arithmetic to **something far more complex**.
- ❑ **No longer** are students simply **memorizing** the state capitals or the elemental chemical content of any common substance such as water, salt, or steel.
- ❑ Theirs is a far more complex world than mine was, and they **learn by elementary school** things I had never even heard about **until much later**.
- ❑ They **grow up using technology** only the beginnings of which were dreams in my school days.
- ❑ Of course, **seeing adults who cannot perform** as well as little children on elementary topics also has to be **very sad**.

Teaching and mentoring

- ☐ We must **become experts at educating consistently** if we are to grow **above-average** **staffs**.
- ☐ You should include in your training all the areas discussed in this document, in addition to all the **practical knowledge** and **field skills necessary** to be successful.

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Teaching and mentoring

❑ **Contractors** who are also **excellent teachers** ask many questions instead of merely lecturing, this prompts thinking.

- ❖ **Well-planned questions** direct people in a **non-confrontational way**.
- ❖ I have personally seen **how this teaching method** can change the dynamics of a leader-follower relationship.
- ❖ It is something I think we should all use to build a **better skill set in our employees**.

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Teaching and mentoring

- ❑ People can **buy the material** and **rent equipment** without much knowledge or experience.
- ❖ **Many naïve people** have tried to be contractors or consultants **without knowing the basics**, but often with terrible physical and financial results.
- ❖ Keep reinforcing the central themes of **safety, quality, cost, and schedule** and you will see profits and better business relationships emerge.

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Leader-Manager: New Definition of Leadership in Construction Contracting

Leader-Manager: New Definition of Leadership in Construction Contracting

- ❑ Construction's management challenge is unique.
- ❑ This is an **owner-operator business**.
- ❑ The **person who owns** the shop has to **run the shop**.
 - ❖ Therefore, We submit that we must also be **leader-managers**.
 - ❖ One **cannot separate** the highly technical demands of construction (craftsmanship) from its people focus (marketing, selling, negotiating, and dealing with employees and customers).

Leader-Manager: New Definition of Leadership in Construction Contracting

❑ A **construction firm** has only one true leader,

typically called the president, CEO, or chairman.

- ❖ To be successful, this person performs true **visionary leadership**.
- ❖ He or she must successfully set the company direction, align company resources (material and human), and motivate people.
 - ✓ However, in an industry that typically realizes **only 3 percent profit**, we **can't be successful** if all we do is lead.
 - o We need leaders who know **how to do all the practical** aspects of the firm as well.

Leader-Manager: New Definition of Leadership in Construction Contracting

All companies have workplace cultures. We believe that the best company culture to cultivate is family-orientated, honors employees with long standing, and allows for celebration. These organizational attitudes address three industry characteristics: (1) Your people and their families are inseparable in many ways such as emotions and goals. (2) Tenured employees possess much more knowledge than any new employee—if encouraged, they can share significant knowledge. (3) Our industry is slightly negative, so balancing that with worthwhile and sincere celebrations relieves stress.

Twelve Dimensions of the Leader-Manager

- ❑ In consulting company's seminars and consulting work, we use an **assessment** based on the innovative work of **Miriam Kragness** to measure the **12 dimensions of leader-managers**.
- ❑ **Some facets describe aspects of leading people** and others focus on **managing the business processes**.

Enthusiasm

Judgment

Courage

Inspiring

Integrity

Performing

Collaboration

Perceiving

Self-renewal

Problem-solving

Team-building

Serving others

Four Habits of Highly Effective Construction Managers

❑ These **four habits** have been distilled from observations of **many characteristics** over consultant years of experience in the **construction industry**.

❖ They are the following:

1. Planning, communicating, measuring, and adjusting the work cycle continuously
2. Managing by exception
3. Managing in the present
4. Competing against yourself

Performance Management

Performance management

☐ **Performance management** involves

1. The **establishment** of performance standards for each position and
2. The **creation** of a performance appraisal system.

☐ Performance standards are **developed jointly** by the employee and his or her supervisor.

☐ An **example** of a set of performance standards for an administrative assistant is shown in **Figure 7.8**.

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Performance management

FIGURE 7.8 Sample Performance Standards Form

Performance Standards for Administrative Assistant	
Name of Employee: _____	
Supervisor: _____	
Performance Standards:	
1. Receive visitors, record their presence, and direct to appropriate office with no more than one error per month. 2. Receive telephone communications, electronic mail, and written documents and direct to appropriate individual with no more than 2 errors per month. 3. Maintain project files and misfile no more than 2 documents per month. 4. Prepare final copies of written communication with no more than one error per week. 5. Maintain time sheets for hourly employees without error and submit on time to payroll office. 6. Ensure reception area in project office is well organized and presents a professional image to visitors. 7. Keep office reproduction and facsimile machines operational by contacting appropriate vendor to perform any needed repairs. 8. Maintain a 30-day supply of consumable office supplies.	
Employee Signature: _____	Date: _____
Supervisor Signature: _____	Date: _____

Performance management

- ☐ A **performance appraisal** is a written evaluation of an employee's performance during a **specific review period**, typically one year.
- ☐ **Forms similar** to the one shown in Figure 7.9 are used to document this evaluation in an objective manner.

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FIGURE 7.9 Sample Performance Appraisal Form

Western States Construction Company
Annual Performance Appraisal

Name of Employee: _____

Name of Supervisor: _____

Evaluation Period: From _____ to _____

For each applicable performance area, mark the box that most closely reflects the employee's performance using the following scale: 1 = unacceptable; 2 = needs improvement; 3 = satisfactory; 4 = above average; and 5 = outstanding

Performance Area	1	2	3	4	5
Ability to make job-related decisions					
Accepts responsibility					
Attendance					
Attitude					
Cooperation					
Dependability					
Effective under stress					
Initiative					
Leadership					
Operation and care of equipment					
Quality of work					
Safety practices					
Technical abilities					

Job Strengths: _____

Areas for Improvement:

Training Needed:

Supervisor Comments:

Employee Comments:

Employee Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____

Appraisal evaluation

- ☐ The appraisal is **prepared** by the employee's supervisor and **describes** how well the employee has performed the **tasks identified** in the performance standards during the **review period**.
- ☐ The appraisal should **focus only on performance attributes** that relate to organizational success.
- ☐ Appraisals are often **used to** determine
 1. Compensation increases,
 2. Annual bonuses, and
 3. Employee training needs.

Appraisal evaluation

- ☐ The appraisal system **works best when**
there is frequent feedback and mentoring
provided by the supervisor to the employee
throughout the **review period**,
not just when the appraisal **form is completed**.
- ☐ **Training needs** identified during the appraisal process should be included in the
employee development plan discussed in the section “**Employee Development.**”

موسسه مهندسی و مدیریت ساخت علوی پور (ACEMI)

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