



استفاده از ضریب هوشی (IQ)، هوش هیجانی (EQ) و هوش ارزشی (VQ) در مدیریت پروژه

فصل دوم: استفاده از هوش هیجانی (EQ) در مدیریت پروژه
بخش پنجم: چه زمانی و کجا باید از EQ در پروژه استفاده نمود؟

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What we will learn?

☐ When and Where Does EQ Apply?

- ☐ Introduction
- ☐ Pre-construction phase
- ☐ Construction phase
- ☐ Post-construction phase
- ☐ Throughout all phases

In this section

WHO DO CMs MANAGE AND LEAD, AND WHO NEEDS HIGH EQ MOST? Design and construction teams, subordinates, superiors and peers who are each unique.

WHAT IS EQ, WHAT KEY CONCEPTS MUST BE MASTERED, AND WHAT GETS IN THE WAY? EQ $\neq$ IQ—and keep those egos in check.

WHY DO CMs NEED EQ+IQ? It's not just what you know, but how you communicate that knowledge.

WHEN & WHERE DOES EQ APPLY? Throughout all phases of a project, while in the office and on the jobsite.

HOW CAN CMs ELEVATE THEIR EQ? Through motivated awareness of your communications, your emotions and the emotions of others—with empathy and social skills.

Occupancy phase



Construction phase – Occupancy

What happens when something just isn't working right and no one is admitting any errors? Is the HVAC system under-engineered for the amount of IT equipment in that room, or did the architect undersize the room against the recommendations of the engineer?



What usually happens in this situation?

Construction phase – Occupancy

- ❑ It's natural for people **not to want to confront** the issue or **admit** they did anything **wrong**.
- ❖ And it's **even more complicated** when the **principal decision** makers are those **“executive producers”** who are **far removed** from the **project site**; they're only **hearing things second or third hand** and that's a point of view that **favors their subordinate**,
 - ✓ Things can quickly get **out of control**.

How to solve?

Construction phase – Occupancy

❑ Using your EI,

step right in and **confront** the issue directly.

❖ Again, the key is **getting all sides together**

rather than sending dozens of **accusatory** voicemails and emails back and forth.



You can **take the issue out** of the realm of interpretation and speculation,

making it clear and concrete.

Construction phase – Occupancy

❑ Problem solve on site with all of the **key decision makers**

—the inspector, the lead architect, the lead engineer—

people who understand what they're **looking at** and can **make a decision** on the spot.

- ❖ *Of course it goes without saying you won't do this **in front of the client**.*
- ❖ *Just make sure that you **later report** how the issue was taken care of.*

Evaluate occupancy concerns with the experts and confront issues directly to expedite solutions.



Construction phase – Conclusion

CONSTRUCTION PHASE	IQ	EQ
PROCUREMENT IN CONSTRUCTION	Evaluate all project delivery options	Understand the risk tolerance of your client
OVERSIGHT		
Technology	Select appropriate tools for project	Set limits and then get everyone on board
Site Management	Keep people in the loop at all levels	Directly communicate sensitive issues
Schedule Management	Solve delays objectively	Work through schedule impacts together
Quality Management	Set quality expectations	Understand motivations of the inspector
Budget Management	Set change protocols and mechanisms	Encourage open and honest communications
Safety	Inform site visitors of appropriate safety gear	Recognize different levels of safety awareness
Punch List	Generate punchlists	Share the information
OCCUPANCY	Evaluate occupant concerns with team experts	Confront failures directly to expedite solutions

When and Where Does EQ Apply?

(Post-Construction Phase)

Post-Construction phase

POST-CONSTRUCTION

PROJECT CLOSEOUT

COMMISSIONING

POST CONSTRUCTION EVALUATION

Post-Construction phase

POST-CONSTRUCTION

PROJECT CLOSEOUT

COMMISSIONING

POST CONSTRUCTION EVALUATION

Post-Construction phase – Project closeout

Collecting binders, as-built drawings, operating manuals, construction photos, and warranties is still the norm; there's a lot to juggle at close out. You'll need to invite all parties to provide input for a balanced perspective and analysis to properly document the project.



- ❑ Even on projects employing **Building Information Modeling (BIM)** technology, which is **data driven** and should incorporate all of the **necessary information** to properly closeout a project, **someone needs to enter that information.**

What problems may occur here?

Post-Construction phase – Project closeout

- ❑ If the **person entering the data** (perhaps a young IT person) has **minimal construction experience** and

CM is not performing an independent review of the submission,
there may be **information missing** and the **client will not realize it**
until much later.

BIM is just another tool. But without your CM
EQ recognizing the need to confirm experience
level of a team member, you may not get what
you need from the right people.

Post-Construction phase

POST-CONSTRUCTION

PROJECT CLOSEOUT

COMMISSIONING

POST CONSTRUCTION EVALUATION

Post-Construction phase – Commissioning

Buildings today have more and more technology in them and they depend on well-trained maintenance crews to operate and maintain them. Does the owner have the right in-house expertise to operate their facilities?



Buildings that aren't well maintained won't be functional and will have shortened lifespans. Constructing a LEED building with sophisticated louvers and HVAC systems? Anyone know how to maintain those? Putting in a green roof? Got a parapet or ways for crews to hook on?

What solution?

Post-Construction phase – Commissioning

- ☐ What about including an **independent commissioning expert upfront** to consult on **design** and **see the project** through commissioning and occupancy and beyond?
- ☐ How can that **individual help** the in-house team **maintain the facility long term** and **maximize efficiencies**?

Getting the right point of view is just as important as getting the right technology.

Post-Construction phase

POST-CONSTRUCTION

PROJECT CLOSEOUT

COMMISSIONING

POST CONSTRUCTION EVALUATION

Post-Construction phase – Evaluation

You're done! What went right, what went wrong? What can be improved on?

Taking the time to debrief everyone involved can help you know what processes you might change next time. If you've performed evaluations at critical milestones along the way, you can apply lessons learned, process improvements and corrective measures—on this job and the next.

You can formulate the feedback into individual learning opportunities, as well as organizational learning so that the entire team performs even better next time. Being open to criticism enables continuous improvement.

Provide a debriefing opportunity so that you can apply lessons learned on the next project.

Post-Construction phase – Conclusion

POST-CONSTRUCTION PHASE	IQ	EQ
CLOSEOUT	Specify what you need at closeout	Recognize skill sets of team members
COMMISSIONING	Specify commissioning services	Be aware of maintenance staff deficiencies
POST CONSTRUCTION EVALUATION	Provide a debriefing opportunity	Be open to criticism to apply lessons learned

When and Where Does EQ Apply?

(Throughout All Phases)



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Where does EQ apply?

So now let us examine the When & Where
scenarios, specifically as they relate to a CM
throughout all phases.



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Since timing is everything, always consider where you are, who is around you, and when is the appropriate time to address a sensitive matter.



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Where does EQ apply?

So now let us examine the **When & Where** scenarios, specifically as they relate to a CM throughout all phases.

Since timing is everything, always consider where you are, who is around you, and when is the appropriate time to address a sensitive matter.

Is it a good idea to send a nasty email to the design professional during the design phase or leave a scathing voicemail message to the contractor during construction? By now, you know it's not.



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Where does EQ apply?

It's certainly preferable to wait for an upcoming meeting to discuss the issue, allowing time to think through how best to present issues objectively and convincingly in a balanced manner without emotion. Or, call for an urgent face-to-face meeting if time is of the essence.



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Do you have a new concept to present to the team? You know you won't want to spring it on them at an upcoming board or team meeting. Better to have reached out to other board or team members individually and run your idea by them first. Or, perhaps even better to find a leader in the group who can champion your cause.



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Do you badger the trades on the jobsite to gain information and then attack your contractor with the issue? Of course not. You walk the site regularly and become a recognized fixture, listening to problems, finding solutions and working in partnership with the design professional and your contractor.

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Where does EQ apply?

❑ Let's see some important conditions:

1. Daily in your **office**
2. Monthly or quarterly in the **conference room** or board room
3. Periodic **pre-construction meeting** at the **design professional's office**
4. Weekly **construction meetings** at the **jobsite trailer**
5. Frequent **job walks onsite**
6. When you are fortunate to **interview** in the **client's conference room**





Where does EQ apply? – Daily in your office

- ❑ From within the safety of your office (**if you even have time to be in your office**)
you should **only deal in person** with your **internal team** and
use **written or phone communications** to connect with
external team members.

How about corresponding with design professionals and contractors?

Where does EQ apply? – Daily in your office

❑ When corresponding with **design professionals** and **contractors**,

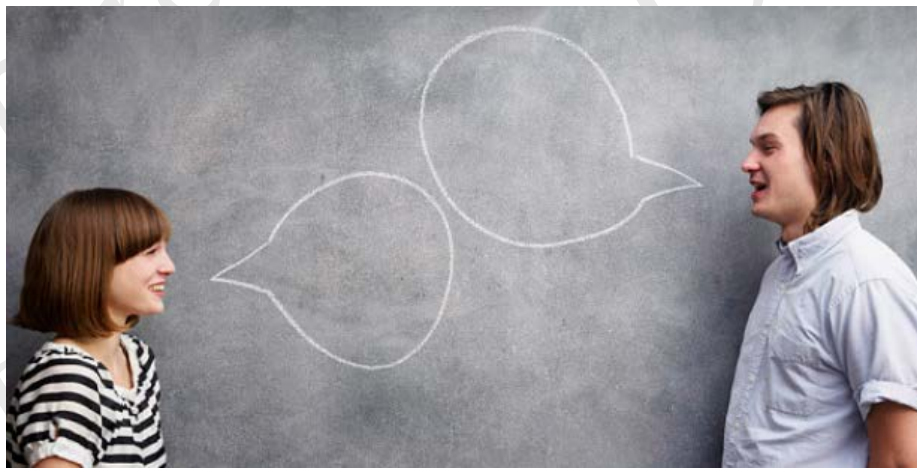
it is even **more critical** to use your EQ

because **relationships** often have **not had time to grow and flourish**.

❖ *When communications are **not face-to-face***

*it's **hard** to know how well your **information** is being received,*

*if it is even **understood**, or if you have struck a **nerve**.*





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Where does EQ apply? – Daily in your office

Which one is more personal?

Phone conversations or email communications?

What to do if we cannot have face-to-face communication?



Daily in your office

- ❑ Phone conversations certainly are **more personal** than email communications.
- ❑ If you are fortunate to use **video conferencing** you are one step **closer to simulating face-to-face communications**
although **technology has not yet successfully replicated in-person dialog.**

Lead with an even hand, both with internal and external team members, take time to understand your partners and don't think of them as your opponents.

Always think about the When and Where to address issues, and remember that timing is everything.

Monthly or quarterly in the conference room or board room

- ☐ At **board meetings or in-house office meetings** you are **one of many equals seated** around a 20-foot long conference table.
- ☐ You may be **making a presentation** to the team or **simply offering up** an idea.



Let's see some points here!

Monthly or quarterly in the conference room or board room

☐ Are you participating in a **balanced fashion** or have you **sucked the air** out of the room?

❖ Unless you add value to the conversation or have something **new to point out**,
keep quiet and listen.

**KEEP
QUIET
AND
LISTEN**

What should be done if the meeting is not yours?



Monthly or quarterly in the conference room or board room

☐ It is best **not to stand out**;

taking control over a meeting that is **not yours** to run

is a **waste of everyone's time** and

will **neither endear** you to your boss nor your
peers.

*Sometimes **leaders can lead from behind by doing the hard work behind the scenes to gain a consensus before a **decision** is called to a vote.***

Once people know your capabilities, they
will reach out to you to seek your input and
advice. Eventually, they will also seek out
your leadership.

Periodic pre-construction meetings at the design professional's office

- ❑ When you're visiting the **design professional's office**,
it's always good form to be on **your best behavior**.
 - ✓ You are a **guest** in someone else's home.
 - ✓ You will **never be invited back** if you **behave poorly**.



What should we do?



Periodic pre-construction meetings at the design professional's office

- ☐ Let the **design professional run the meeting** and manage the consultants.
- ☐ Be an **observer** and **take good notes**
- ☐ **Chiming in only** when you have something **constructive to add**.

What should we do if we have some concerns?

Periodic pre-construction meetings at the design professional's office

- ❑ If at the **end of the meeting** you have some **concerns to address**,
request a few minutes alone with the **lead design professional** and only then
raise the issues **privately**.
- ❖ If you **do that in public**,
 - ✓ You might be **effective getting your message** across
 - But you **won't garner support** from the design professional
after publically embarrassing the **lead professional** in
front of peers.

Collaboration is built on trust. How can they
trust you if you don't treat them with
respect and dignity?

Weekly construction meeting at the jobsite trailer

The same scenario applies at the jobsite trailer.

- ❑ If you are **meeting in the contractor's trailer** with his or her subcontractors, similar rules apply.
 - ❖ Be **respectful** and let the **contractor run the show**.



What if the meeting is in the CM's trailer?

Weekly construction meeting at the jobsite trailer

- ❑ If, on the other hand, the **meeting is in the CM's trailer** and **representatives** from the **owner's camp** are present, you are back **on your home turf** and **home court advantage rules** kick in.
 - ❖ While you can be **more forceful**, you still need to be **respectful**.
 - ❖ Always watch **your tone** and **volume** and **never be condescending**.
 - ❖ **Whenever possible, compliment the team** for its incremental successes.
 - ❖ It's always a good idea to **celebrate achievements and progress**—even if some **milestones are fairly minor**.



Frequent job walks onsite

- ❑ The **more you're out walking** the site and **not sitting behind** the computer screen, the **more you will learn** how your project is **progressing**.
- ❖ And **while a webcam** can show real time progress,
 1. It does **not get you the boots-on-the-ground perspective** of what is **happening** in the field and
 2. Certainly **does not expose you to field communications critical** to understanding any **difficulties the team may be encountering**.

Let's see some points about SCs!

Frequent job walks onsite

☐ Under the contractor's control and leadership,

subcontractors are choreographed to deliver highly complex, multi-faceted, construction building components.

it is critical to understand it **is their dance, not yours.**

The minute you overstep your boundaries, the subcontractors will be quickly silenced and you will be walking the site alone, in utter solitude, adding no value.



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it is critical to understand it **is their dance, not yours.**

The minute you overstep your boundaries, the subcontractors will be quickly silenced and you will be walking the site alone, in utter solitude, adding no value.

The more you add value to the team by helping obtain answers and solving problems the more likely you will be encouraged to talk to subcontractors and be part of the solution, not the problem.

When you are fortunate to interview in the client's conference room

- ❑ This is the **one time you know** you must be on **your best behavior**—
otherwise there will be no next job for you to manage.

We all know how to **behave** when we must.

The key is how **genuinely we come across**.

*If EQ is not routinely exercised it will be apparent
during your interview or presentation.*

What does that even mean and how you can get there?



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When you are fortunate to interview in the client's conference room

❑ The **final Section** **addresses awareness** both on a **personal** and **working level**.

❖ It will help you

1. Consider **how** to manage and lead your projects and,
2. More importantly, help **ensure** that **clients** will seek you out.

Conclusion

When and Where does EQ
apply? Throughout your
career, while in the office
and on the jobsite.



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What we will learn?

❑ How Can CMs Elevate their EQ?

- ❖ How To Apply EQ Using Appropriate Communications?
- ❖ The Four Stages of Group Development
- ❖ Applying Tools of Observation and Leadership
- ❖ EQ in Conflict
- ❖ Afterword

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How Can CMs Elevate their EQ?

**(How To Apply EQ Using Appropriate
Communications?)**



Introduction

*How can CMs apply EI to elevate their **EQ** and be more effective?*

❑ A good CM satisfies **three primary objectives** in fulfilling his or her role:

1. Satisfied participants,
2. Smooth process, and
3. Successful project

The three P's of CM.

Introduction

- ❑ Daniel Goleman's second domain of emotional intelligence (in Emotional Intelligence) is self-regulation, or **managing emotions** through appropriate communications.

GOLEMAN'S 5 DOMAINS OF EI

1 Self-Awareness: Knowing your emotions

2 Self- Regulation: Managing your emotions through appropriate communications

3 Motivation: Motivating yourself through commitment and optimism

4 Empathy: Recognizing and understanding emotions of others from diverse groups

5 Social Skill: Proficiency in managing relationships, i.e., managing the emotions of others

Introduction

- ❑ The following chart is specifically geared to **appropriate communications for CMs** using

Three P's of good communication that support a CM's three primary objectives—

with a twist: P three plus or **P³⁺**.

- ❖ **Not to be confused** with the **P³ delivery method** referred to as Public Private Partnerships or **P3 scheduling software**.

P³⁺

CM'S COMMUNICATION PROTOCOL

CM'S 3 PRIMARY OBJECTIVES

Professional

satisfied Participants

Polite

smooth Process

Positive [+Persuasive]

successful Project

When transmitting a message, it is always a good rule of thumb to align communications with objectives, which will help keep emotions in check.

Introduction

❑ By applying

1. Right tone,
2. Volume
3. Style, and
4. Being sensitive to your relationship and effectiveness of your communications, you will get **positive results** and not be avoided or rejected.

❖ This **positive reinforcement** will further increase your EQ and motivate you to keep improving your EI skills.

Motivating yourself is Goleman's third domain of emotional intelligence.



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Introduction

*How can CMs apply EI to elevate their **EQ** and be more effective?*

Through motivated awareness of your communications, your emotions and the emotions of others, with empathy and social skills

Introduction

A list of **six key components** affecting communications is followed by a step-by-step practical view of

how to apply EI with relatable CM and personal life examples

Components affecting communications

6 COMPONENTS AFFECTING COMMUNICATIONS

- 1 Tone: Appropriateness of tone
- 2 Volume: Appropriate sound level to the environment
- 3 Style: Old school or new school
- 4 Relationship: Superior, peer or subordinate
- 5 Persuasion: Effective and genuine or ineffective and fake
- 6 Avoidance: Breakdown in communication leading to rejection

Components affecting communications

Transmitting	Encoding/Decoding	Receiving
1 Tone	Tone Warranted	Hurtful or Helpful
2 Volume	Words Match Volume	Loud or Soft
3 Style	Gender, Generation...	Similar or Different
4 Relationship	Superior, Subordinate	One up or Top down
5 Persuasion	Effective or Not	Fake or Genuine
6 Avoidance	Breakdown	Rejected

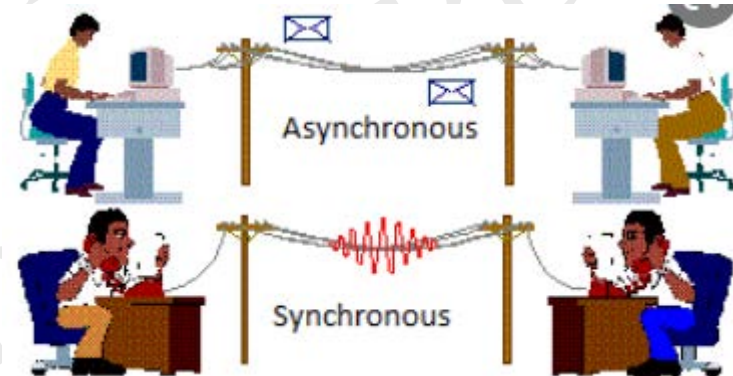
Before we consider next steps in transmitting and receiving messages...

...let us first consider encoding and decoding the message

Encoding and decoding the message

❑ When transmitting/encoding a message

1. Synchronous (همزمان)
2. Asynchronous (غیر همزمان)



When transmitting/encoding a message – Synchronous

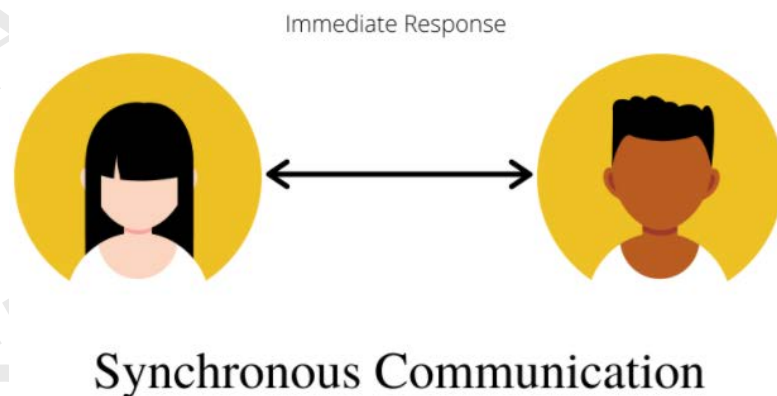
❑ Face-to-face and telephone communications

❖ Advantages:

- ✓ Respond promptly
- ✓ Reach an understanding immediately
- ✓ Lead to faster clarifications
- ✓ Deeper understanding
- ✓ Closure on bid issues

❖ Disadvantages:

- ✓ Reacting abruptly with anger in your voice
- ✓ Using unwelcoming body language



When transmitting/encoding a message – Asynchronous

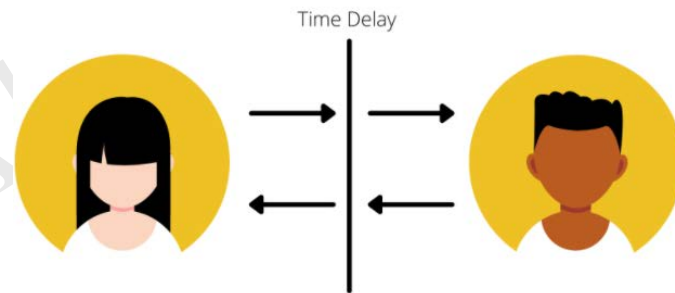
❑ **Elapsed time** between transmissions back and forth such as voice email, email or texting

❖ Advantages:

- ✓ Written record
- ✓ Time to consider what you are writing

❖ Disadvantages:

- ✓ More limited ability to get your point across **if you rely solely on technology**, especially with a group of people
- ✓ Has **only one dimension** (written word)
- ✓ **Don't** get the chance to **use body language and tone** of voice to make your message **easier to decode**
- ✓ Long email chains can get confusing
- ✓ If there is an **issue or problem**, the elapsed time leaves things hanging and **hard to get people back on track**



Asynchronous Communication

Let's see some hints!

When transmitting/encoding a message – Asynchronous

❑ Elapsed time between transmissions back and forth such as voice email, email or texting

❖ Readers can **detect some tone and volume** through **asynchronous messages**.

❖ So the writing **must be very clear and concise**,

being **very careful about words** that have **multiple meanings** or could be **misread**.

*For example, you might realize that “Contractor A” didn’t get a copy of an important email and you send a note saying you **resent it**. You might then get a scathing note back asking why you resented it?*

*You meant “**re-sent**,” which of course would have been pronounced **quite differently in person or on the phone**.*

When transmitting/encoding a message – Asynchronous

❑ Elapsed time between transmissions back and forth such as voice email, email or texting

❖ **Never use all CAPS** since that is considered “**shouting**”,

❖ **Never use red** since red is considered an **angry color**

✓ Try burgundy (شرابی) or blue instead

❖ **Keep your written communications** professional, polite and positive and, if necessary, persuasive.

Don't forget to use P³+ in written correspondence; it's not just for oral encounters.

Through what channel is the message sent?

When transmitting/encoding a message

- ☐ Is the communication **synchronous or asynchronous**?
- ☐ Is it clear and direct or **garbled and indirect**?
- ☐ How well does the source communicate **verbally or in written** form?
- ☐ Is the station (channel) a **person is tuned** to happy, sad, grumpy, angry, or just flat out indignant?
- ☐ What **station** are you **generally tuned** to?
- ☐ What **mood** are you in?

Keep all of this in mind as you decode a message.

How to act when decoding/receiving a message?

When decoding/receiving a message

- ❑ Once you have considered **what channel** the message is tuned to, then you can begin to **decode the message**.
 - ❖ If you are **not sure**, **invite a conversation**.
 - ✓ It's amazing how **quickly your channels will sync** just by using these few words:
“Is everything okay?” or “Can I help?” or “I understand....”

Is
Everything
Okay?

How to react then?

When decoding/receiving a message

❑ Once you have **figured out the station**,

if it's **not a happy one**,

use your EQ to engage appropriately.



- ❖ **Do not incite or irritate** unnecessarily.
- ❖ If you are **not getting any positive** feedback at all, **hold off** on the discussion.
- ❖ **Meet in person on another day** when you both can tune in better.
- ❖ Do **not engage in a lengthy conversation** if **warning signs** are flashing
“ALERT” in all CAPS and big red letters;
 - ✓ hold off on any quick or immediate response.

How long should we wait?



When decoding/receiving a message

❑ There can be an **advantage** to **letting things settle for a while** and allowing the other party time to **reflect on the message delivered**.

❖ However, **waiting** to let things settle down for an **extended period of time** often leads to a **slow simmer**, which is **usually not good**.

You need to understand the other person well enough to know if the issue will come to a boiling point or simply disappear. Use your emotional intelligence and consider that it could go either way.

If there are unchanged dynamics in your relationship and interactions the underlying issue will continue to rear its ugly head each time there is a conflict.

Components affecting communications

Transmitting	Encoding/Decoding	Receiving
1 Tone	Tone Warranted	Hurtful or Helpful
2 Volume	Words Match Volume	Loud or Soft
3 Style	Gender, Generation...	Similar or Different
4 Relationship	Superior, Subordinate	One up or Top down
5 Persuasion	Effective or Not	Fake or Genuine
6 Avoidance	Breakdown	Rejected

Let's get back to transmitting!

Component one – Tone: Tone of transmission

❑ It is **not only** what you say,

but **how you say** it that will have an impact on the recipient.

❖ Some people are “**tone deaf**”.

❖ They simply have **no clue how** their tone **comes across**.

✓ As an example tone consider: *Accusatory, admiring, aggressive, aggrieved, amused, angry, ardent, arrogant, etc.*

○ One of the most offensive in this listing is “**accusatory**”.

**“It’s not what
you said.
It’s how
you said it”**

Is tone warranted?

Component one – Tone: Is tone warranted?

❑ A message **received from a transmitter**

with an **accusatory tone through an unhappy channel**, for example,

is going to be received **loud and clear**.

- ❖ The recipient is most likely on a different channel and will need to tune in **quickly to ask themselves if that tone is warranted, before responding**.

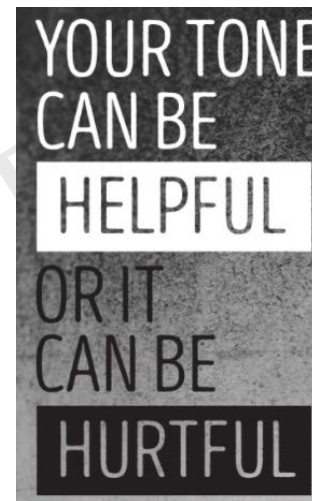


Is tone hurtful or helpful?

Component one – Tone: Is tone hurtful or helpful?

As the receiver, it is helpful to know **what tone the transmitter generally uses.**

- ✓ Do they **mostly transmit** in an **accusatory or arrogant** fashion?
- ✓ Have **you done** something to **offend** or **irritate** them?
- ✓ Are they **simply behaving** in a manner **typical to their persona**.
- ✓ Does tone **match volume**?



The process of decoding will help the receiver know how best to respond or react.

Let's see a solution here!

Component one – Tone: Is tone hurtful or helpful?

As the receiver, it is helpful to know **what tone the transmitter generally uses.**

- ✓ “Think before you speak”
- ✓ If you **do not want to engage** in an uncomfortable discourse, it's best to
 1. Simply **receive** the message,
 2. **Acknowledge** that you've received it, and
 3. **Follow-up** on another day **in person**.
 4. And **only respond** if the transmitter is someone **you have to deal with** on a routine basis.
 - **Otherwise** it probably is **not worth your time and effort** to engage.



What else?

Component one – Tone: Is tone hurtful or helpful?

As the receiver, it is helpful to know **what tone the transmitter generally uses.**

- ✓ Also consider seeking advice on **how best to deal**
with the individual in **question** from someone within **that person's office**
with **whom you have** a good relationship, as long as
 1. Your conversation is kept **confidential** and
 2. Proper protocol is **followed**.



Components affecting communications

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Let's look at the volume!

Component two – Volume: Volume of transmission

Set your **volume** at an **audible level** that is commensurate with your **environment**.

- ❑ If you are having a **lively discussion** in a **noisy public restaurant**, your **volume** may be set **pretty high**.

Otherwise, maintain a **moderate noise** level.



Let's see a general note!



Component two – Volume: Volume of transmission

- ☐ Always **speak clearly**, at a **relaxed pace**,
especially if you have an **accent**
 - ❖ You might need to **speak even more slowly** than you **may think**.
- ☐ Never **mumble**.
- ☐ If people seem to ask you to **repeat what you said**,
it might be a **volume issue** or it might be a **speed** or **mumbling** issue.
- ☐ Why not **ask**?
- ☐ Speak with **energy**, **confidently** and **avoid hesitation**.
- ☐ Use a **friendly** and **engaging** voice whenever possible.

Remember that the message sent, along with volume and tone, can be a winning combination.

Do words match volume?

Component two – Volume: Do words match volume?

❑ Volume is received as an **audible** via

1. Verbal communications
 2. Written instruments (less obvious)
- ❖ Volume is **more than** just degrees of **loud or soft**.
 - ❖ **Decoded differently** by each recipient, depending on their **sensitivity level**.

*Someone who **grew up** in a family of **loud transmitters** is **less likely** to be offended by a transmission sent through the “Loud” channel.*



Too Quiet?

Is volume loud or soft?

Component two – Volume: Is volume loud or soft?

- ❑ Most of us recognize when we are **being yelled** at and **generally do not appreciate** the volume.
- ❑ Keep in mind the **source** of the message, and **what station** they usually transmit through.
 - ❖ A volatile transmitter has a **short fuse** and **does not handle** pressure **quietly**.
 - ❖ They **prefer to alert all** those involved—as a method to **transfer responsibility** and stress.

*As you decode the message, remember that you do **not need to immediately engage** in a response.*



Components affecting communications

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Let's look at style!

Component three – Style: Transmission style

❑ Style is part of personality and part of circumstance shaped by your environment, including cultural mores or norms, religion, gender and generation.

❖ Generations X, Y (the millennials) and now possibly Z, transmit much differently than their Baby Boomer parents.



Let's look at generations!

Component three – Style: Transmission style

- ✓ **Gen Xers** don't favor **corporate politics or bureaucracy** and can transmit in a **very direct fashion**.
- ✓ **Millennials** enjoy **social networking** and can be **very productive** when **judged** based on **quality**.
 - o They may also transmit much **more casually**.



Know Your Generations !

Why this is important?

Component three – Style: Transmission style

- ❑ The **work place** and job site trailer is filled with a cross section of **multi-generational diverse populations** (*not all Baby Boomers can afford to retire yet!*), from different countries, sexual orientations and religions.

❖ *Here is where workplace harassment sensitivity training comes in handy and can be useful in interpreting different styles as part of your communication dynamics.*



How to encounter with this situation?

Component three – Style: Transmission style

☐ **Break the jobsite scripts** to allow

1. Immediate and long-term resolution and
2. Team building

☐ Remember that **effective transmissions** offered by **P3+ also satisfy** the three primary objectives of CM communications:

Satisfied participants, smooth process, and successful product or project.

*We all have **our prejudices and cultural values** that may affect workplace communications.*

Just remember that you
are in a global community
and the stronger your
cultural competency,
the farther you will go.

Components affecting communications

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Let's look at relationship!

Component four – Relationship: Relationship or role of transmitter

1. Are you always **leading in one direction** or
2. Do you understand how to lead as a team and do you know the difference **between “I” and “We”**?

*People are **more apt** to receive your communications as **part of a team** and **in support of the “We,”** rather than working to support an “I”*

*Being a **good leader** is **never** about doing **most of the work**;
you need to **provide** the **structure** and the **vision***

One-up or top-down communication?



Component four – Relationship: One-up or top-down

- ❑ One-up communication is trying to **take control** of the conversation.
- ❑ Top-down communication is **giving up control without** taking control.
- ❑ One-across communication is the **goal**.

Domination does not
guarantee resolution.
There is always a need
to have a mutual exchange
in any interaction to help
gain consensus and
achieve success.

Components affecting communications

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Let's look at persuasion!

Component five – Persuasion: Persuasive transmission

❑ The **power of persuasion** is a combination of

1. Well-honed negotiation skills with
2. Leadership abilities

that embrace **ethical influence**.

❖ Always stick to what is **truthful** and **ethical** to be **most persuasive**.

✓ According to **Dr. Robert Cialdini's six Principles of Ethical Influence**,

transmissions that **reduce uncertainty** and **build upon relationships** can **positively influence any outcome**.

Let's see these **principles**!

Component five – Persuasion: Persuasive transmission

- ❑ *Principles of Ethical Influence, Dr. Robert Cialdini, Keynote speaker at CMAA National Conference in Chicago, 2012, www.Influenceatwork.com.*

6 PRINCIPLES OF ETHICAL INFLUENCE⁹

- 1 Reciprocation: Be the first to give and then reciprocate.
- 2 Scarcity: Demonstrate value through unique features by presenting the prospects of what one loses vs. gains if your proposition is not taken.
- 3 Authority/Trust: Establish your position as credible, through your professionalism, knowledge, credentials—and admitting weaknesses.
- 4 Commitment/Consistency: To grow your sphere of influence, start small and build by demonstrating follow-through on existing commitments.
- 5 Liking: Build on commonalities, uncover similarities, discover areas for genuine compliments and show opportunities for cooperation—and others, in turn, will be persuaded.
- 6 Consensus: Present testimonials and offer references from past clients who are in general agreement over your past successes, which will demonstrate your influence and ability to achieve group consensus.

Fake or genuine?

Component five – Persuasion: Fake or genuine?

- ❑ The **recipients** are people who **must be convinced** that your transmitted message is **genuine** and **effective**.

- ❖ Based on **their response**,

you'll quickly find out **how successful** you are.

- ✓ Your message will be **received as genuine** once you have **earned trust and respect**.



Components affecting communications

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Let's look at avoidance!

Component six – Avoidance: Transmission avoidance

- ❑ Avoidance can be just as **ineffective** as overly aggressive direct confrontation.
- ❖ While aggressive confrontation is a **total failure** to communicate appropriately, avoidance is **not** necessarily a **total failure**, just a **misunderstood failure**.



Is it good to have breakdown in communications?

Component six – Avoidance: Breakdown in communications

- ❑ When you go the **avoidance route**,
all **direct channels** are **closed**.

❖ And keep in mind that when that happens,

people will **seek out indirect channels** for communication.

The result is obvious:

*You have a **leak**.*

Why not address the issue directly but respectfully?

*Don't leave it up to others to **interpret the silence**,*

*because it will most likely be **misinterpreted**.*



What should we do here?

Component six – Avoidance: Have you been rejected?

❑ If the other **side** is **no longer communicating** with you,

reach out and **test the silence** to understand the root cause.

❖ Anxiety and uncertainty are the **basic causes** of communication failures,

especially in **conflict situations**.

Effective communicators minimize these types of misunderstandings. Open up dialog, even if you are the person who is supposed to be on the receiving end of the communication cycle.

How Can CMs Elevate their EQ?

(The Four Stages of Group Development)

Introduction

- ❑ The **successful CM** understands the **four stages** of **how groups develop** as part of the **partnering process** and helps the group **move effectively** through them.



What four stages do you mean?

Four stages of group development

- ❑ *Meeting of the Minds: a Guide to Successful Meeting Facilitation, Chapter 6, page 65, by Daniel Iacofano (Berkeley, CA: MIG Communications), 2001.*

THE 4 STAGES OF GROUP DEVELOPMENT

- 1 **Forming:** The group gets organized, and you put the five basic traits of group dynamics into effect (starting on page 64).
- 2 **Storming:** The group or individuals may challenge their scope and test leadership.
- 3 **Norming:** The group resolves conflicts with CM facilitation; members agree to rules of behavior and focus on the work.
- 4 **Performing:** The entire group settles into the work program, strengthens working relationships, accomplishes tasks and meets goals.

Let's look at forming!

Four stages of group development – Forming

- ❑ Often in construction you're simply **given a group to work** with.
- ❑ But, you need to **back up and ensure** that the **group understands why they're there**, the **goals, roles, communication ground rules** and **values**.
 - ❖ If not, the honeymoon could be **over right** after the **first change order is issued**.
- ❑ Well, **you're the CM**, you're there—isn't that enough? Remember Woody Allen said **99% of success is just showing up**.
 - ❖ It's not just about showing up; it's about **really being there, actively engaged** and **leading the partnership** to accomplish the work.

Let's look at **storming**!

Four stages of group development – Storming

❑ At this point, the **group or individuals** may

challenge their **scope** and **test** your **leadership**.

❖ This stage may require the **most EI of all**.

❖ **Some people** might be **upset** because they wanted to **perform a specific role**

but it's been **assigned to someone else**

✓ CMs need to be **sensitive to all of this—**

understand that there may be frustration, anxiety, even anger, as people take stock of their position relative to the group.

How to solve this problem?



Four stages of group development – Storming

- ❑ You can **ask someone** to take on the **role of CM** to help them **understand the complexities** of dealing with a **diverse group**.
 - ❖ People usually **have fun** taking on **unfamiliar roles**.
- ❑ **Protocols and rituals** can also help in **communicating roles and processes**.
 - ❖ *For example, “Every Monday morning at 7:00 a.m. we will have a team meeting (maybe with coffee and donuts). We’ll outline what the week ahead looks like, who’s doing what, scope interactions, timing, issues, etc.”*

Let's look at norming!

Four stages of group development – Norming

- ❑ After **resolving concerns**, team members are set with their **scope**, settled into their **roles** and the focus is on work.

Perform > Assess > Feedback
> Act > Improve > Perform
(Even Better!)

- ❑ Develop a list of **elements to assess**, perhaps on a **1-5 basis**
 - ❖ For example, have the team assess cost control, adherence to roles, communications, on-time performance, speed of decision making, etc.
 - ❖ The answers from each person are **confidential**.
 - ❖ You can **plot** them and compare individual elements and overall score from assessment to assessment.
 - ❖ Then discuss the **scores**.

Let's look at **performing**!

Four stages of group development – Performing

- ❑ That's when everything is efficient and effective.

Group success is contingent on accomplishing the task and developing social-emotional cohesion among group members.



How Can CMs Elevate their EQ?

(Applying Tools of Observation and Leadership)

Introduction

❑ As a leader, you'll need **different styles** at different times,

1. Depending on what **needs** to be **accomplished** and

2. **Mood** of the group



❑ Styles can be classified on a continuum from

“**directive**” to “**nondirective**.”

❑ During any group process,

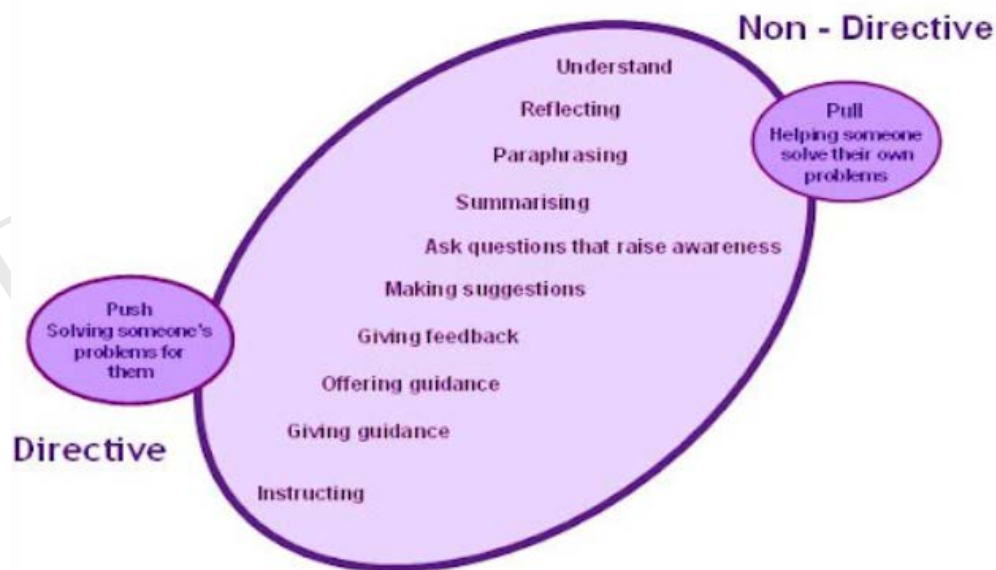
you need to **monitor the group** and

be **sensitive to the dynamic** nature of the process.

Let's see **directive** and **nondirective** leadership!

Directive leadership

- ❑ When using this style, a leader assumes a **major decision-making role** and **actively controls any group discussion**.



- ❑ When

1. It's **clear to everyone** what needs to be done or
2. When a **quick action is needed**,

this might be the **way to go**—

group discussion and consensus building **isn't needed**.

Let's see an example!

Directive leadership – Example

❑ For example, a **major storm** is **headed** your way and you need to **deal with** the construction site.

❖ The **leader** has to be very clear and directive,
responding to site conditions to
 avoid catastrophic damage or safety hazards.

❖ It's **raining**; **turn off the electric power** so we don't electrocute any of our workers.

You're **not** going to have a **discussion about that**.

When to use directive style



Directive leadership – When to use?

❑ Use a **directive style** when

1. **Tasks are simple** and **clear** and
 2. Group **knows what needs** to be done.
- ❖ But that's usually **not what the group needs**.

❑ If you use a **directive style** and

try to move to action when the group is **still processing** and
weighing options,
 they **won't buy it**.

You'll **lose credibility**.

It's good to have a strong leader to give direction, but the strong leader also has to know when to listen.





Nondirective leadership

- ❑ More **democratic and flexible**
- ❑ Allowing team members to **have maximum say** in the **direction and outcome** of the task.
- ❑ It **applies** when the **task is complex** and solutions **more ambiguous**.
- ❑ You **don't control** the group,
 - ❖ Instead, the team **provides input** and **helps determine** the **right direction**.

The non-directional leader might say, "You know, we're not sure what we need to do now. I need to hear from the group. Let's get the different viewpoints on the table."

Let's see an example!

Nondirective leadership – Example

- ❑ The flight director in Houston calls his **entire team** into the **room**.
- ❑ He gives them a **box of all the parts available** to the **astronauts in flight** and asks the team to come up with a **solution**.
- ❑ He doesn't tell them what to do, just that they **need to work together** and **figure it out**.
- ❑ Quick action was certainly called for, but the **situation** was so complex that **no one person had the answer**.
- ❑ The flight director had to **move back and forth** on the **style continuum**, knowing
 - ✓ When to make a decision and
 - ✓ When to **let people work things out**.



Nondirective leadership

As a leader, sometimes you need to provide the tools and just step back.



What is four-faceted leader?

Four-Faceted leader

- ❑ The CM role is complex.
- ❑ You're called on to perform dozens of **different types of actions**, from **humoring** to **policing** and **disciplining**.
 - ❖ The successful CM uses EI to know when to switch between different behaviors.

How the behaviors can be categorized?



Four-Faceted leader

❑ The **behaviors** can be categorized into **four key roles**:

1. Animator,
2. Navigator,
3. Interpreter and
4. Problem Solver.

Each role requires a different set of **tools and techniques**.

Meeting of the Minds: a Guide to Successful Meeting Facilitation,
Chapter 5, pages 38-59

Let's see the Animator!

Four-Faceted leader – CM as animator

❑ You **bring the team** to life by establishing a **positive attitude of trust** and **tolerance**,

1. Making **everyone feel comfortable** and
2. Maintaining a **high level of enthusiasm**.

That doesn't mean you become a happy caricature—that will immediately appear phony. Just be personable and try to keep your energy level high. The objective is to help people gain a degree of self-confidence, and a measure of control to deal with uncertainty and turbulence while having fun.



Let's see some specifics!



استفاده از ضریب هوشی (IQ)، هوش هیجانی (EQ) و هوش ارزشی (VQ) در مدیریت پروژه چگونه میتوانیم مهارتهای EQ را به عنوان مدیر پروژه در خودمان ارتقاء دهیم؟

Four-Faceted leader – CM as animator

Provide a Warm Welcome. Whether at team meetings or one-on-ones, be the first to offer greetings and introductions.

Establish Rapport. Make each individual team member feel welcome, no matter what the role, title or rank. Compliment individuals you know for their past performance and contributions on past projects. You can establish one-on-one relationships before and after team meetings or on site with new team members. Find things in common; perhaps you're from the same part of the country or went to the same school, have a shared hobby. Use body language and eye contact to make connections.



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Four-Faceted leader – CM as animator

Be Friendly. Simply being friendly can create a constructive atmosphere. Team members may not always like each other, but if they like you, there's more common ground for communication.

Loosen Up. Your physical movements add energy to the room. During team meetings, try for a U-shape table set up that allows you to stand in the middle of the U if it's a large group. Then move around. Be front and center when making a point, approach closer to a person who's speaking on the far side of the room, and stand to the back if someone else is making a presentation. Walk up very close to two people who might be having a side conversation and look at them, perhaps with slightly raised eyebrows—they'll almost always stop talking.

Four-Faceted leader – CM as animator

Provide Perspective. Sometimes teams get a laser-focus on a task and lose sight of the bigger picture. Use stories, anecdotes and examples from other teams or jobs to provide a larger lens or inject a little humor.

Let's see the Navigator!



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Four-Faceted leader – CM as navigator

- ☐ You also play the role of the **team's process expert**.
- ☐ Sometimes teams get a **little confused** about **why they're meeting** or **what's next**.
- ☐ This role may involve a **little more IQ than EQ**,
but use your **EQ to note** when the **group needs** some **refocusing**.



Let's see some specifics!



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Four-Faceted leader – CM as navigator

Create Agendas. Whenever you need to have a group meeting or even a phone call if there's more than one person on the line with you, have an agenda for what you need to cover. That lets people know that there is a plan and their time is valued. Give participants a chance to comment on, add to and approve the agenda before you start.

Assign Time Limits. Time limits help identify relative priorities and keep meetings on track. If an agenda item is running over its time, you can ask the team to keep their comments brief, or write them down for you to review after the meeting and get back to them.

Four-Faceted leader – CM as navigator

Restructure the Meeting. Sometimes you hit a snag. Maybe your team is venting or deep into a discussion. If it seems like you need to give them—and you—the time to hear all sides, ask everyone if that's OK. Then ask for permission to shorten or eliminate later items. Be sure to note the items not covered and when they will be on the agenda next. The last resort is to extend the meeting, and then only if everyone agrees.

Let's see the Interpreter!

Four-Faceted leader – CM as interpreter

- ❑ Successful CM interpreters use a **real mix of IQ and EQ** to
 - ✓ **Quickly decode** both the content and channel the speaker is using,
 - ✓ **Gauging** how the rest of the team is **decoding** and getting the **intended message**.
- ❖ As the interpreter, CMs
 1. **Open** channels of communication,
 2. **Clear up** misunderstandings and
 3. **Find** points of agreement.



Let's see some specifics!



Four-Faceted leader – CM as interpreter

Clarify the Interpreter Role. Make it clear that you will help everyone understand each other and that the team can ask you for clarifications whenever they need to. That's especially important for diverse groups with multiple languages. For example, a team member might be very skilled and offer important ideas, but has trouble communicating those ideas. If the rest of the team tunes out because they can't make heads or tails of what that person is saying, suddenly your team member is isolated and feels minimized. Step in: "That's an interesting point you made and we might have missed it. You used a term we haven't used before and I think you mean...." The rest of the team now gets it and your team member now feels validated.

"Unpack" Statements. Lots of people use jargon and acronyms, either assuming everyone will understand or, worse, deliberately trying to show that they're "in the know" and everyone else is not. Don't be afraid to call them on it, even if you know what they mean. You can simply ask the team if everyone understood. Then ask the speaker for definitions of complex terms, loaded words that may play into stereotypes, and imprecise terms.



Four-Faceted leader – CM as interpreter

Echo Input. To confirm the meaning of a complex or dissonant statement, echo it back to the speaker, using more concise language if needed. But be careful not to do this too much. Hearing "let me clarify what you're saying," over and over may make you appear to be talking down.

Creatively Restate. That's echoing with a creative twist. Use metaphors and allegories to clarify something complex and even add a touch of humor without sarcasm. For example, if the team is stuck on one issue and you need to move forward, you may for example state that the issue might be "wrapped in a cloud of uncertainty" for the moment. Then get the team to agree to move forward.

Four-Faceted leader – CM as interpreter

Point Out Agreements. Sometimes it helps the team to point out connections between what different people are saying. You can periodically note themes people are bringing up, and identify key points that people have agreed on. They may think they don't agree, but you've heard a connecting theme. "You know what, I don't really think you guys are disagreeing even though you appear to be arguing. Didn't you say that you thought....And you said you thought....Well, you're not really far apart." This lays the groundwork for consensus building.

Let's see the problem solver!

موسسه مهندسی و مدیریت ساخت علوی پور (ACEMI)

دفتر آموزش



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