



مدیران حرفه‌ای صنعت ساخت

(بر اساس سندی از انجمن مدیریت ساخت آمریکا (CMAA))

فصل اول: راهنمای رفتار حرفه‌ای برای مدیران ساخت

بخش سوم: رهبری حرفه‌ای تیم

ارائه دهنده:

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What we will learn?

- ☐ Introduction
- ☐ Managing versus leading
- ☐ General leadership techniques
- ☐ Developing a team culture
- ☐ Building team efficiency and effectiveness: best practice of divergent and convergent thinking skills
- ☐ Communication
- ☐ Project/program documents
- ☐ Safety
- ☐ The seven success secrets of extraordinary leaders
- ☐ LEADERSHIP and ethic

MANAGING VERSUS LEADING

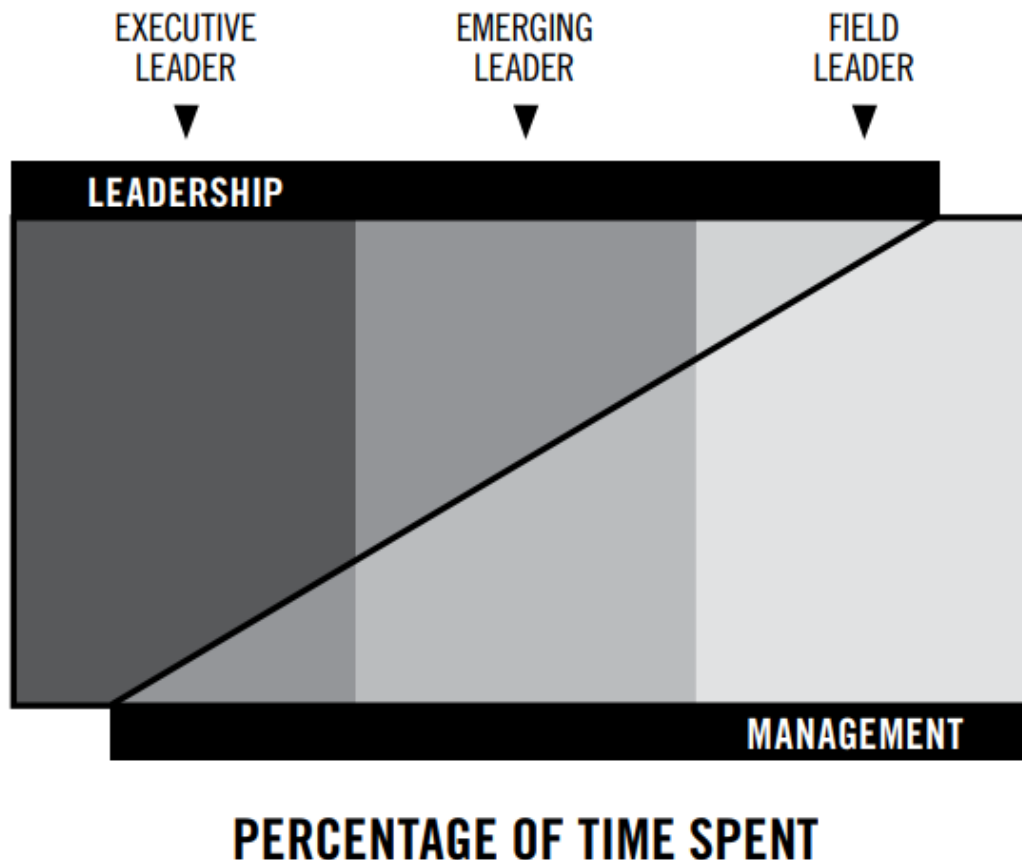
Managing versus leading

- ❑ The **difference** between managing and leading may **seem like** a subtle distinction,
but leaders
 1. Facilitate decisions with **various stakeholders** and
 2. Focus on **driving results**, not just completing tasks.
- ❑ Leaders are usually in **senior positions** on projects and programs,
but a **person does not need** to be “**above**” someone else in a role hierarchy to
practice **good leadership**.



A good leader inspires others to achieve a vision through communication and empowerment, no matter where that person is in a project's/program's hierarchy.

Content of leadership and management in project jobs



Project management functions (Duties)



TASK-ORIENTED

- ✓ PLAN/SCHEDULE/BUDGET
- ✓ ORGANIZE & STAFF
- ✓ DELEGATE
- ✓ CONTROL
- ✓ MANAGE CHANGE
- ✓ MANAGE RISKS & OPPORTUNITIES (WITHIN UNIT)
- ✓ INTEGRATE
- ✓ MEASURE
- ✓ IMPROVE



PEOPLE-ORIENTED

- ✓ PROMOTE ETHICAL BEHAVIOR
- ✓ BUILD COMMITMENT TO CLEARLY DEFINED GOALS
- ★ PROVIDE SUSTAINED VISIBLE LEADERSHIP
- ✓ BUILD A COMPETENT TEAM
- ✓ ALIGN ALL PARTIES
- ✓ ALLOCATE RISKS EQUITABLY
- ✓ COMMUNICATE
 - ✓ DIRECT THE WORK
 - ✓ SET COMMUNICATION GUIDELINES
 - ✓ MONITOR, GATHER, & DISSEMINATE INFORMATION
 - ✓ SPOKESPERSON
- ✓ LIAISON OUTSIDE THE UNIT
- ✓ RESOLVE CONFLICTS

★ LEADERSHIP FUNCTIONS

✓ MANAGEMENT FUNCTIONS

Project leadership functions (Duties)



TASK-ORIENTED

- ★ SET DIRECTION & CONVEY VISION
- ★ ESTABLISH CLEAR GOALS & OBJECTIVES
- ★ CREATE MISSION FOCUS
- ★ LEAD SAFETY; CREATE A SAFETY CULTURE
- ★ ASSEMBLE A COMPETENT TEAM
- ★ ALLOCATE RESOURCES
- ★ MANAGE RISKS & OPPORTUNITIES
- ★ LEAD DECISION MAKING
- ★ NEGOTIATE



PEOPLE-ORIENTED

- ★ PROHIBIT RUDE BEHAVIOR
- ★ BUILD TRUST & CREATE ETHICS CULTURE
- ★ ALIGN ALL PARTIES
- ★ CREATE SUCCESS EQUILIBRIUM
- ★ ALLOCATE RISKS EQUITABLY
- ★ MOTIVATE & INSPIRE
- ★ EMPOWER
- ★ TAKE CARE OF EMPLOYEES, CUSTOMERS, STAKEHOLDERS, & SUPPLIERS
- ★ DEVELOP LEADERS & TEAMS (LEADERSHIP CULTURE)
- ★ DEVELOP EMPLOYEES



LEADERSHIP FUNCTIONS



MANAGEMENT FUNCTIONS

Leadership functions integrated into project management (Duties)



TASK-ORIENTED

- ★ SET DIRECTION & CONVEY VISION
- ★ ESTABLISH CLEAR GOALS & OBJECTIVES
- ★ CREATE MISSION FOCUS
- ★ LEAD SAFETY; CREATE A SAFETY CULTURE
- ✓ PLAN/SCHEDULE/BUDGET
- ✓ ORGANIZE & STAFF
- ★ ASSEMBLE A COMPETENT TEAM
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- ★ NEGOTIATE



PEOPLE-ORIENTED

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- ★ DEVELOP LEADERS & TEAMS (LEADERSHIP CULTURE)
- ★ DEVELOP EMPLOYEES
- ✓ COMMUNICATE
- ✓ LIAISON OUTSIDE THE UNIT
- ✓ RESOLVE CONFLICTS

- ❑ To lead, the CM should develop **high emotional intelligence**.
- ❑ **Emotional intelligence (EI)** is a **person's ability** to **understand** and **manage** emotions.
- ❑ EI is a **combination** of a person's intelligence quotient (IQ) and emotional quotient (EQ).

$$EI = IQ + EQ$$

IQ is a measurement of a person's cognitive abilities, while EQ is a person's ability to recognize emotions. Good EI requires a CM to use both their IQ and EQ skills to practice technical competence, self-awareness, empathy, and social skills. See Figure 4 below for examples of IQ and EQ in construction management. When a CM combines high IQ and EQ, they practice effective EI.

❑ IQ and EQ Examples

	IQ	EQ
Design Procurement	Evaluate team members' skills	Recognize what each person enjoys
Construction Procurement	Evaluate delivery options that meet the owner's/client's requirements	Understand the owner's/client's risk tolerance
Site Management	Inform all stakeholders about developments on the jobsite	Recognize sensitive jobsite issues
Schedule Management	Solve delays objectively	Understand the schedule's impacts on the team
Safety	Inform site visitors of the appropriate personal protective equipment	Recognize that some site visitors may need more assistance
Post-construction Evaluation	Perform an organized lessons learned session	Be open to criticism

EI in construction

- ❑ A construction project or program involves many **different human beings** who each
 1. **Respond differently** to **rewards** and **criticism**,
 2. Have their **own preferred communication styles**, and
 3. Have their **own techniques** for **performing** their work.

- ❑ If **team members** do not respect or trust each other,
even the **most well-written contract** documents cannot prevent problems.

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EI in construction

- ❑ To practice **good EI** and **lead effectively**,
the CM must
 1. Recognize the **personalities** on their team and
 2. Tailor their **leadership approach** to build a culture of respect and trust.

- ❑ For example, the **CM may notice** a subordinate team member
who **prefers to work alone** and **responds poorly** to criticism.

What the CM should do?

EI in construction

- ❑ The **CM might assign** more solo tasks to this person

than the rest of the team and

give feedback only when necessary.

Many tools and consultants exist in the marketplace to help teams identify their *personality types, communication styles, and ways of working,* which the **CM may consider.**

- ❑ Finally, **good leadership** requires practice and training,
so the **CM must continue** to develop their leadership **skills throughout their career.**

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GENERAL LEADERSHIP TECHNIQUES

Introduction

- ☐ Are you able to **pull people together** around a common goal?
- ☐ Can you make the **stakeholders** in a construction project team feel that the **success of that project** is **more important** than anything else in their professional life?
- ☐ Can you get the **forepersons** for the **trade contractors** to match the production rates necessary to bring the project in **on schedule**?
- ☐ Are you **willing to take** on a **leadership role** any time it is needed?
- ☐ Can you turn a **group** into a **high-performance team**?
- ☐ Can you get a group to **reach a consensus** when people disagree?
- ☐ Are you able to **draw out** the **best in people**?

Let's explore techniques we can use to accomplish these functions.

First off, how do you draw out the best in people?

Show your group that you respect each and every one

- ☐ Every day you have to **think that you are a leader**.
- ☐ You also must be **concerned about** how your followers feel.
- ☐ You show **concern** with a smile and with optimism about the day.
- ☐ You **talk** to the **people you lead**.
 - ❖ However, you're **not just talking** for talk's sake.
 - ❖ You have to ask **meaningful questions** and **listen to the answers**.
 - ❖ Everyone in your group must know that **you care about them** and that they will be **treated fairly**.
- ☐ As Ross Perot once said, "You have to lead and inspire people.

Don't try to manage and manipulate people.

Inventories can be managed, but people must be led."

*As each member of your group **learns that you truly respect him or her**,
you will see that **trust will build** within the group, and **performance will soar**.*

Understand what the members of your group need

- ☐ The **members** of your group need to **feel important**.
- ☐ They **need someone to look up to** and something **meaningful to work on**.
- ☐ They need **something to hope for** and **aspire to**,
as well as someone to **trust and believe in**.

How do you serve these needs?

Understand what the members of your group need

How do you serve these needs?

- ☐ First off, you have to know **what is going on**, so get out from behind your desk.
 - ❖ Talk to the folks you lead.
 - ❖ Lead by walking around (LBWA).
- ☐ Remember to **truly listen**—you learn little by talking.
- ☐ Stay **engaged** and stress **accountability**.
- ☐ Also, show that **fairness** matters.
- ☐ Most importantly, show that you **have empathy** for each member of your group.
- ☐ Have the philosophy that **their problems are your problems** and **mitigate those** that you can.
- ☐ Show your **gratitude for all those** who are working hard to serve the organization—to **make the organization look good** and **to make you look good**.
- ☐ **Thank them** when you can.

Understand what the members of your group need

How do you serve these needs?

- ☐ You must also **learn to accept failure**.
- ☐ People **make mistakes**.
- ☐ There is **no such thing** as a defect-free organization.
 - ❖ If **no one in the organization makes mistakes**, there is probably a lack of innovation.
- ☐ **Forgive the mistakes** and try to **learn from** them.

Above all, keep a positive attitude and be optimistic.

Motivate and inspire



How to motivate and inspire?

Motivate and inspire – Motivational techniques for all leaders at all levels

- ❑ In 2008, Nielsen and Winzenberg (Badger 2018, 10–19 and 10–10) suggest a **few actionable ways** to help **leaders learn** to become motivating leaders.
- ❑ These five simple actions can do wonders to raise the individual team member's **self-esteem and self-actualization**, which in turn will **drive increased performance**.

Let's see 5 actions!

Motivate and inspire – Motivational techniques for all leaders at all levels

1. See it. Say it:

❑ **When you observe** good behavior, new skills, sacrifices, or accomplishments,
say it right there and then!

❖ **Speak** to the employee;

put what you have observed **into words of praise.**

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Motivate and inspire – Motivational techniques for all leaders at all levels

2. Practice “the circle of praise”:

- ☐ Gather a **team of employees** together to **celebrate one or more individuals**.
- ☐ **Instruct the celebrated employee** to remain silent for this exercise while the celebrator offers specific praises.

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Motivate and inspire – Motivational techniques for all leaders at all levels

3. The ten to one principle:

- ☐ For every one correction provided, give **ten praises** to balance the relationship.
- ☐ **Employees** are more **responsive to corrections**
when they **believe their leader** cares for them.
- ☐ **Don't get hung up** on the ratio, or you will miss the **main point**.
- ☐ Your goal is to create a **motivating culture of praise**, which serves to provide support and impact for those times of correction.

Motivate and inspire – Motivational techniques for all leaders at all levels

4. The 360 motivation:

- ☐ **Motivate** your subordinates, your peers, and your managers.
- ☐ **Everyone needs** motivation and inspiration, even your boss.
- ☐ Here's a **secret**.
 - ❖ **Bosses** may need more praise and celebration **than anyone else** in the organization.
 - ❖ On any given day, **their positions** can generate stress.
 - ✓ Learn how to send them **sincere (not patronizing) praise**.

You will strengthen and prolong their careers as well as enhance your own.

Motivate and inspire – Motivational techniques for all leaders at all levels

5. Be specific:

❑ Praise that is **overly general and vague** is a waste of time and energy, and it falls on unbelieving ears.

❖ Be specific with your praise;

- ❖ “Mabel, of all the plans to resolve that connection issue, yours was the best.
- ❖ It was well researched and analyzed.
- ❖ I liked your report, and I am proud of you.
- ❖ You should be proud of a job well done.”

Motivate and inspire – Motivational techniques for all leaders at all levels

- ❑ **Everything we do** (in our daily contact with individuals, team members, and significant stakeholders)
motivates or demotivates the other party.
- ❑ The **way we greet people**, whether we smile, and the things we say,
all help to establish **win-win relationships** at work and in our personal lives
(Badger 2018).

How to enable others to act?

Enable others to act

- ❑ William Maloney, in **addressing the influence** of leadership on project safety, **asserts** that good leaders always **encourage** collaboration and integrated teams.
- ❑ A great leader understands that **mutual respect** is what makes subordinate leaders great.
- ❑ They encourage others and **make each capable** in his or her own right.

Let's see 6 rules!

Enable others to act

❑ The following rules are directly from **Maloney's report**:

1. **Develops** cooperative relationships among the people you work with
2. **Actively listens** to diverse points of view
3. **Treats** others with dignity and respect
4. **Supports** the decisions that people make on their own
5. **Gives people** a great deal of freedom and choice in deciding how to do their work
6. **Ensures** that people grow in their jobs by **learning new skills** and developing themselves (Maloney et al. 2016)

Do leaders challenge the process?

Challenge the process

❑ Leaders take risks.

- ❖ They look for ways to **continuously improve** the team's operations.
- ❖ The team gives the leader their **hard and innovative work**,
whereas the **leader** gives the team the **glory of being a part** of something great.
- ❖ The **leader knows** that risks involve a certain number of failures and mistakes.
- ❖ The **leaders should** use these **mistakes and failures** to learn lessons that will lead to greater rewards for the team.

6 Rules to take advantages of the challenge of the risks!

Challenge the process

❑ To take **advantage of the challenge** of the risks, employ the following **six behaviors** as described by Maloney:

1. **Seeks out** challenging opportunities that test (his or her) own skills and abilities
2. **Challenges** people to try out new and innovative approaches to their work
3. **Searches** outside the formal boundaries of our organization for innovative ways to improve
4. **Asks** “What can we learn?” **when** things do not go as expected
5. **Experiments** and is willing to try **new and different ways** of doing something
6. **Takes** the **initiative to overcome obstacles** even when outcomes are uncertain (Maloney et al. 2016)

How to inspire a shared vision?

Inspire a shared vision

□ They do this by following **Maloney's six steps**:

1. **Talks** about future trends that will influence **how our work gets done**
2. **Describes** a compelling image of **what our future** could be **like**
3. **Appeals** to others to share an **exciting dream** of the future
4. **Shows others** how their long-term interests can be realized by **considering a common vision**
5. **Is contagiously enthusiastic** and positive about future possibilities
6. **Speaks with genuine** conviction about the higher meaning and purpose of our work (Maloney et al. 2016)

How to encourage the hear?

Encourage the heart

- ☐ They make people **feel like heroes**.
- ☐ The leader can **encourage the heart** by using the following **six behaviors**:
 1. **Praises** people for a **job well done**
 2. **Makes it a point** to let people know about **his (and) her confidence** in their abilities
 3. Makes sure that **people are creatively rewarded** for their contributions to the success of the project
 4. **Publicly recognizes people** who exemplify commitment to **shared values**
 5. Finds **ways to celebrate** accomplishments
 6. **Gives team members** of the team lots of **appreciation and support** for their contributions (Maloney et al. 2016)

DEVELOPING A TEAM CULTURE

Introduction

- ❑ The **CM** must **foster** a **collaborative culture** that empowers team members to do their best work.
- ❑ The **CM** **can only build** this culture on
 1. Foundation of respect and
 2. Trust among all team members,including the CM's subordinates, peers, and superiors.

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Introduction

- ❑ A **CM** is often in a **senior position** on a project or program, but remember that a **CM does not need** to be “**above**” someone else to practice good leadership.
- ❑ A CM with **high EI** supports a **collaborative culture** among all team members, no matter where the **CM** is in the **project’s/program’s hierarchy**.
- ❑ A CM must **lead by example** from a position of service (not dominance) and **focuses** on meeting the **owner’s requirements** (not their own ego).

How to handle subordinates?

Leading subordinates

- ☐ A **CM leader** with good EI coaches their subordinates, such as inspectors, project engineers, or associate CMs.
- ☐ An effective CM **delegates responsibilities** to these team members but does **not micromanage**.
- ☐ When the team has a **positive collaborative culture**, the CM **monitors** their subordinates' work and **takes corrective** action only when **necessary to ensure** the team meets the owner's requirements.

Leading subordinates

- ❑ The CM **gives** their team the **resources** and **encouragement** to do the work.
- ❑ Team members should know that the CM **will hold** them accountable for their work, but **team members** should also **feel comfortable** asking the CM for **guidance and resources**.
 - ❖ *For example, if the CM **assigns** a difficult or unfamiliar task to a new team member,*
the CM should provide
clear instructions to that team member,
check in regularly, and
welcome that person's questions.

Leading subordinates



Note that conflict resolution is a critical EI skill that CMs must have to lead subordinates. Conflict is unavoidable whenever people with different backgrounds and personalities work together (even on teams with collaborative cultures). In conflict situations, the CM must remain calm and professional.

What are the best steps to resolve conflict?

Leading subordinates

The basic steps for conflict resolution with subordinates include:

1. Use EI to identify conflicts between two or more individuals
2. Listen to all sides without bias or favoritism
3. Redirect the arguing parties toward a common goal that meets the owner's requirements
4. Identify areas of agreement and compromise to determine a plan to reach the goal
5. Assign responsibilities to team members to achieve the goal
6. Implement the plan
7. Hold team members accountable for their commitments

DO NOT

Leading peers

❑ In **some delivery methods** and forms of CM,

other team members may be **equal to the CM** in the project/program hierarchy.

❖ For example, a **CMAR** on a **large program** with **multiple prime contractors** may need to coordinate with **other CMARs** during construction.

❑ The CM may also have **peers** within their **own organization** who are team members.

❖ For example, an **agency CM** may be the **project owner** but **still need input and resources** from other stakeholders/departments within their owner organization.

How to handle peers?

Leading peers

- ☐ The CM must **demonstrate** their **competence** to earn their peers' respect and trust.
- ☐ A CM must **always**
 - ❖ **Be well-prepared**,
 - ❖ **Present** the facts, and
 - ❖ **Understand** the project's/program's **requirements**.
- ☐ A professional CM **recognizes** the relationships among time, cost, quality, and scope.

Leading peers

- ❑ A CM also
 1. **Uses** facilitation skills and
 2. **Avoids** bullying or harassment.
- ❑ In meetings, the CM **must**
 1. **Use** their EQ to watch the **group dynamics** and
 2. **Notice** which of their peers form strategic alliances.
- ❑ Then, the CM must use their **EI to try to understand** their **counterparts' perspectives** and build consensus

Should we always reach consensus?

Leading peers

- ❑ However, a CM must **accept** that sometimes their **peers** may fail to reach a consensus.
- ❑ **Many** projects and programs have **stakeholders** with competing needs and interests.
- ❑ **Peers** may **disagree** with the CM or make a **decision** based on factors that are **outside of the CM's control**.
 - ❖ *For example, a **peer from another part** of the CM's organization may **not have** the time or resources to do what the **CM wants**.*

What are you going to do here?

Leading peers

- ❑ Whenever the **CM's peers** make a decision,
the CM **remembers** that the priority is
to **follow** all applicable laws and regulations to meet the owner's
requirements,
not satisfy the CM's own pride.

What does that mean?

Leading peers

- ☐ In other words, the CM **must** be polite and continue to do their best to support the project/program,
even if the CM is on the **“losing” side** of an issue.
- ☐ Remember, construction management is from a position of service,
not dominance.
- ☐ The CM **must** help the team find ways to meet the applicable requirements,
not try to “win” every argument.

How to handle superiors?

Leading superiors

- ☐ A CM may have a **boss within their organization or a client** (if the CM is separate from the owner)
 - who has **greater authority** than the CM over the project or program.
- ☐ Like leading peers,
 - the CM must **demonstrate their competence** to earn their superiors' respect and trust.
- ☐ The CM should **understand** all applicable requirements and **how** the project or program fits into the **owner's portfolio**
 - (and their own organization's portfolio, if separate from the owner).

Leading superiors

- ❑ The CM must **competently**
 - ❖ **Identify and evaluate** problems,
 - ❖ **Recognizing** when
an issue is **urgent** and **needs** a **superior's immediate attention**.
- ❑ As a best practice, the CM should
 - ❖ **Communicate** a **problem** and
 - ❖ **Offer** **solutions** as soon as possible
if the **problem** will require their superiors to make a decision.
- ❑ The CM **must realize** that the owner or their supervisor
will be **more receptive to bad news**
if the CM **offers solutions** before the **problem** grows.

BUILDING TEAM EFFICIENCY AND EFFECTIVENESS:

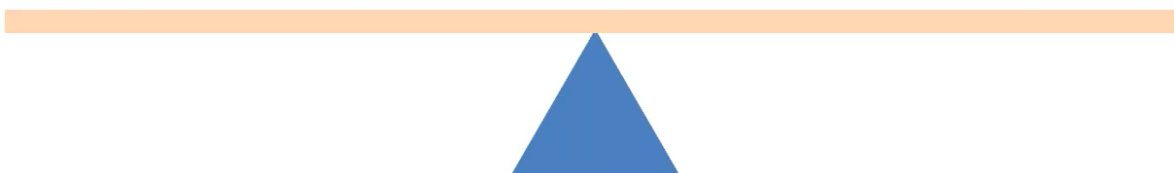
**BEST PRACTICE OF DIVERGENT AND CONVERGENT
THINKING SKILLS**

Two types of thinking

- ◆ Divergent thinking: Generating ideas
- ◆ Convergent thinking: Judging options, focusing, making decisions

Divergent
Thinking

Convergent
Thinking



Dynamic Balance

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DO NOT

- ❑ **Diverging** is a process of generating multiple ideas, solutions and possibilities.
- ❑ In this process, **individuals or groups**, become deliberately creative and open themselves up to breakthrough thinking.
- ❑ **Divergent thinking** is a broad search for **many diverse and novel** alternatives.

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Divergent thinking

- ☐ Ground rules
- ☐ Brainstorming
- ☐ Forced connections
- ☐ Brainwriting
- ☐ Diverging to ideate or to clarify
- ☐ Statement starter

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Ground rules for divergent thinking

☐ Defer judgement...

- ❖ All evaluation is **ruled out**.

☐ Strive for **quantity**...

- ❖ **More ideas** increases the **likelihood** of generating/developing useful ideas.

☐ **Build** on **other ideas**...

- ❖ How can ideas be extended or combined?

☐ Seek **novelty**...

- ❖ It is easier to **tame** a wild idea.



Brainstorming – Write it, say it, hand it forward

❑ Team members have 3*5 post-its and fat tipped marker, based on a prompt, when team members have an idea to contribute they **follow these guidelines**:

1. Say your idea and you write it...

hand it forward, stick it, type it so others can hear/read it

2. One idea (problem statement) per post-it

3. No discussing ideas



- ❑ What might be all the ways to improve a toilet?



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Forced connections

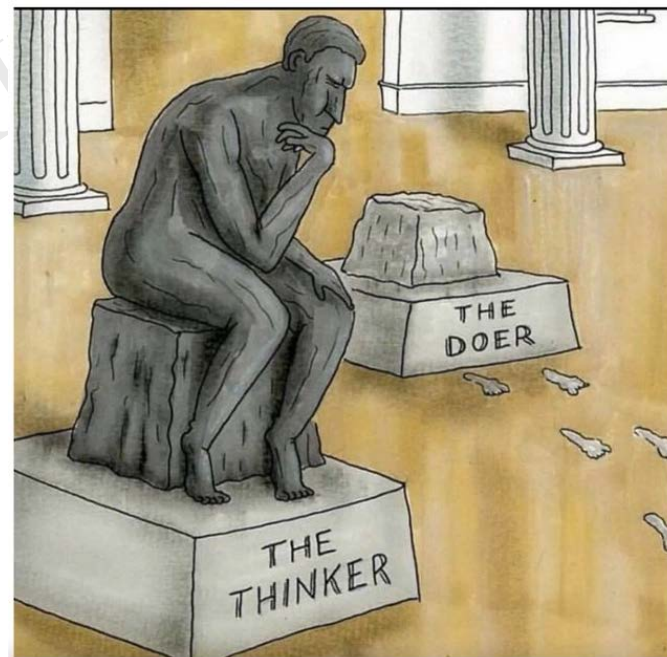


When you look at this picture, what ideas do you get for
improving a toilet?

The goal is to *force a connection* between two unrelated things, the prop and the problem, to stimulate creativity and generate more ideas. These new results are often more novel and unusual ideas.

Brainstorming – write 3 and go!

- ❑ Divergent thinking tool that **gives team members** a time to reflect on ideas and deliberately **build on other thoughts**.
- ❑ Tool to **help teams** in which shy, quiet members are being overshadowed by more vocal ones.
- ❑ **Generates more ideas** because everyone is working simultaneously.



Problem Statement:

	Idea #1	Idea #2	Idea #3
Person A	Person A writes an idea here...	...and another idea here	...and another here.
Person B	Person B writes their idea here, perhaps a new idea...	...or one which builds from an earlier idea	... or a combination of both ideas
Person C	Person C contributes here, adding their ideas in this row...	... which build on any ideas on this page ...	... or may be entirely new

Diverging to clarify

- ❑ **Divergent thinking tools** can also be used to help clarify or formulate the **challenge** in order to **decide**

what problem that the team will **solve**.

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Statement starters

- ❑ Statement starters are **set phrases** that are **used to begin** the statement of ideas, problems or challenges.
- ❑ The phrasing is **designed to focus** the brain on generating options and considering solution and to trigger divergent thinking.
- ❑ Example...Rather than “The costs too much.”
 - ❖ Consider:
 - ✓ **How might we secure funding from other sources?**
 - ✓ How might we make it less expensive?

Statement starters

❑ Ideas are offered in the form of **challenge statements** that start with:

1. How to – H2
2. How might – HM
3. What might be all the – WMBAT
4. In what ways might – IWWM

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Statement starters

- ☐ How to use the lights for safety?
- ☐ How might we charge computers?
- ☐ In what ways can we use solar panels over electricity?

What Might Be All The Ways To Use Wind Turbines?



"Can you swim out there and charge my cell?"

Convergent thinking

❑ **Converging** involves the delicate task of judging and making decisions.

❑ Done right,

fledgling and underdeveloped ideas that might otherwise be overlooked or dismissed

stand the chance of being **developed** into robust and brilliant solutions.

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Convergent thinking

مدیریت حرفه‌ای صنعت ساخت (بر اساس سندی از CMAA)
فصل اول: راهنمای رفتار حرفه‌ای برای مدیران ساخت
بخش سوم: رهبری حرفه‌ای تیم

- ☐ Ground rules
- ☐ Highlight: Hits, cluster, restate
- ☐ POINt – ideas/performance feedback

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Ground rules for convergent thinking

- ☐ Apply **affirmative judgement**...carefully consider the **strengths of an idea**.
- ☐ Be **open to novelty**...Entertain **highly original options** that you might otherwise eliminate.
- ☐ Be **deliberate**...Consider what is **realistic, useful** or that **can be improved** upon.
- ☐ Stay on course...Keep the **original goal in mind**.

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Highlighting: Hits, cluster, restate

- ❑ Highlighting lets you **narrow from many ideas** to a few good options.
 - ❖ Hits lets you **choose ideas** that are especially interesting, promising, compelling, innovative or on-target.
 - ❖ Clustering **organizes** your hits into groups, categories or themes.
 - ❖ Restating **captures** the essence of the cluster.



Highlighting: Hits, cluster, restate

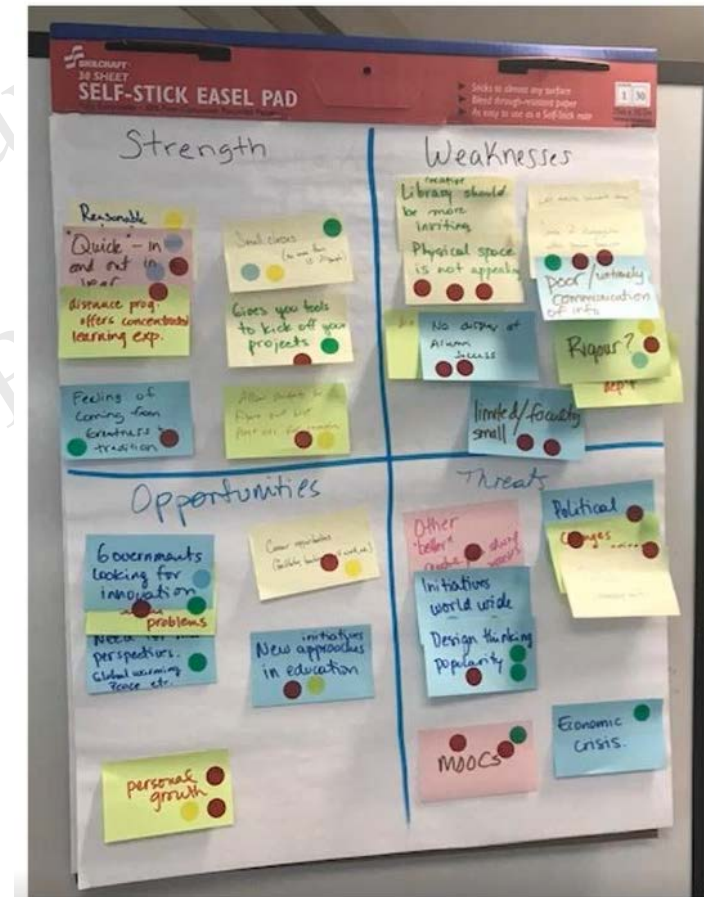


"Tell him we haven't got time for any of his bright ideas - we've got a battle on our hands"

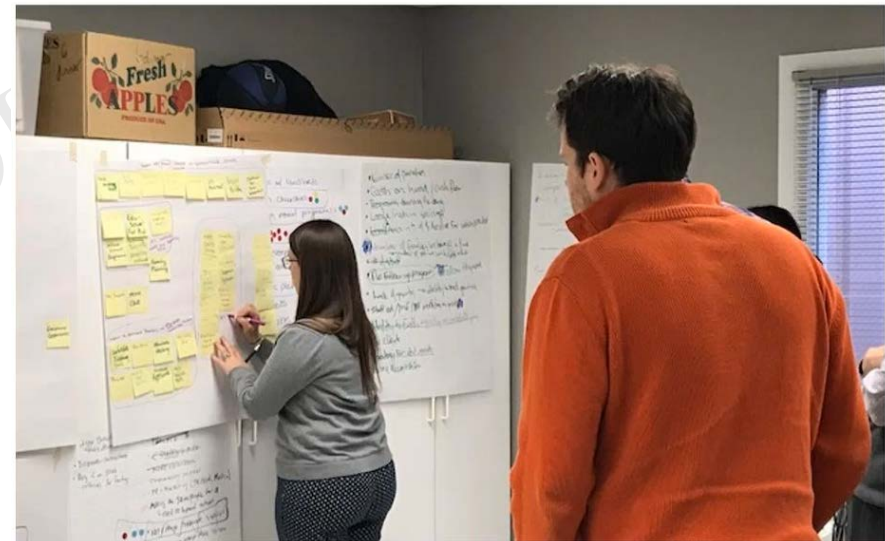
- ❑ Hits is a straightforward tool that uses an intuitive approach to **identify the most pertinent** data within a **large set**.
- ❑ **Review** the **ground rules** of convergent thinking.
- ❑ **Scan** the array of ideas that have been generated and "**hit**" **solutions** that are interesting, intriguing, promising or on-mark with a **check or colored dot** or some other marking mechanism.



- ❑ Examine only the Hits to see if any of them are similar, have something in common, or could be productively grouped together.
- ❑ Allow **unique data/ideas** to stand alone.



- ❑ For each cluster, **try** and **synthesize** all the different options into **one statement to capture the essence**.
- ❑ The goal is to **bring the cluster** to LIFE!
- ❑ **Restating** is either in the form of
 - ❖ challenge statement (H2, HM, IWW...) or
 - ❖ action (What I see ourselves doing is [WISODI]).



بخش سوم: رهبری حرفه‌ای تیم



Praise first: POINt

- ❑ Praise First is a **four step technique** for evaluating and improving an **idea**.
- ❑ Rooted in **affirmative judgment**, praise first lets you express both positive and negative responses to an **idea without crushing** its potential OR originator!



POINT: Pluses, opportunities, issues, new thinking

1. **Pluses**: Find **value** in the **idea** - express **what you like** about it.
2. **Opportunities**: What **opportunities** might be **possible** if the **idea** worked?
3. **Issues**: Present **issues** as **challenges** statements to invite **new thinking**.
4. **New thinking**: Brainstorm ways to **overcome** stated challenges.

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- ☐ On a **sheet of paper**, list as many plusses as you can for the **idea as it is at face value**.
- ☐ **What do you like** about the idea/concept/proposal/performance
- ☐ **RIGHT NOW**. Be direct and honest. Capture the list.

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Opportunities

- ❑ **List** all the positive things that could happen/might **result** if the idea was developed.
- ❖ **What opportunities** might this new idea open up?
- ❖ **What might** be potential spin-offs for future growth?

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- ☐ **Express all issues/concerns as open-ended questions that offer a possible direction**
for future development/corrective action.
- ☐ **Use statement starters...H2, HM, IWWM**

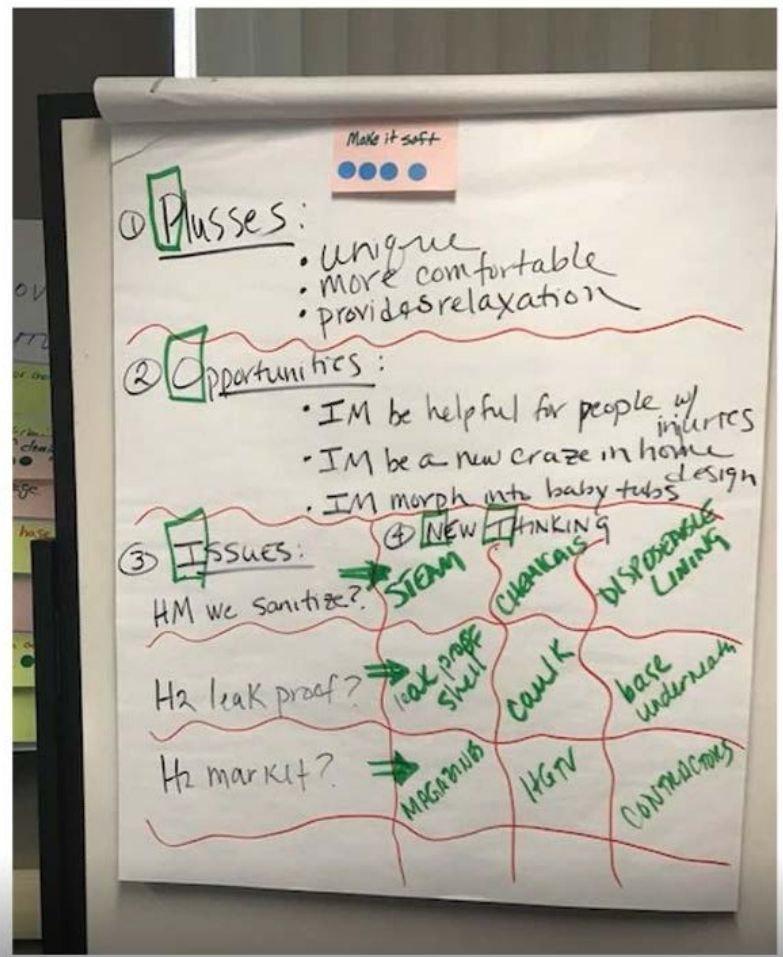
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☐ Review the list of issues.

- ❖ Choose the most pressing and brainstorm (remember ground rules!) at least a dozen ways to overcome it.

Repeat for the remaining issues.

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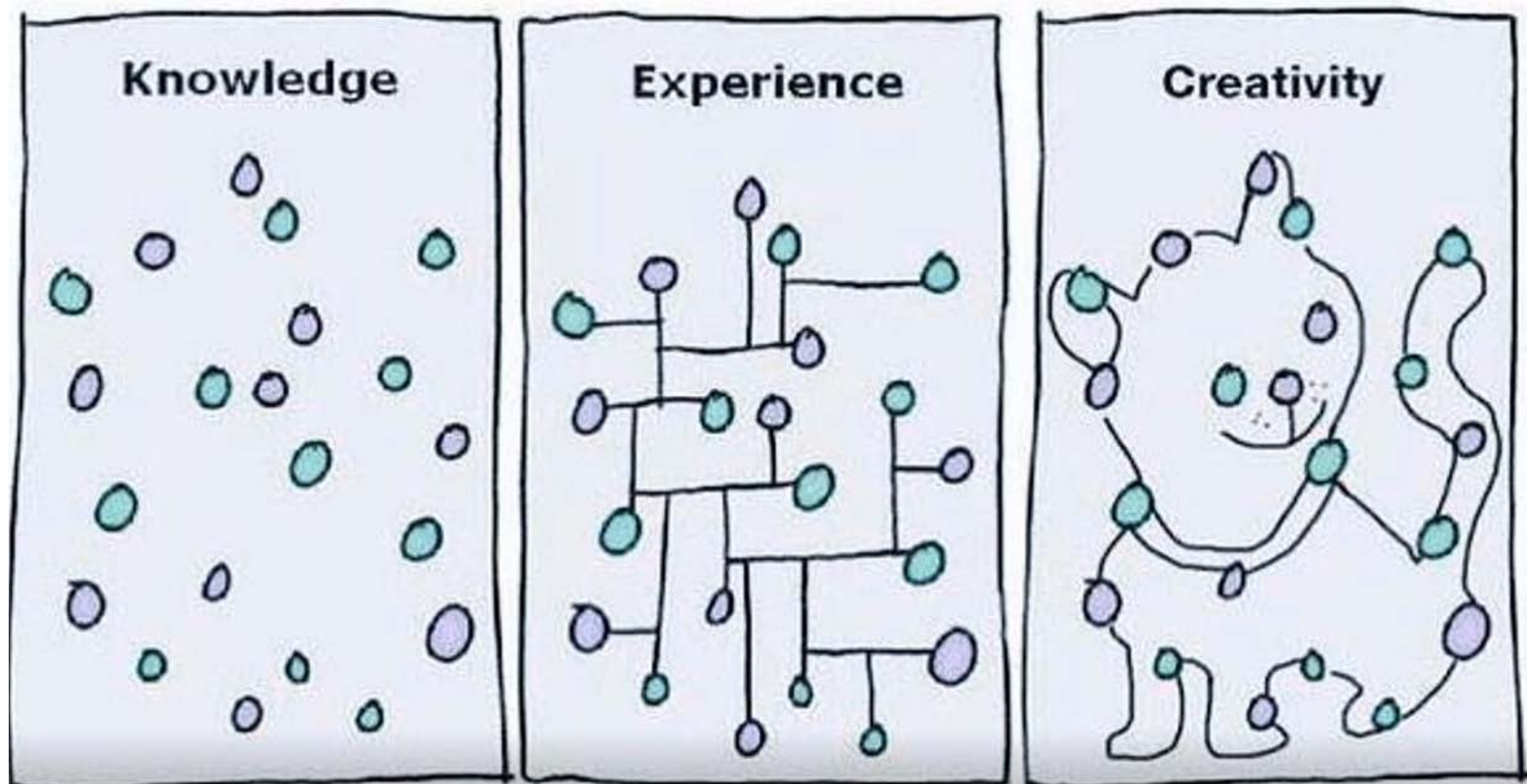


Final tip – creativity etiquette

It is considered improper to diverge and converge at the same time.



Creativity...Solutions that are novel and useful



COMMUNICATION

Introduction

❑ As a team leader,

the CM must **communicate** as collaboratively as possible in **all professional communications**.

❖ Collaborative, professional communication requires the CM to actively

- ✓ Listen,
- ✓ Keep an open mind, and
- ✓ Avoid emotions or personal opinions.

❑ An **effective** communicator also documents facts as early as possible to **proactively manage** potential issues.

What types of communication?

General types of communication

❑ There are **two general types** of communication:

1. **Synchronous**: Communications that happen in **real-time**,
examples include face-to-face conversations, telephone calls, and video conferences; and
2. **Asynchronous**: Communications that happen with a **delay**,
examples include **face-to-face conversations** using an **interpreter**
who translates from one language to another, voice mails, email, letters,
SMS text messages, and instant messages.

Do we have informal communication?

General types of communication

 **Note that there is no such thing as “informal” communication among the team.** Synchronous messaging is usually more immediate than asynchronous messaging, but synchronous messaging is not informal. A CM remembers that all forms of communication can be recorded and are part of the project/program record (which can be used in court). Synchronous messaging is also more powerful, because it can immediately affect the project/program. Therefore, the CM is always professional and polite in their communications, i.e., the CM avoids emotions or personal opinions.

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General types of communication

- ❑ The CM must **document** the facts in **writing**,
regardless of the form of communication.
- ❑ This **documentation**
 - ❖ Becomes part of the project/program record and
 - ❖ Helps the CM and owner **proactively** manage potential issues,
such as future claims, design or construction decisions, and the owner's
facility management.
- ❑ **Without proper documentation**,
the **CM puts** the owner and the project/program at greater risk.
- ❑ For example, if the **builder gives** the CM verbal notice of a delay,
the CM must **ensure** that there is proper documentation of
notice, cause, and length of the **delay in case** the builder seeks damages later.

PROJECT/PROGRAM DOCUMENTS

Introduction

- ❑ The CM **represents** the client's (typically the owner's) **best interests** and **ensures** that the **contract documents** reflect the owner's requirements.
 - ❖ This **responsibility** includes all project/program phases.
- ❑ The CM **confirms** that the **design process** meets the owner's standards.
- ❑ **During procurement**,
the CM **leads** or **advises** the procurement of **qualified contractors**.
- ❑ The CM **verifies** that
construction meets the contract documents' requirements and
that the **team** properly executes approved change orders.

Governing documents

- ❑ A CM also **develops** clear **governing documents** that help establish transparency and accountability among the team.
- ❑ These include (but are not limited to):
 - ❖ **Project procedures manual (PPM):** The team should have a **clear PPM** that **explains**
 - ❖ The team's roles and responsibilities,
 - ❖ The levels of authority, and
 - ❖ The systems/methods for project or program execution.

Governing documents

- ❑ A CM also **develops** clear **governing documents** that help establish transparency and accountability among the team.
- ❑ These include (but are not limited to):
 - ❖ **Project management plan/program management plan (PMP/PgMP):** A PMP or PgMP outlines the **strategy** for fulfilling the owner's requirements.
 - ✓ The PMP/PgMP establishes the scope, budget, schedule, environmental conditions, basic systems, and methods and procedures.

Governing documents

- ❑ A CM also **develops** clear **governing documents** that help establish transparency and accountability among the team.
- ❑ These include (but are not limited to):
 - ❖ **Construction management plan (CMP):** The CMP may be part of the PMP/PgMP or a separate document.
 - ✓ The CMP identifies the approach the team will use during the construction phase.

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Governing documents

- ❑ However, a **wise** CM **recognizes** that
they must also **effectively lead** the team to achieve the owner's vision.
- ❑ The CM should refer to the **contract documents**, PPM, PMP/PgMP, CMP, and any other applicable documents **to lead the team**,
but even the most **well-written documents** cannot prevent all problems.
- ❑ The CM must also
 - ❖ Be **proactive** in identifying problems,
 - ❖ Use good **listening** skills, and
 - ❖ **Promote** a **collaborative** team culture.

SAFETY

Introduction

- Note that a **CM's obligation** to provide safety services to the owner **varies depending** on the CM's **contract** with the owner.

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Own employee

- ❑ However, the CM **recognizes** that they are always **responsible** for the safety of their own employees
regardless of what safety management services the CM provides for the owner.
- ❑ The CM **creates** clear policies and **provides** safety training to their own staff.
- ❑ The CM also **considers** indemnification clauses and **insurance** coverage for safety issues.

Implementation responsibility

- ☐ **Even** if the CM is not responsible for implementing the team's construction safety plan,
a **CM should promote** a safety culture on the team.
- ☐ The CM **makes it clear** that all team members should report known hazards to
 1. The appropriate individual or
 2. Entity and perform their own workin **full compliance** with applicable laws, regulations, and contract requirements.

Clear policies

- ❑ A CM also **supports** clear policies and effective programs designed to protect workers' mental health and limit substance abuse in the workplace, including rehabilitation and recovery programs.
- ❖ *For example, a CM may provide resources (such as a private meeting space) to their employees and other team members for an anonymous support group for addiction recovery*

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THE SEVEN SUCCESS SECRETS OF EXTRAORDINARY LEADERS



Direction for the Fast Future!

Seven success secrets

Seven Success Secrets

SECRET AGENT'S GUIDE



Guiding principle

Extraordinary Leadership is difficult:



Hard !

Success secret #1

Success Secret #1

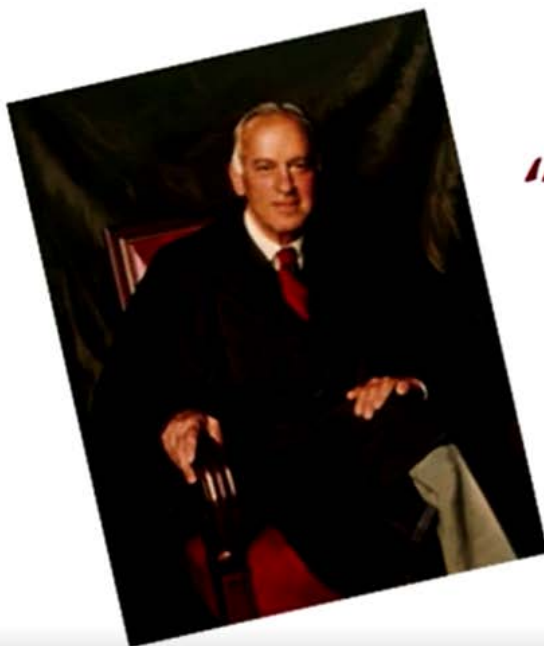


***Extraordinary leadership is something you do
(not a position you have).***

Success secret #1

Defining Leadership

We have different ideas and ideals about leadership, but

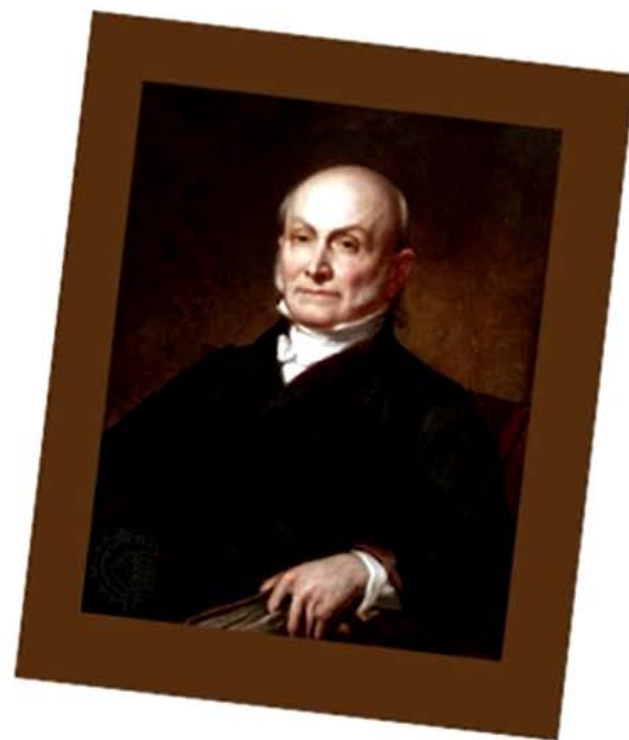


“I know it when I see it.”

Justice Potter Stewart

"If your actions inspire others to dream more, learn more, do more and become more, you are a leader."

John Quincy Adams



Where is your leadership effort focused?

Success secret #1

Managers Manage Stuff ...

Leaders Lead People



- Think differently
- Bias for action
- Role models
- Vision driven
- Create alignment
- Take responsibility

Success secret #1



Success secret #1

Vision: The Refrigerator



“Nothing happens
unless first a dream.”

Carl Sandburg

Success secret #1

Leadership and Management



*"Managers are people who do things right ...
leaders are people who do the right thing."*

Warren Bennis

Success secret #1

Comparing the Two

<u><i>Managers</i></u>	<u><i>Leaders</i></u>
<i>Administer</i>	<i>Innovate</i>
<i>Maintain</i>	<i>Develop</i>
<i>Imitate</i>	<i>Originate</i>
<i>Control</i>	<i>Inspire trust</i>
<i>Accept</i>	<i>Challenge</i>
<i>Short range</i>	<i>Long range</i>
<i>How and when</i>	<i>What and why</i>
<i>The bottom line</i>	<i>The horizon</i>



from W. Bennis, *Learning to Lead*, 1997

Success secret #2



Success Secret #2



Know thyself – and work on you.

Change: A Simple Model



Success secret #2

Not a one and done thing.



An ongoing process, with commitment to continual change, improvement, and growth.

Success secret #3

Success Secret #3



Communication is the magic bullet.

Success secret #3

Communications

- ▣ Active listening
- ▣ Two way conversations
- ▣ Relationships first
- ▣ Process focused
- ▣ Facilitate, not control



Communications Architecture



Success secret #4

Success Secret #4

*Leading difficult people
is difficult.*



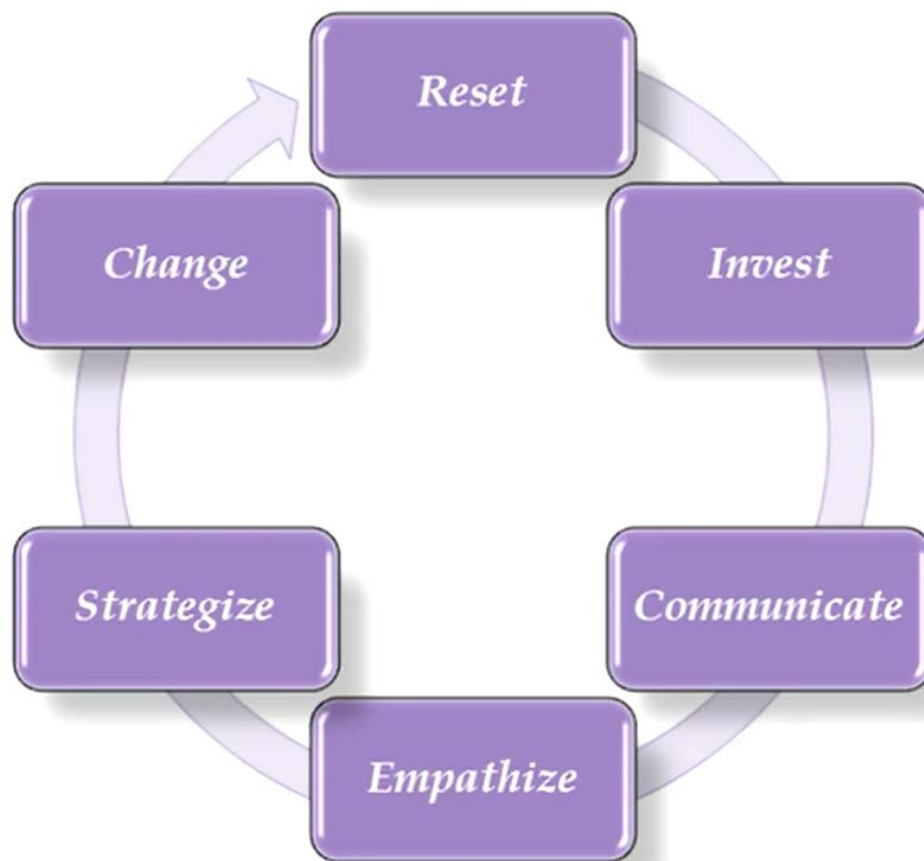
TOP SECRET

Success secret #4

Is it the individual, or the situation?



Invest in Process



Success secret #5

Success Secret #5



Lead the team you have.

Success secret #5

Teams



- ▣ *Project teams*
- ▣ *Work groups*
- ▣ *Outside groups*
- ▣ *Family*
- ▣ *Spouse*
- ▣ *Friends*
- ▣ *Departments*
- ▣ *Organizations*
- ▣ *Governments*

Success secret #5

Team Development



*Groups behave and develop in specific and predictable ways.
Creating a strong team takes time and effort ... and ongoing investment.*

Success secret #5

Teams are Built on Trust

$$T = \frac{C + R + I}{S}$$

C = credibility, R = reliability, I = intimacy, and S = selforientation

"Relationships first, projects second."

John Doehring

From *The Trusted Advisor*, David Maister et al., 2000

Leadership Roles in Teams

- ☑ *Facilitator*
- ☑ *Coach*
- ☑ *Mentor*
- ☑ *Trainer*
- ☑ *Communicator*
- ☑ *Problem solver*
- ☑ *Motivator*
- ☑ *Empower-or*
- ☑ *Servant*



Success secret #6

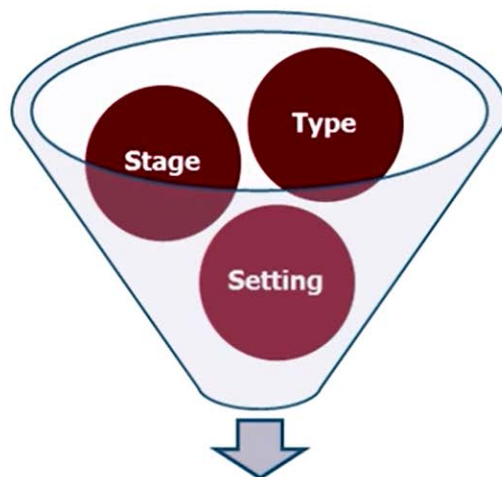
Success Secret #6



*Organization context
matters.*



Other Leadership Considerations



Integral Leadership

- ☑ *Business context (setting)*
- ☑ *Organization structure (type)*
- ☑ *Organization maturity (stage)*

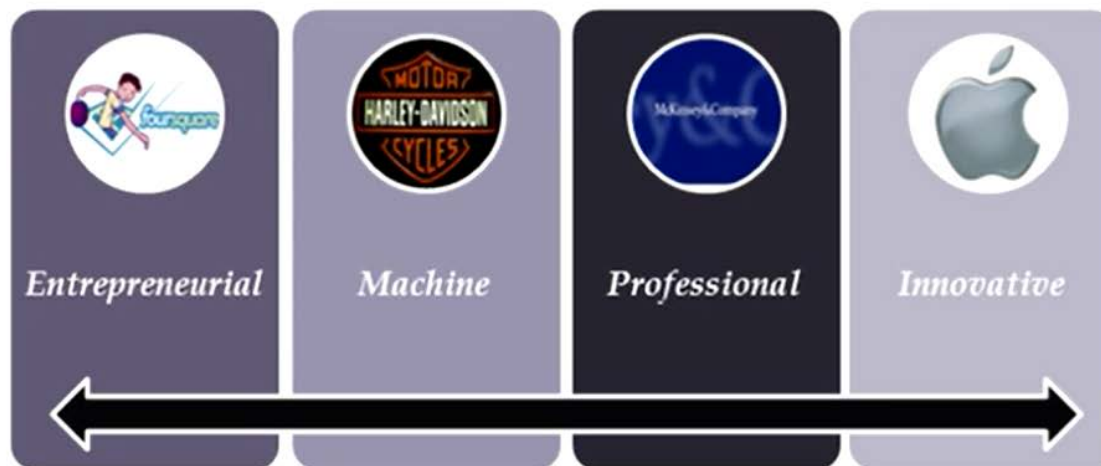
Success secret #6

Setting- Nested Forces



Success secret #6

Type. Not all organizations are alike.

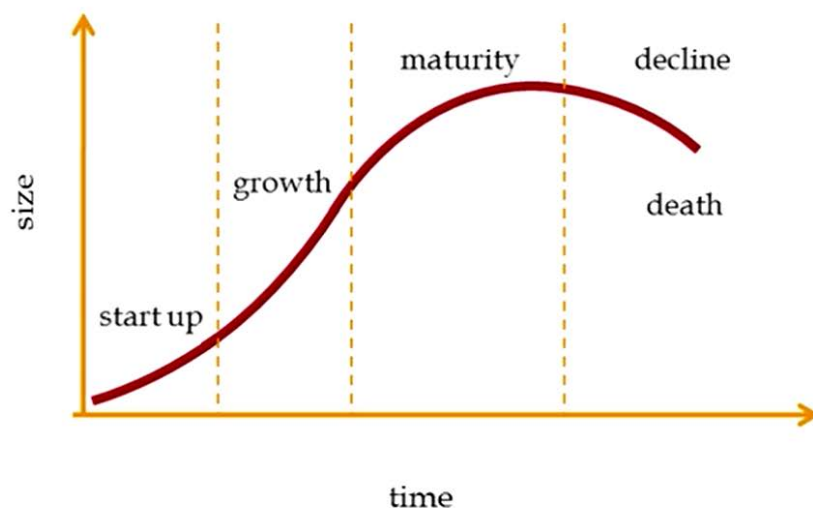


Different organization types suggest different styles and approaches to effective leadership.

After Henry Mintzberg, *Mintzberg on Management* (1989)

Success secret #6

Lifecycle Stage



Leadership style, approach, and focus should also consider the stage of growth and development of the organization.

This simple model has proven quite robust, and has been employed in a wide variety of contexts—including organizations, organisms, products, markets, industries, and civilizations.

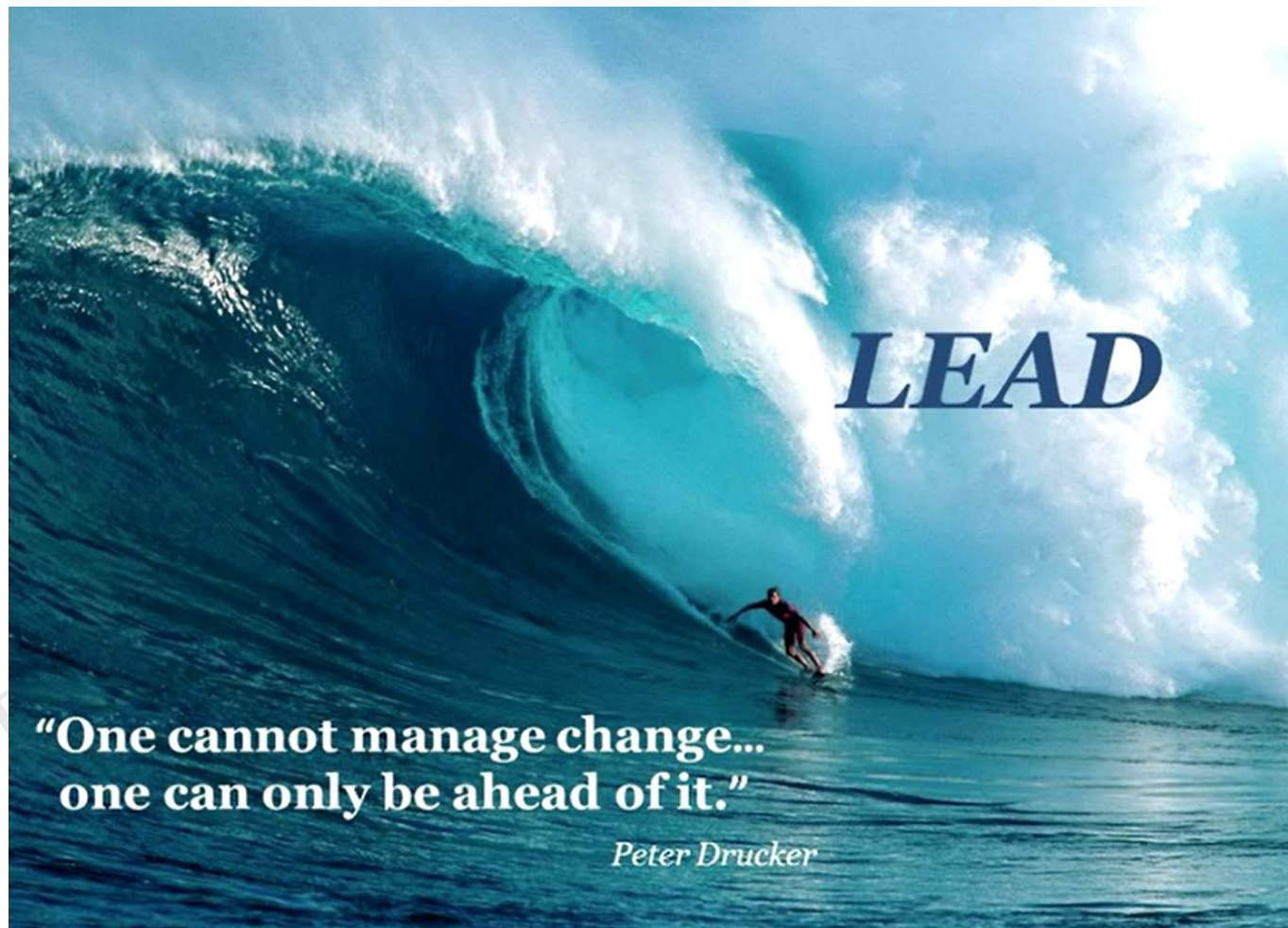
Success secret #7

Success Secret #7



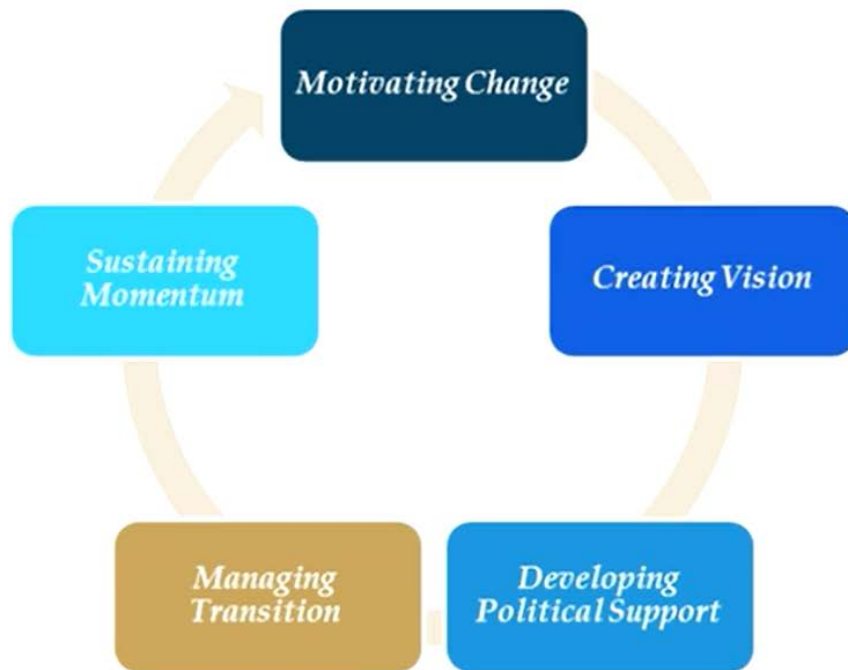
Lead (Manage) the change you want to see.

Success secret #7



Success secret #7

Leading change is a sequential, ongoing process:



From: Cummings and Worley, 1995

Success secret #8

Bonus! Success Secret #8



Action speaks louder than words.

Execution



- ▣ It's a discipline.
- ▣ Integral to strategy.
- ▣ Leader's primary job.
- ▣ Core to culture.

*Concepts from Execution, The Discipline of Getting Things Done
(Bossidy and Charan)*

Execution - Behaviors

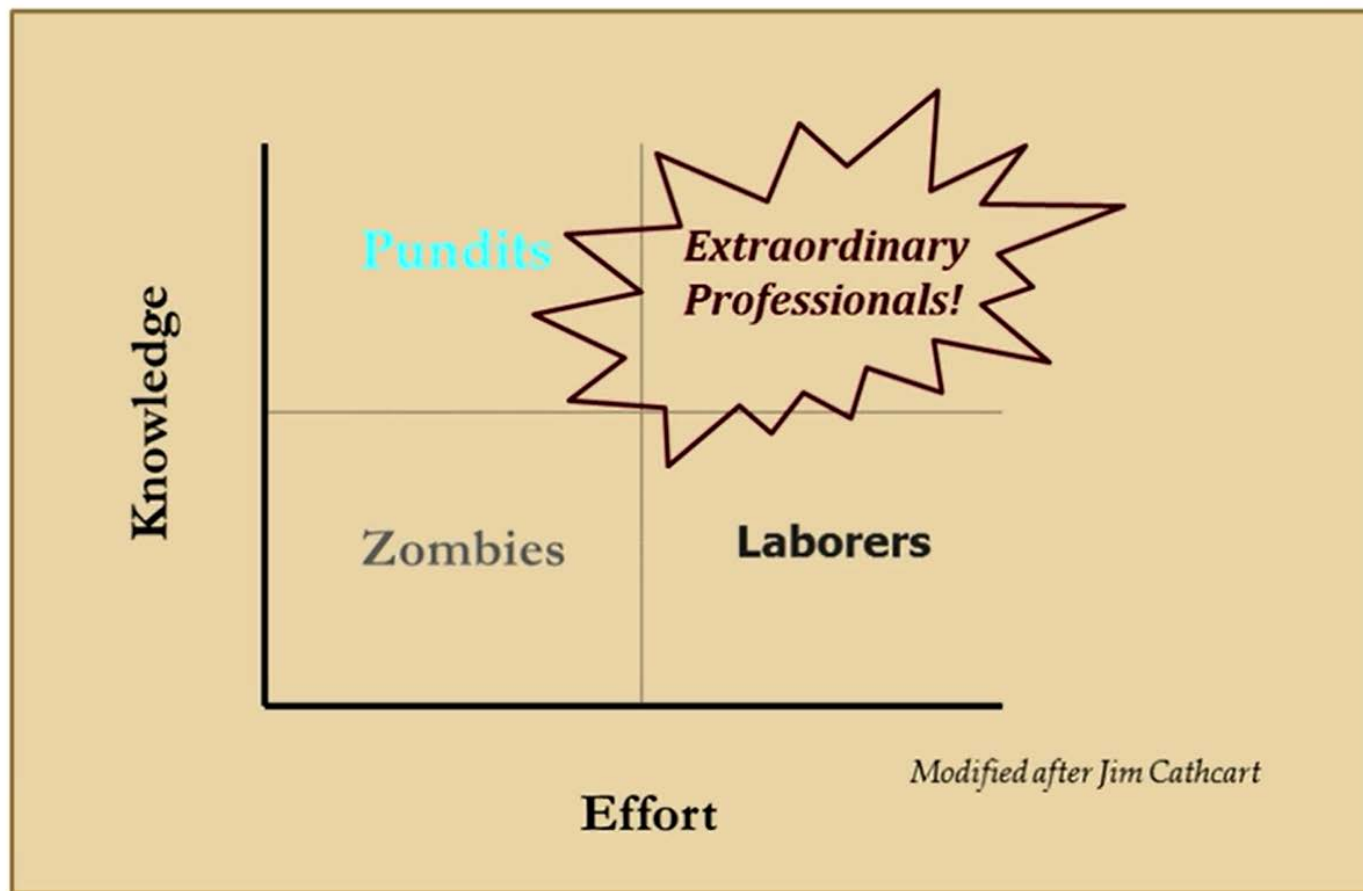
SUCCESS

- ✓ *Know the people and business.*
- ✓ *Know yourself.*
- ✓ *Set clear goals and priorities.*
- ✓ *Expand capabilities of others.*
- ✓ *Insist on realism.*
- ✓ *Follow through.*
- ✓ *Reward the doers.*

From Execution, The Discipline of Getting Things Done, (Bossidy and Charan)

Success secret #8

Getting Things Done



Call to action

Call to Action



#	Initiative	Due	Lead
1	Action #1	05.31.11	Me
2	Action #2	06.15.11	Me
3	Action #3	06.15.11	Me
4	Action #4	08.01.11	Me



LEADERSHIP AND ETHIC

Leadership and ethic

- ☐ What is the relationship between leadership and ethics?
- ☐ Does good leadership have to be moral or ethical to be effective?
- ☐ What is good leadership in construction?

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Leadership and ethic

- ❑ Modern leadership theories generally describe leadership as **influencing followers** to accomplish certain objectives.
- ❑ The word “influencing” implies a **certain willingness** on the **part of the followers** to achieve the objectives.
- ❑ It implies a **relationship** between the leader and the followers.
- ❑ We know from our own experience that if **the followers believe** in and are **committed** to the objectives,
they will **work hard to achieve** them (Ciulla 2003b, 306–307).

So what is ethic then?

Leadership and ethic

□ Thus:

1. **Leadership** is a relationship between the leader and the followers.
2. **Ethics** is about human relations;

It is about **human behavior** in the relationship
between the leader and the followers (Ciulla 2014).

Good leadership requires a certain level of both characteristics—ethics and effectiveness.

How to do it in construction world?

Leadership and ethic in construction

- ❑ To demonstrate this, we will enter the **real world of construction projects** and address the question,

“What is good leadership in construction?”

- ❑ This will shed more light on construction leadership and its relationship to ethics.

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Leadership and ethic in construction

- ❑ In the **construction industry**, there are **many examples of practices** that may be considered legally acceptable but ethically challenged.
- ❑ These practices often exist in the areas of
bid shopping, payment manipulation, change orders, claims, project safety, accountability, reliability, inaccurate representation of professional capabilities, completeness of bid documents, and risk allocation.
- ❑ These are all **ethically interconnected issues** that may sometimes be collectively manipulated to serve and
increase **one party's profits** at the **expense of another's**.

Is ethic important for contractors?

Ethics for contractors is a matter of integrity and trust

- ❑ Integrity and trust were listed as the **most important** underlying values in the **FMI survey**.
- ❖ **When asked** whether they had “experienced, encountered, or observed industry-related acts or transactions that they would consider unethical, in the past year, **84% of the survey respondents said that they had.**
- ❖ Furthermore, **34% said** that they had experience with **unethical acts many times.”**

How about integrity in construction process?

Integrity of the construction process

- ❑ The **integrity of the construction process** is as important as the **integrity of the construction products**.
- ❑ The USTA Billie Jean King National Tennis Center case study **suggests** that a **highly successful outcome** is **not attainable**,
 1. If members of the project team do **not trust each other** and
 2. If there is **no integrity** within the procurement process.

Both of these are **ethical issues**.

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Integrity of the construction process

- ❑ Furthermore, the **timely execution** of the **work** is contingent upon an **effective, collaborative** relationship between the construction manager and the prime trade contractors.
- ❑ For example, **trade contractors** must be assured that timely payments will be **forthcoming** to meet cash flow requirements.
 - ❖ This **facilitates** the **provision** of labor and materials.
 - ❖ In turn, the **project owner** needs to be assured that the **work is being executed** to the quality standards called for within the contract documents, as well as at **fair cost** to the owner

How could we claim that the excellence leadership exists in our project?

Excellence in leadership – First example

- ❑ To **highlight ethical leadership** issues from a project execution perspective, consider the following **two contrasting examples**.
- ❑ First, let's consider the **detrimental effect of favoritism** on the part of a leader. Imagine you are an **assistant project manager (PM)** working for a small construction management firm.
- ❑ There are **two other assistant PMs** assigned to your group.
- ❑ **Your boss**, the Sr. PM, has **made it clear** she wants everyone to be at work by **7:30 in the morning**.

Excellence in leadership – First example

- ❑ However, one of the assistant PMs is a **close friend of the Sr. PM** and gets **special treatment** because of their relationship.
- ❑ He often comes in at **8:00 or 8:15** and is never **reprimanded for being late**.
- ❑ Furthermore, the Sr. PM and the Asst. PM appears to have a relationship that **extends beyond office hours**, resulting in **rumors** throughout the firm.

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Excellence in leadership – First example

- ☐ Yesterday **you were 20 minutes late**, arriving at 7:50 in the morning.
- ☐ The Sr. PM **brought your tardiness** to your attention and indicated that you would be **reprimanded the next time**.
- ☐ You can imagine how you would **feel in this situation** and how **your friends** in the project would feel about the incident.
- ☐ When leadership is **not consistent**—**holding everyone** to the same standards of accountability—**project team members lose respect** and become **disillusioned**.
- ☐ Inconsistent accountability is **not ethical or fair**.
- ☐ An ethical leader holds everyone, including themselves, to the **same expectations and consequences**.

Excellence in leadership – Second example

- ❑ A second example illustrates a **difficult situation** in which a leader must push back against the owner's representative, for the good of the project.
- ❑ As the **project executive** for Garrison Construction Management, **John** is the **principal leader** of his firm's construction field operations.
- ❑ He is **responsible** for the delivery of **XYZ Pharmaceutical Laboratories'** new research and manufacturing facility.
- ❑ This is a **complex building program requiring** a highly skilled, collaborative project management team to meet the owner's performance expectations.

Excellence in leadership – Second example

- ❑ The project has **commenced** with site excavation and concrete foundations, which are currently **being cast**.
- ❑ **John** has been **approached by Bill**, the Director of Engineering for XYZ Pharmaceutical Laboratories.
- ❑ **Bill requests** that **Garrison Construction Management contract** with Paragon Electric to **perform** the electrical work on the project.
- ❑ Time is of the essence as the **installation of underground** utilities needs to begin shortly.
- ❑ **Upon investigation** and a **subsequent meeting** with Paragon,
John determines that they are not qualified to perform the work and
informs Bill of his findings.

Excellence in leadership – Second example

- ❑ To **John's surprise**, Bill insists that Paragon be awarded the electrical contract and that he **would personally vouch for them**.
- ❑ **John** begins to suspect unreasonable favoritism on Bill's part at best, or at worst, a kickback or pay-to-play arrangement.
- ❑ This situation is very **problematic for John**, as he is responsible for bringing this project in **on time and within budget**.
- ❑ Also, **John believes** that the successful completion of the work **will be in question** if Paragon Electric is on the team.
 - ❑ He **believes** Garrison Construction Management should either
 1. Insist on bringing in a different electrical contractor or
 2. Discontinue managing the project.

This situation poses an apparent dilemma for the firm and the project.

Excellence in leadership

- ☐ This is messy, real-world stuff that construction project managers encounter all too frequently.
- ☐ What feasible alternatives can you come up with for John's dilemma?
- ☐ Is there an ethically correct decision to be made?
- ☐ What might the right decision cost John?

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Is ethical behavior good for business?

موسسه مهندسی و مدیریت ساخت علوی پور (ACEMI)

دفتر آموزش



تهران، بلوار فردوس شرق، مجتمع آبگینه، طبقه سوم اداری، واحد C42



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