MODULE 2

Working well in Construction

www.**femalesinconstruction.eu**

"

"I like to say it's an attitude of not just thinking outside the box, but not even seeing the box".

Safra A Catz, Co -CEO, Oracle

Learning activity

Before we get started on

Working well in Construction module, let's look at our introductory video.

Please click CTRL + click on the image to follow the URL of the video.

Introduction

- What the module is about
- Learning Objectives
- Available resources

Job preparation

- Research the company
- Meet the team
- Alignment of values
- Ask for what you want
- Ask others

Know your value proposition

Working well for you

Flexible working hours

- Personal Development planning
- What works best for you?
- Reflective learning
- Team based learning

Training

04

- Soft skills Technical skills
- IT Skills
- Negotiation

Support

05

- Mentoring
- Peer support
- Senior Management buy in
- Coaching

Networking

06

- Getting to know people in your organisation
- External stakeholders
- Leveraging your Network
- Ask for help

01 Working Well in Construction Introduction

The construction sector is one of the most male-dominated industries, with workplace characteristics frequently attributed to masculine ideologies – norms, beliefs and assumptions (Sunindijo and Kamardeen, 2017)

This module hopes to equip you with the knowledge, skills and know how to navigate your career journey in this sector confidently.

Working Well in Construction

This module is underpinned by both Social Construction and Feminist theory.

Social Construction theory posits that gender expectations are reflections of social norms and values, reinforced by patterns of behaviours and interactions with people in a variety of settings. Expectations are different based on gender presentation (West & Zimmermann, 1987)

Feminist theory looks at social problems from the experience of women and focuses on:-

- Discrimination and exclusion based on gender

- Objectification

- Structural and economic inequality

- Power and oppression

- Gender roles and stereotypes

"You may encounter many defeats, but you must not be defeated. In fact, it may be necessary to encounter the defeats, so you can know who you are, what you can rise from, how you can still come out of it."

Maya Angelou

2. Job preparation

02   Job preparation

Searching for a new job is both exciting and stressful. The key to success is ensuring you take steps to know what you want from the company, if the company is the right fit for you and if your
values align with the company values; you are setting yourself up for success.

Knowing about company culture, hearing from current and past employees allows you to make an informed decision if this company is the best fit for you.

Ensuring your **Curriculum vitae** captures your experience, knowledge and skills is key to getting to interview stage. A strong **cover letter** can highlight key achievements. Learn more **here**

Interview preparation is necessary to convey why you would be a great hire for the company. It is more than googling; you must make a good first impression. You can find some useful tips **here**

In order to help make your early days in the company go as smooth as possible, we've outlined some useful tips for your first day in a construction job.

- Arrive early
- Dress to impress
- Be friendly & approachable
- Ask questions
- Safety first

Empowering Women in Construction

3. Working well for you

03 Working Well for you

Professional development planning

Maximizing professional development (PD) opportunities involves

setting meaningful goals, planning for and seeking opportunities

for Professional Development, mapping career paths, and
    continually acquiring skills and knowledge

(Sugarman, 2011)

Kolb's Learning Model

- Concrete Experience
- Reflective Observation
- Abstract Conceptualisation
- Active Experimentation
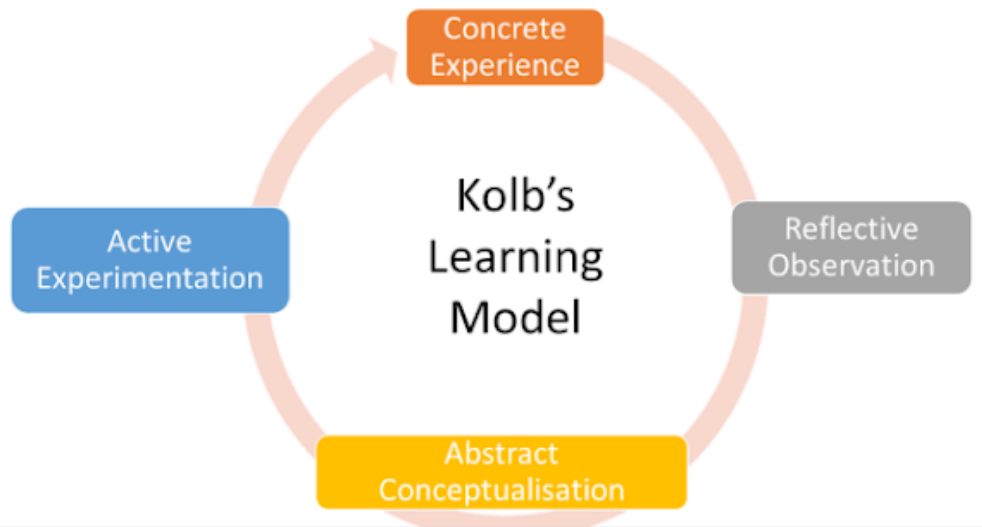
Professional development planning

- Used to guide future professional developments
- Usually includes personal and professional goals, directed by professional strategies to achieve each goal
- Professionals will continue to grow and develop- plan not static but dynamic
- Includes theories of learning, motivation and change

Life Cycle of your Professional Development plan

1. Assess yourself.

❑ Self assessment.

Myers Briggs Type Indicator

The Big Five

DISC Personality

❑ Evaluate your personal & professional interests

❑ Current knowledge and skillsets

❑ Career aspirations
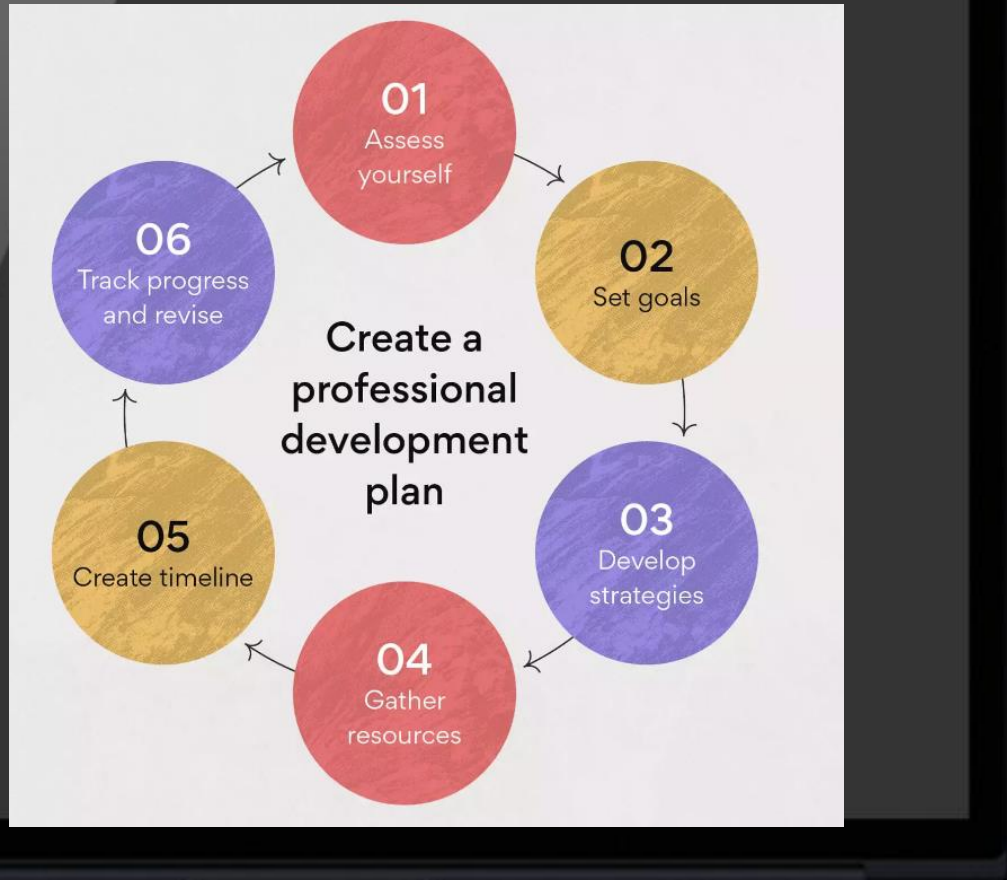
Set your goals

Break up main goals into long term, medium term and short term.

- Long-term goals can be months or even years into the future.

- Mid-term goals should range from a couple of weeks to a couple of months.

- Short-term goals should range from a couple of days to a couple of weeks.

  - use the SMART goal technique to ensure that your goals are specific, measurable, achievable, relevant, and timebound.

Develop strategies

In order to get to your destination, you need a plan. You need to ask some key questions.

- How can I advance my competencies?
- How can I learn new skills?
- What do I need to do to get a promotion?
- What training do I need?
- Who do I need to talk to?

Draw up a plan of your current skills/capabilities as well as your goals and what you need in place in order to meet them.

Write down your action plan

Gather your resources

What do you need to succeed?

Examples

- Webinars, Seminars, workshops

- Learning & development resources

- Professional networks –new peers/mentors

- Continuous professional development

- Social media platforms

Narrow them down to the ones that best align with your strategies & goals.

Create a timeline

Deadlines can be helpful in sticking to goals. It is the T from SMART.

- Weekly, fortnightly, monthly, quarterly, annual?

- Realistic yet challenging?

- Contingent on what?

- Are dates flexible? How flexible?

Track your progress

- Your plan is not linear but a life cyle.

- Keep it fresh- updates

- Adjust as you go

- Use software to assist with tracking

Useful resources

Asana

Professional development planning

Professional Development plan template

| Destination What is it that you want to achieve?	Specific. What *exactly* do you need to do to get there?	Measurable. How will you know when you have achieved your goal?	Achievable & Realistic Resources/ time/ support you need	Time End date	Date/goal completed

Specific- What do you want to achieve?

Measurable- How do you know you have achieved your goal?

Achievable- Can you do it (resources, capabilities, time etc.?)

Realistic – Is it a dream or can it be realised? How?

Timebound- Do you have an end date in mind?
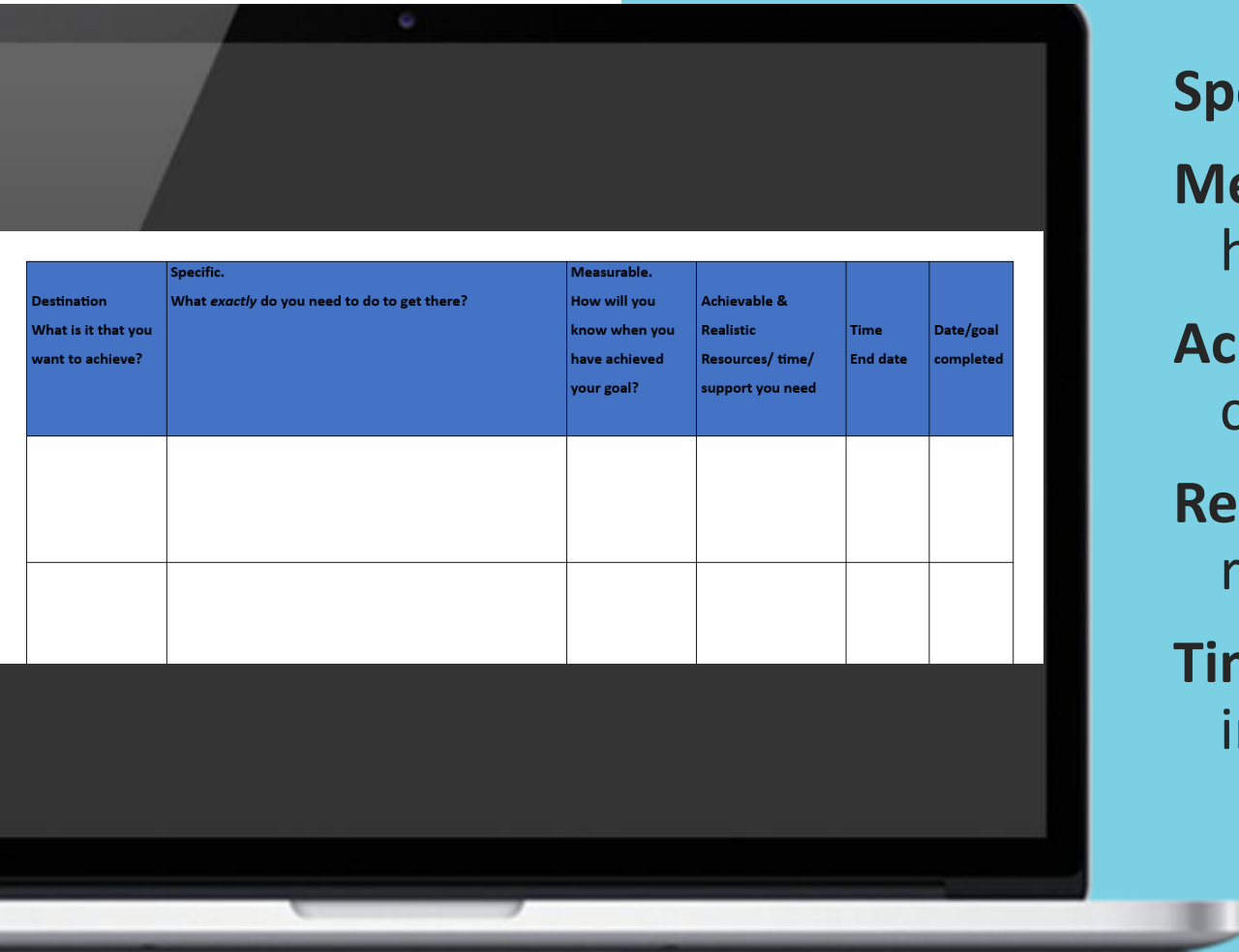
Learning Styles
What works best for you?

Types of learning

- Increase in Knowledge

- Memorising

- Acquisition of knowledge (retention/utilised)

- Abstraction (meaning)

- Interpretative

Saljo in Candy (1991)

Stages of the learning process

- Novice
- Beginner/Advanced beginner
- Competence
- Proficiency/fluency
- Intuitive expert

Dreyfus & Dreyfus (1991)

Adult Learning

- Involves adults

- Physical and social climate of respect

- Collaborative modes of learning

- Builds on student's experiences in the learning process

- Critically reflective learning

Process

Identify issues ⟶ content to problem situations ⟶ analysis

⟶ Develop solutions
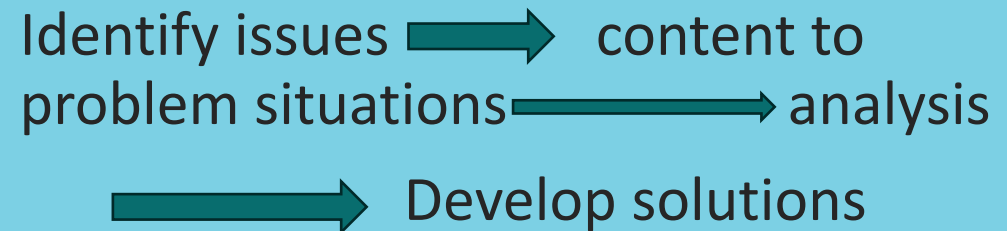
Working with Adult learners, (Wynne, 2002).
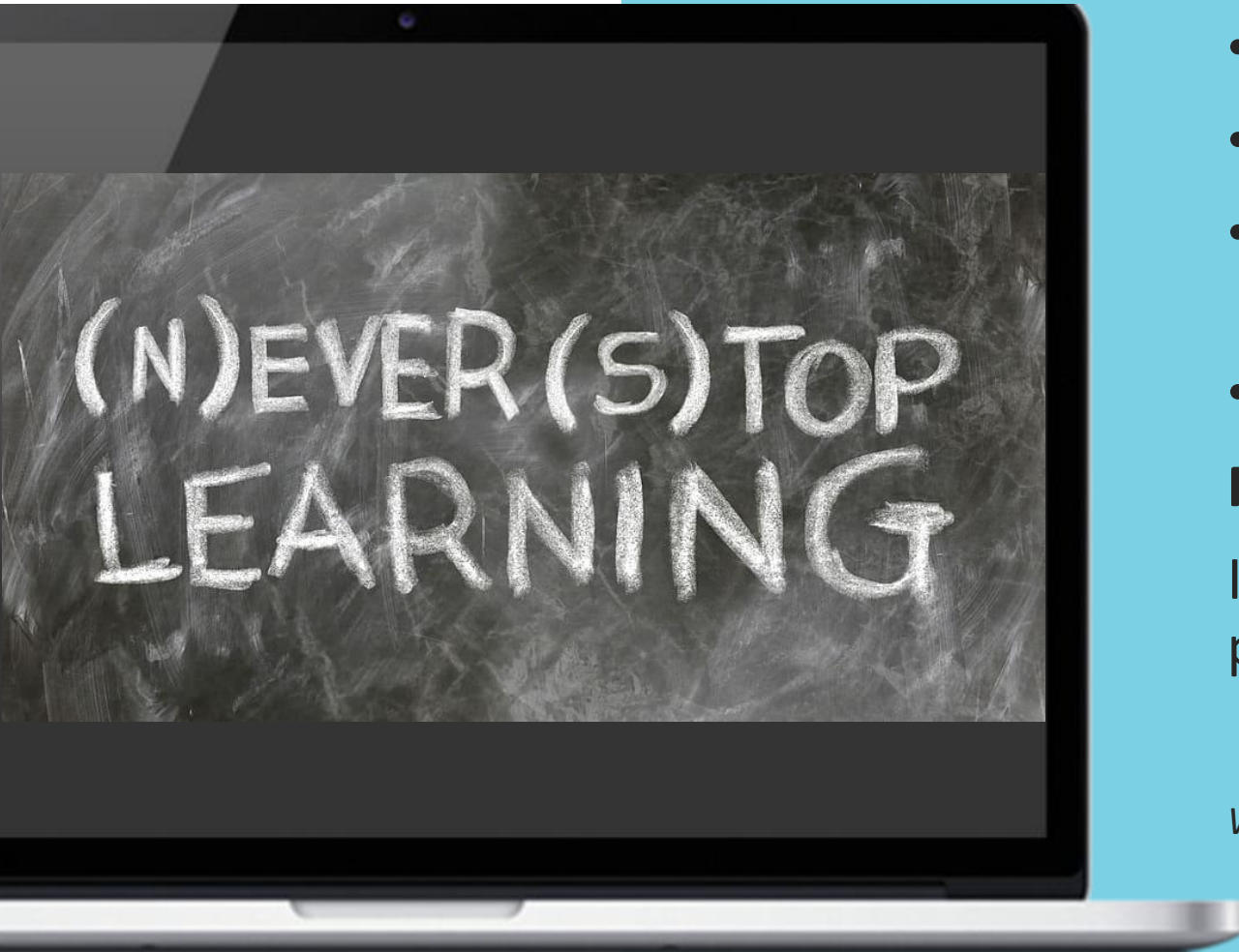
Problem based learning
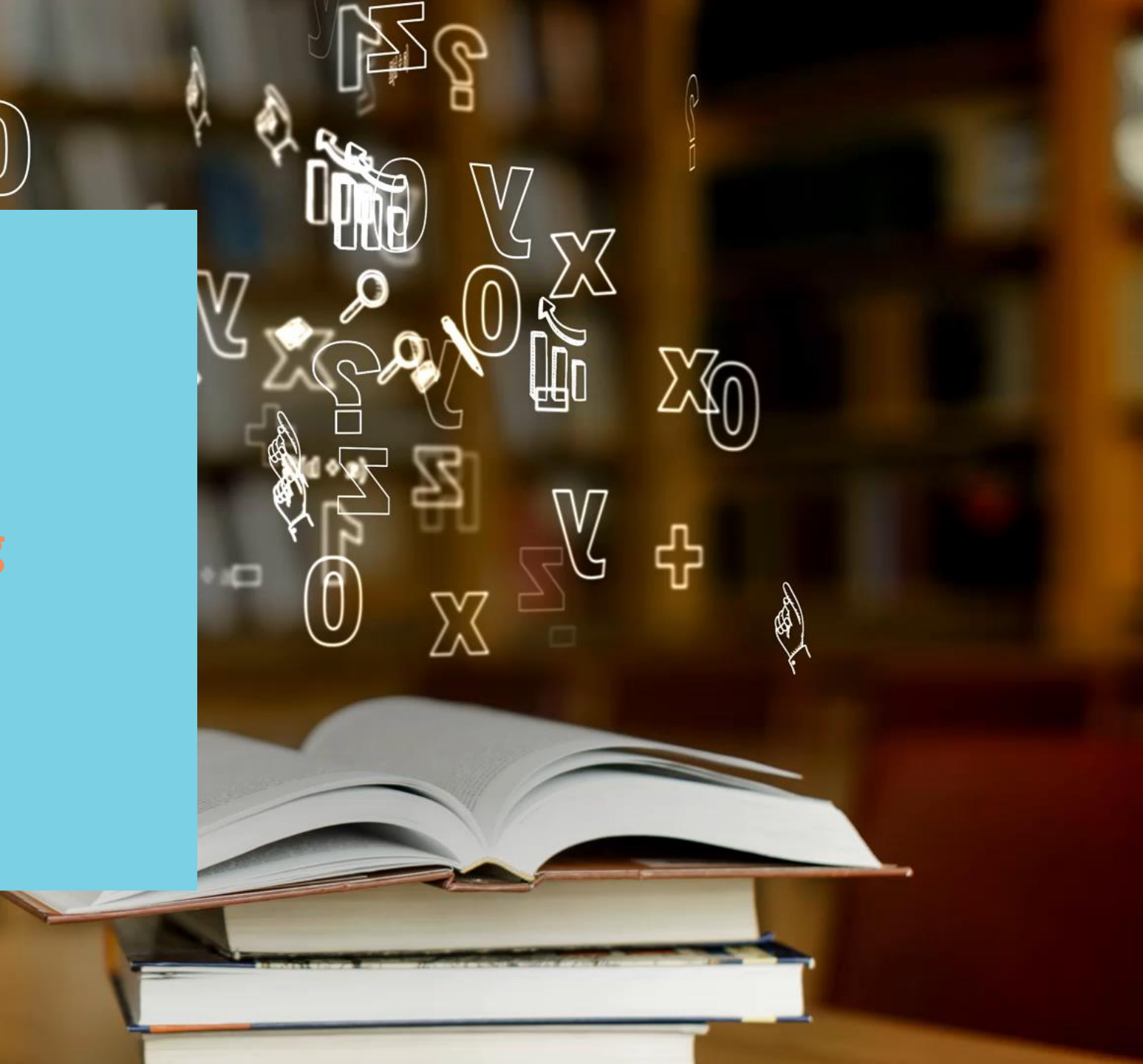
"The learning results from the process of working towards the understanding of a resolution of a problem. The problem is encountered first in the learning process"

Barrows and Tamblyn, 1980

Problem based learning contd…

1. Problem presented to learners at start of the learning process

2. Students work on the problem in small PBL teams

3. Assessments are aligned with learning outcomes

4. Underpinned by a philosophy that students are learning rather than teachers are teaching

5. Develop specialist learning

6. Develop key transferable skills

7. Enhance learner experience

8. Linking learning with research and real-life scenarios

Barrett, T., Cashman, D. (Eds) (2010) A Practitioners' Guide to Enquiry and Problem-based Learning. Dublin: UCD Teaching and Learning

Other learning types

Gibbs- Learning by doing

Kolb's Learning Cycle

The Manual of Learning Styles, Honey & Mumford (1986a)

Learning styles

- ACTIVISTS
- REFLECTORS
- THEORISTS
- PRAGMATISTS

Activists

➤ Learn by doing.

➤ Like new experiences & will 'try anything once'.

➤ Act first and consider the consequences later.

Activists learn best when:

➤ involved in new experiences, problems and opportunities

➤ thrown in at the deep end

➤ working with others in problem solving, games, role-playing exercises

➤ able to lead a group.

Activists learn least when:

➤ listening to lectures or reading long explanations

➤ reading, writing and thinking on their own

➤ Analysing & interpreting data

➤ Following precise instructions

Reflectors

➤ Learn by observing & thinking about what happened

➤ Time to think and investigate before commenting or acting

Reflectors learn best when:

➤ Able to stand back and observe first

➤ An opportunity to review what happened

➤ Doing tasks without tight deadlines

Reflectors learn least when

➤ forced to take a lead in a group

➤ doing things without preparation;

➤ rushed by deadlines.

Theorists

- Understand the theory behind actions.
- Models, concepts & facts in order to learn.
- Analyse and synthesise.

Theorists learn best when:

- an activity is backed up by ideas and concepts that form a model, system or theory;
- in a structured situation with a clear purpose;
- they have the chance to question and probe;
- required to understand a complex situation

Theorists learn least when:

- in situations that emphasise emotions and feelings;
- when activities are unstructured or ambiguous;
- when asked to act without knowing the principles or concepts involved

Pragmatists

- Keen on trying things out
- Look for new ideas to deal with problem at hand
- Practical

Pragmatists learn best when:

- there is an obvious link between the topic and a current need
- hey are shown techniques with clear practical advantages
- they can try things out with feedback from an expert
- they can copy an example, or emulate a role model

Pragmatists learn least when

- there is no immediate practical benefit
- there are no clear guidelines on how to do it
- it appears to be 'all theory

Honey, P. and Mumford, A. (1986a) The Manual of Learning Styles, Peter Honey Associates.
Honey, P. and Mumford, A. (1986b) Learning Styles Questionnaire, Peter Honey Publications Ltd

**Learning Activity Worksheet 3.1
Learning Style Questionnaire**

Please see Worksheet 3.1 from the Pedagogical guide and complete the questions on Learning Style questionnaire. This will help you to understand what learning style you gravitate towards the most.

To become a more effective learner you should engage with each stage of the cycle, and use activities and styles that you may not normally choose.

Reflective learning

Gibbs Reflective Cycle.

- Allows you to step back from learning experience
- Develop critical thinking skills
- Improves future performance
- Analysing

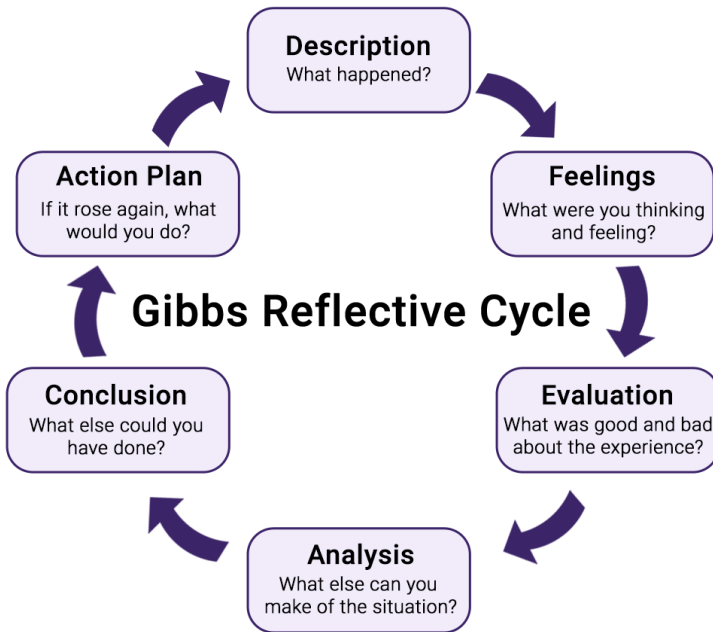## Reflective Theorists

- Schön, Kolb, Dewey, Gibbs

Reflective learning
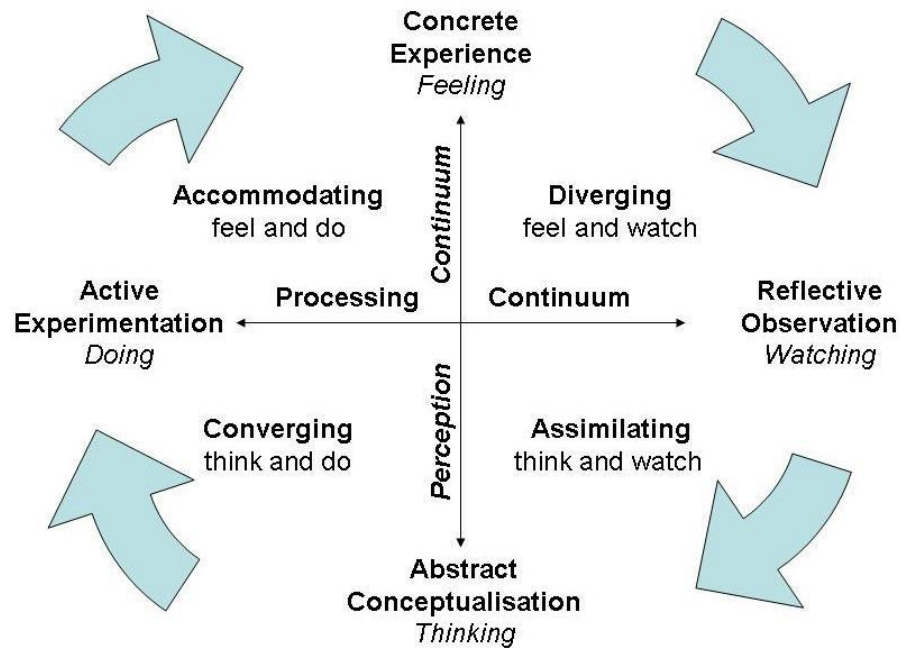
Gibbs Reflective Cycle.

Allows you to step back from learning experience

Develop critical thinking skills

Improves future performance

Analysing

Reflective Theorists

Schön, Kolb, Dewey, Gibbs

Team based learning

A pedagogical strategy that engages students' knowledge through individual testing and group collaboration.

1. Strategically formed permanent teams (balanced, diverse, characteristics of team members)

2. Readiness assurance (pre reading, individual test, team test coming to consensus on their answers, with immediate feedback, written appeals if not happy with feedback).

3. Well -designed Application activities- decisions to solve problems 4S

❑ Significant problem

❑ Specific choice-which procedure is best & why?

❑ Same problem

❑ Simultaneous report

4. Evaluation- student to student peer feedback- appreciate, request

4. Training

- Soft skills

- Technical & IT skills

- Negotiation & conflict management

04 Training

Part of the learning journey will be to highlight areas which need development or improvement.

To succeed in any organisation, it is important that you acquire the skills and competencies to enable you to work optimally. Examples below.

- Soft skills
- Technical & IT Skills
- Negotiation

Soft skill Examples

- Communication
- Teamwork
- Problem solving
- Time management
- Critical thinking
- Decision making
- Stress management
- Conflict management
- Leadership

- Creativity
- Resourcefulness
- Persuasion
- Presentation

Why are Soft skills important

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- ✓ Identify employees who approach tasks well

- ✓ Distinguishes you from other qualified candidates

- ✓ Hire for potential (adaptability, team player)

- ✓ Well rounded (capable, able but resilient etc)

- ✓ Cultural fit (decisive, problem solvers)

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Technical & IT skills

Technical skills also known as hard skills require a specialist knowledge. Every industry needs different ones.

Examples

Programming (PHP, Python, Perl, C/C++, Java, Javascript)

Productivity (Zoom, Google suite, Teams, Trello, Microsoft office)

Project Management (Monday, Microsoft Projects, Asana)

Construction (Autodesk- BIM, Fusion 360, REVIT, Inventor)

Collaboration (Dropbox, SharePoint, one drive, google)

How to improve your technical skills

1. Peer learning (learn from a colleague)

2. Enrol on a training course

3. Avail of Continuous professional development (CPD) courses

4. Pursue self-study

5. Identify your skills gap and seek out courses to address this

Negotiation

How do you ask for and get what you want?

In an organizational context

where there is *unavoidable diversity in attitudes, perspectives & needs, & where change is constantly present in the environment conflicts are inevitable*

Nature of Conflict

The intensity & frequency is dependent on the ideologies of conflict held by the individuals or group concerned:

- **Unitary ideology** – that all members of the organization, despite the diversities, have common objectives & values that unite their efforts

- **Pluralist ideology** – that organizations are political coalitions of diverse individuals & groups with their own interests

- **Radical ideology** – that inequality exists whereby those in power exploit others by indoctrinating & coercing the legitimacy of the imbalance

Stages of Conflict

❑ *Latent Conflict* – exists when frustration is experienced

❑ *Perceived Conflict* – is perceived when the differences become apparent & the frustration is voiced – conscious awareness

❑ *Felt Conflict* – at this stage conflict becomes personalized with strong feelings developed & attached – progressed beyond mere intellectual awareness

❑ *Manifested Conflict* – there is observable conflict behavior with the aim of preventing or frustrating the attainment of the opponent's goals

❑ *Conflict Aftermath* – either the conflict is successfully resolved, leading to a new perspective of a new reality, or if unresolved, becomes the basis for the next episode of conflict at a more intense level

Conflict Management strategies

Thomas Kilman's Five Conflict-Handling Methods

1. Competing
2. Accommodating
3. Avoiding
4. Compromising
5. Collaborating

Competing

- When quick, decisive action is vital (e.g., emergencies)

- On important issues which require unpopular actions (e.g., cost-cutting, discipline, enforcing unpopular rules)

- On issues vital to the group's welfare when you know you are right.

- Against people who take advantage of noncompetitive behaviour.

Accommodating

- When you know you are wrong, to allow a better position to be heard, to learn, to show reasonableness.

- When issues are more important to others than to you, to satisfy others and maintain cooperation.

- To build "social credits" for later issues.

- To minimize loss when you are outmatched and losing.

- When harmony and stability are especially important.

- To allow subordinates to develop by learning from mistakes.

Avoiding

- When an issue is trivial, or more essential issues are pressing.

- When you perceive no chance of satisfying your concerns.

- When potential disruption outweighs the benefits of resolution.

- When gathering information supersedes immediate decision.

- When others can resolve the conflict more effectively.

- When issues seem tangential or symptomatic of other issues.

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Compromising

- When goals are important, but not worth the effort or potential disruption of more assertive modes
- When opponents with equal power are committed to mutually exclusive goals.
- To achieve temporary settlements to complex issues.
- To arrive at expedient solutions under time pressures.
- As a backup when collaboration or competition is unsuccessful.

Collaborating

- To find an integrative solution when both sets of concerns are too important to be compromised.
- When your objective is to learn
- To merge insights from people with different perspectives.
- To gain commitment by incorporating concerns into a consensus.
- To work through feelings which have interfered with a relationship.

Managing conflict

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- Develop a culture of negotiation rather than confrontation

- Develop relationships of honesty & trust

- Mitigate against conflict by creating

Managing conflict

Tjosvold's "Co-operative Conflict Model":

1. **Agreement** – An agreement that leaves one party feeling exploited or defeated will tend to breed resentment & subsequent conflict. Therefore, equitable & fair agreements should be the goal

2. **Stronger Relationships** – Buelens (2002) maintains "good agreements enable the conflicting parties to build bridges & goodwill & trust for future use. Moreover, the conflicting parties who trust each other are more likely to keep their end of the bargain

3. **Learning** – Functional conflict can promote greater self-awareness & creative problem solving

Conflict management strategies

➢ Re-direct immediate behaviour –re-focusing of attention on new issues or alternatives, thereby altering the flow of information & providing new tactical options

➢ Re-allocate relevant resources – this fosters the altering of the level of interdependence by redirecting dependencies on specific relevant resources

➢ Re-frame perspectives on the conflict – this endeavours to alter the perceptions & perspectives through which parties understand & assign meaning to events & actions. This strategy relies heavily on the ability to activate change through persuasion & education

➢ Re-align underlying structural forces – this attempts to alter the formal bases of relationship, & is based on a system-wide & long-term focus rather than on the short-term interests of the individuals

Conclusions

➢ Various types of conflict are inevitable because they are triggered by a wide variety of antecedents

➢ Too little conflict may be as counterproductive as too much

➢ All levels of management have an important role to play in conflict management

➢ Neither workers nor management can continue to operate in an adversarial environment when competitors have moved on to a co-operative structure where aggressive energies are focused outward rather than inward

➢ No one model or style of conflict management is the answer to all conflicts: the approach depends on the nature of the conflict, the timing of the conflict & the party or parties involved.

➢ This necessitates the adoption of a "contingency approach"

05. Support

- Mentoring
- Peer Support
- Senior Management Buy in
- Coaching

05 Support

Research indicates that supported individuals are more satisfied and committed to their professions than non-supported individuals

- earn higher performance evaluations
- higher salaries
- faster career progress   *(Wanberg, Welsh, & Hezlett, 2003).*

Mentors can also benefit from a successful mentoring relationship by deriving satisfaction from helping to develop the next generation of leaders, feeling rejuvenated in their own career development.

5.1 Mentoring

A mentor is an individual with expertise who can help develop the career of a mentee (junior worker). A mentor could be a more senior work colleague.

Primary role of a mentor

Provides support and advice to enhance the mentee's professional performance and development.

Acts as a role model and support system for the mentee.

Stages of Mentoring

1. **Initiation-** Primary stage (matching, good role models, proves worthy of mentor's attention. Positive relationship that justifies the extra time & effort required

2. **Cultivation** - (interpersonal bond, confirm's professional identity, exposure, relationship matures, positive, valuable lessons gained)

3. **Separation**- Ending of the relationship nothing left to learn, negotiation needed to end relationship smoothly

4. **Redefinition –**Moves from former relationship to new one –friendship- Mentee may move to role of Mentor

Mentee Needs

- Guidance in specific professional area

- Advice on questions, work issues

- Ethical and moral guidance

- Assistance working through professional settings & structures

- Professional identity development

- Early career development

- Career progression

Role of Mentors

- Acts as an experienced role model

- Provides encouragement, and support

- Provides wisdom, advice, coaching

- Acts as a champion & supports networking efforts

- Helps with the navigation of professional settings & structures

- Facilitates professional development

- Challenges and encourages appropriately to facilitate growth

- Accepts assistance from mentee in mentor's professional responsibilities within appropriate limits

- Enjoys sharing their wisdom and knowledge with early career professionals

Formal mentoring

Wanberg, Welsh, and Hezlett (2003) identified six primary characteristics of formal mentoring

1.   Programme objectives

2.   Selection of participants

3.   Matching of mentors and mentees,

4.   Training for mentors and mentees,

5.   Guidelines for frequency of meeting, and

6.   Goal-setting process.

Formal mentoring generally more successful when mentors are intrinsically motivated to help (Baugh & Fagenson-Eland, in press).

Mentor Etiquette

Do

➢ Provide mentorship in your area of expertise

➢ Be accessible

➢ Set expectations

➢ Manage boundaries

➢ Act professionally & ethically

➢ Model professional behaviour

Don'ts

➢ Take on too much

➢ Treat mentees as free labour

➢ Make personal requests of the mentee

➢ Gossip in front or about the mentee

➢ Micromanage the mentee

Mentee Etiquette

Do

➢ Set specific goals and expectations

➢ Be proactive. Maintain contact and schedule future meetings

➢ Treat the mentor professionally & ethically

Don'ts

➢ Expect the mentor to make decisions for you

➢ Disrespect the mentor's time & help

➢ Don't gossip about the mentor

Ethical principles

❏ Beneficence and non-maleficence (non-harm)

❏ Fidelity & responsibility

❏ Integrity

❏ Justice

❏ Respect for people's dignity & respect

Mentoring is a dynamic process, and a developmental network of mentoring can help mentees identify several mentors who can address a variety of career-related needs. Successful mentorships often evolve into friendships with both partners learning and providing support for the other.

Peer to peer learning

- Colleagues teaching other colleagues

- Encourages collaboration

Examples

- Sub committees

- Focus groups

- Peer coaching

- Study groups

- Discussion groups

- Lunch and learn

- Peer performance reviews

Benefits

- ❑ Builds strong teams
- ❑ Improves morale
- ❑ Increases engagement
- ❑ Maximises employee talent
- ❑ Strengthens communications
- ❑ Promotes shared learning
- ❑ Increases knowledge transfer

Implement Peer to peer learning in the workplace

1. Senior management buy in (data and evidence to show why it is effective)

2. Select an employee to facilitate p2p learning. (strong communication and organisation skills)

3. Create a healthy environment (respect, constructive feedback, psychological safety, confidentiality)

4. Encourage teamwork

5. Set up Networking events, P2P events consistently and regularly

6. Use shared drives to create groups where information and knowledge can be transferred easily

7. Encourage debate and difference

8. Match new hires with experienced employees

9. Ask employees for feedback on what is working well and what could improve

10. Create ongoing P2P learning opportunities

Senior management buy in

If you are looking to influence change in your organisation, it is important that you consider the following when presenting your idea

1. Tailor your pitch to goals, values & knowledge of decision maker
2. Frame issue to align with strategic goal
3. Manage emotions
4. Get the timing right
5. Involve others
6. Stick to organisational norms
7. Suggest solutions

Coaching

"unlocking a person's potential to maximise their own performance. It is helping them to learn rather than teaching them"

(Whitmore, 2009)

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What is coaching?

Coaching aims to produce **optimal performance and improvement** at work. It **focuses on specific skills and goals**, although it may also have **an impact** on an individual's personal attributes such as social interaction or confidence.

Characteristics of coaching in organisations:

- A non-directive form of development.

- Focuses on improving performance and developing an individual.

- Personal factors may be included but the emphasis is on performance at work.

- Coaching activities have both organisational and individual goals.

- Provides people with the opportunity to better assess their strengths as well as their development areas.

- A skilled activity, which should be delivered by people who are trained to do so. This can be line managers and others trained in coaching skills

Definitions of Coaching

Personal Coaching

"*A collaborative solution-focused, results-orientated and systematic process in which the coach facilitates the enhancement of work performance, life experience, self-directed learning and personal growth of the coachee.*"

Executive Coaching

"*As for personal coaching, but it is specifically focused at senior management level where there is an expectation for the coach to feel as comfortable exploring business related topics, as personal development topics with the client in order to improve their personal performance.*"

Definitions of Coaching

Organizational Coaching

"As for personal coaching, but the specific remit of a corporate coach is to focus on supporting an employee, either as an individual, as part of a team and/or organization to achieve improved business performance and operational effectiveness"

Speciality Coaching

"As for personal coaching, but the coach is expert in addressing one particular aspect of a person's life e.g. stress, career, or the coach is focused on enhancing a particular section of the population e.g. doctors, youths."

Team and Group Coaching

"As for personal coaching, but the coach is working with a number or individuals either to achieve a common goal within the group, or team to develop high performance."

Contrasting Coaching & Mentoring

	Coaching	Mentoring
Length of formality	More formal	Less formal
Length of contract	Shorter- typically 4-12 meetings	Longer – relationship can run over years
Focus	More performance focussed	More career focussed
Level of sector knowledge	More generalist	More sector knowledge
Training	More relationship training	More management training

Coaching competencies

Alexander & Renshaw (2005)

1. Relationship- Open Honest, values others

2. Being- Self-confident, enabling style, self-aware, avoids direct approach

3. Doing- Clear methodology, skilful in applying the method (tools & techniques), fully present

Passmore (2013)

Coachees expect coaches to have

❑ Strong communication skills (listen, challenge and support, recall, ask meaningful questions

❑ Relationship skills (credibility, empathy, affirming, experience)

❑ Knowledge about (human behaviour, the sector)

Coach competence self-assessment

Parsloe & Leedham (2009)

1. How well do I prepare the contract with stakeholders?

2. How well do I create the coaching contract with my learners?

3. How effective am I at establishing rapport?

4. How effective am I at building and maintaining the relationships

5. How effectively do I manage sessions?

6. How good am I at helping to clarify goals?

7. How well do I help to explore options to achieve these goals?

8. How good am I at ensuring the goals align with the organisational needs?

9. How well do I support the development of an action pan?

10. How well do I support implementation of the action plan?

11. How well do I facilitate the review process and measurement of progress?

12. How well do I monitor the overall coaching process?

13. How well do I manage the conclusion of the relationship?

14. How well do I conclude the contract with stakeholders?

15. How appropriate is my approach to the learner?

16. How good am I at listening?

17. How good are my questioning skills?

18. How well do I give and receive feedback?

19. How flexible am I?

20. How well do I maintain business focus?

Coaching models

GROW Model

- GOAL

- REALITY

- OPTIONS

- WRAP UP

- Agree measurable output/outcome

1. Goal

2. Reality

- Describe current situation
- Uncover real issues

4. Wrap-Up

3. Options

- Discuss possible implications / obstacles
- Commit to action steps
- Identify support
- Check goal achieved

- Draw out all possible solutions
- Select preferred solutions

Solutions Focused Coaching Model

The SF approach aims to discover "what works" The focus is on:

• solutions (not problems)

• the future (not the past)

• what's going well (rather than what's gone wrong) …

Problem solving questions

• Tell me about the problem?

• What other related problem is this causing you?

• How has it got so bad?

• Whose fault is it?

• Tell me the reasons it will be difficult to overcome?

Solutions focused questions

• Tell me about the situation?

• What would the perfect future look like?

• On a scale of 1-10, where 10 is the future perfect, where are you right now?

• What has helped you to achieve so much already?

6. Networking

06 Networking

In order to be an efficient and productive employee, it is essential you know who to go to internally and externally that can help you achieve your goals. This is a reciprocal relationship based on trust. How can you help them in turn?

Networking is not only about trading information, but also serves as an avenue to create long-term relationships with mutual benefits.

Cole, 2019

06 Benefits of Networking

➢ Knowledge transfer (trade of ideas)

➢ Makes you noticeable (creates more visibility)

➢ New opportunities (opens the door to new opportunities)

➢ Reaching new heights (strong network and good relationships)

➢ Improves creative output (fosters growth & unleashes creative talent)

➢ Support from high profile individuals (support, advice, signposting)

➢ Growth in status (contacts, connections are powerful)

➢ Growth in self-confidence (more effectively you network, more confidence builds)

➢ Develop long lasting relationships (2-way process of giving and taking)

06 Networking

Getting to know people internally (within your organisation)

- Find out about your new team

- Use the company intranet to read their bios, their roles & experience

- Make a connection (maybe a commonality you share)

- Model good behaviour (body language, professionalism etc)

- Share some information about yourself

- Practice active listening

- Don't overlook some small talk-People remember how you make them feel

Where to Network

- Informal chats at the coffee machine (Internal)
- Internal meetings (Internal)
- External meetings (External)
- Industry events (External)
- Webinars (Internal & External)
- Conferences (External)
- Email (Internal & External)
- Linkedin (External)
- Social media channels (External)
- Ask for an introduction (External)

Leveraging your Network

1. Start Networking before you need it (no ulterior motive)

2. Have a plan. Know your value- what are you bringing to the table?

3. Be open, friendly & honest to forge connection.

4. Never dismiss anyone as unimportant-Ask questions and listen with intent

5. Connect the dots. – Connect people

6. How can you be useful? How can I help?

7. Follow up and follow through- do what you say you will

8. Believe in the power of networking- helping each other out

9. Don't be afraid to ask for help. Its reciprocal!

Forbes, 2014

Worksheets

Learning Activity Worksheet 2.1

My Employer Research Worksheet (Individual)

Learning Activity Worksheet 2.2

Learning Style Questionnaire (Individual)

Learning Activity Worksheet 2.3

Fishbowl activity – active listening (Group)

Learning Activity Worksheet 2.4

Share-back activity – Coaching (Group)

Learning Activity Worksheet 2.5

Networking – Quick Fire Questions (Group)

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Assessment

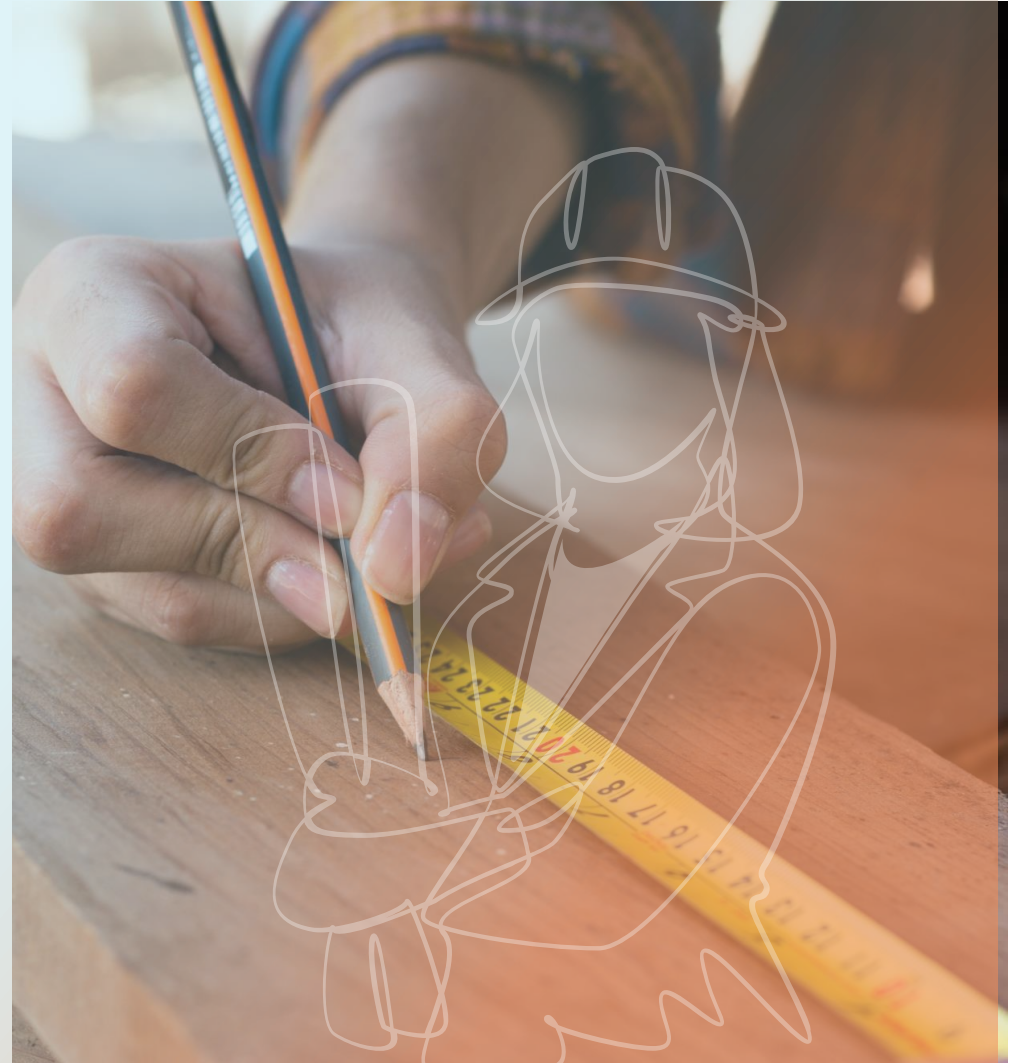On your own or with a group please reflect on this lesson.

- Have you an increased awareness of how to navigate your career path in the Construction sector?

- What actions are you going to do to advance your professional development plan?

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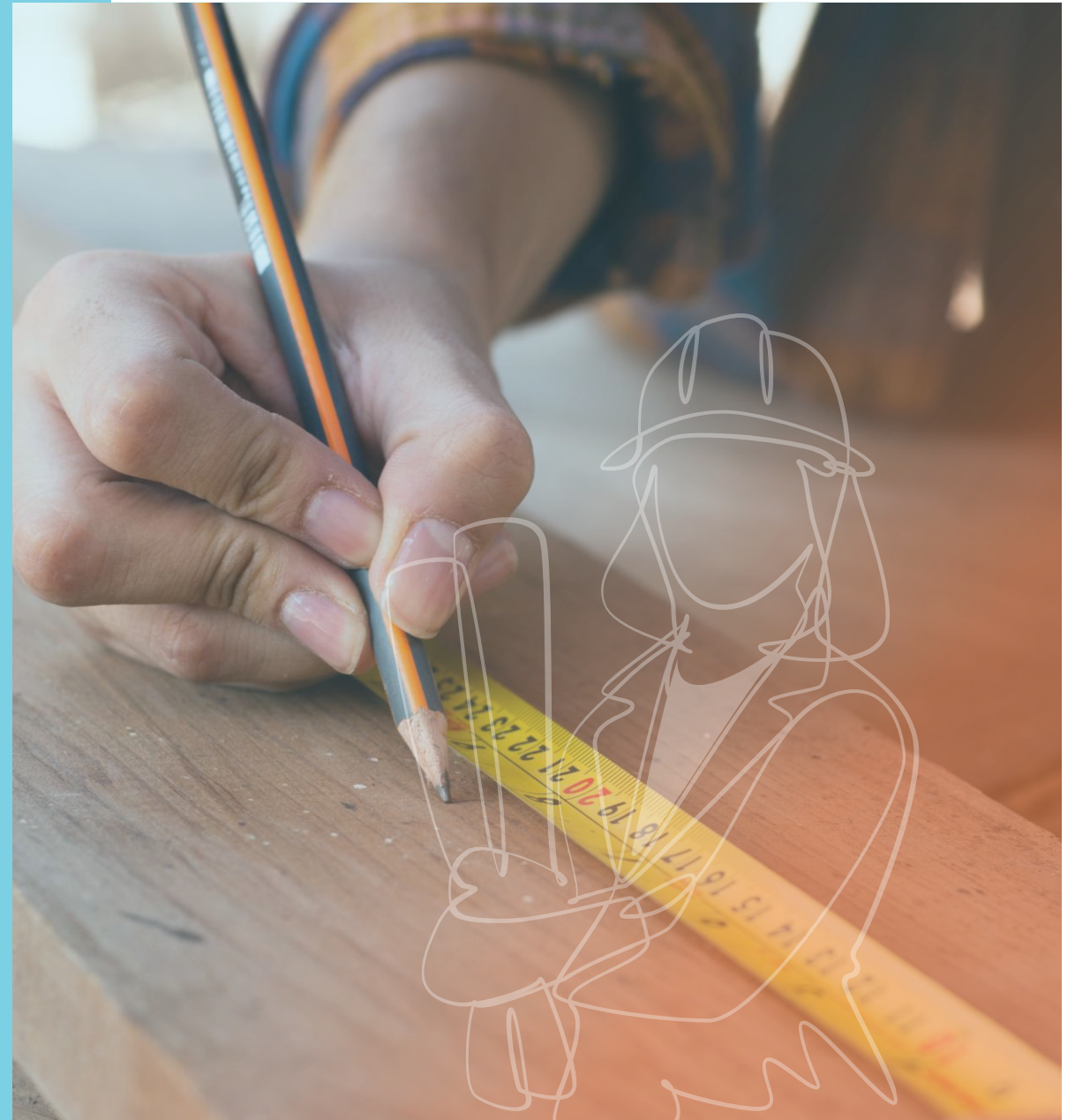
Conclusion

This module aims to have provided the learner with the tools to

- Reflect on their own personal and professional development.

- Identify their development needs and put in place an action plan to address those needs.

- Integrate training needs assessment and planning with their Professional Development Plans

- Identify key skills required to work well in construction

- Compare and contrast coaching and mentoring frameworks

- Leverage their Network in order to advance their organisational and work goals.

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Thank you

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