

**Module: Self-Development, Professional Practice and the Management of
Construction Personnel (ACBA5008)**

Assessment: The Role of the Professional within the Construction Industry

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1. Introduction

It would make no sense to blindly move forward with my career, hoping the flow of chance events will take me in my preferred direction. I am fully aware of the need to understand my role as a Project Manager in the construction industry and equally to appreciate the rules that govern and guide my chosen industry. I recognised early the need for a career plan, the main goal of which is to achieve the status of Chartered Project Professional (ChPP). It is a proven and well-structured road to follow. To succeed, I will have to display the very best behaviours of a professional manager, as discussed in this assessment.

2. Professionalism, The Law, Ethical Code & Making Decisions

2.1. Professionalism

In my journey towards ChPP, I will need to act with integrity, respect, and honesty in the workplace, to uphold standards and understand how those standards benefit everyone. At a deeper level, as a professional I will strive to be the best I can in the workplace. How effectively I prepare for, execute and live with the decisions I make in my career will be closely related to my level of professionalism. I also recognise that the term professionalism is equally applicable to an organisation, with many construction companies using such a term to promote their business.

2.2. The Law

We are fortunate that the UK construction industry is highly regulated. Key legislation such as the Health and Safety at Work Act (HASAWA,1974), the Building Regulation (BR,2010). The new Building Safety Act (BSA,2022) and the Construction Design & Management Regulations 2015 (CDM,2015), ensure high standards of safety and quality. It may not always seem that way (i.e. Grenfell), but the Health and Safety Executive statistics show this to be true when the UK is compared to other countries (HSE,2024). The safety and quality of our industry is further improved by best practice standards, such as those produced by the British Standards Institute (BSI,2024)

2.3. Ethical Code

Socially acceptable morals are to be my guiding principles, they are the basis for my and indeed my organisations ethical code. A corporate promoted shared ethical code guides and empowers the employees at my place of work to do the right thing.

2.4. Making Decisions

Every moment of every day, as individuals we make choices between multiple alternatives. At the workplace, professional decisions are made, they may be made as individuals or sometimes as a team, but always they are made on behalf of our employing organisation. Most professional decisions are small and insignificant, some more important and some, in hindsight, may turn out to be critical, as we discuss in 2.5 below.

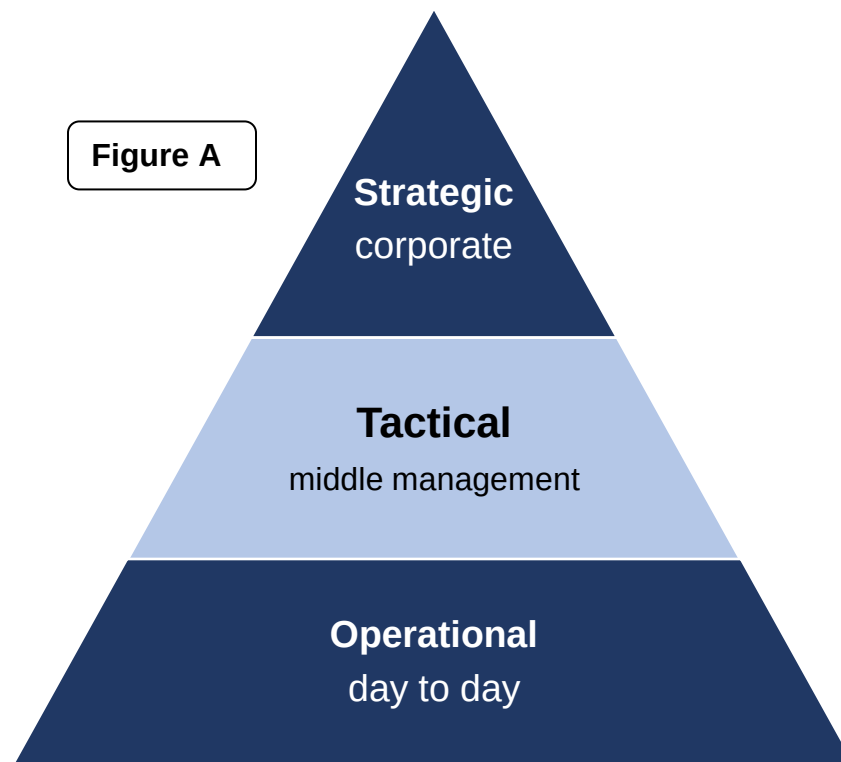
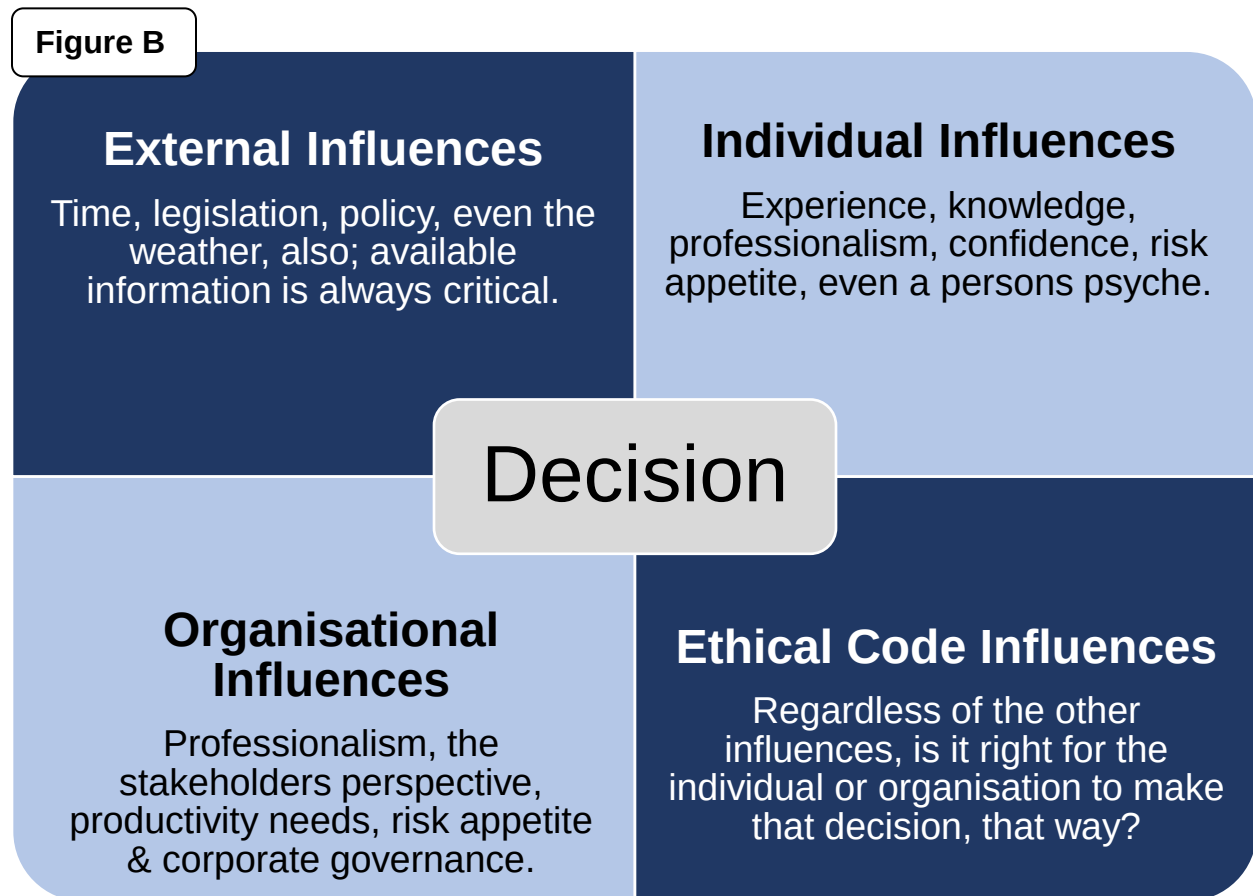


Figure A shows the three levels of decision making widely recognised in business.

I wanted to investigate what influences construction industry professionals to make decisions. Individual decision making is important for organisations because decisions that are wrong or badly implemented can have a significant impact on people's lives and

the reputation of organisations. Making decisions based on good principles, and living by good values, protects and improves the lives of others.

From my research I saw there are many factors that may influence decision making in the construction industry. It would be impossible to fully map them all but for demonstration purposes I created the model shown in Figure B below. (APM,2024).



Whereas I found the list of external influences could be endless, individual and organisational influences are more easily defined. Ethical codes are synonymous with doing the right thing so are distinct in that despite all other influences indicating one course of action, the consideration of ethics may suggest another.

2.5. Applying Professionalism and Ethics to Decision Making

2.5.1. Report - Buncefield Incident

Europe's biggest explosion since the second world war was at Buncefield. This incident is chosen as a subject to discuss the importance of applying professionalism and ethics to decision making in the construction industry. Although the incident did not occur at a build phase of the plant, the operation and maintenance of such a plant is a crucial element of a holistic construction industry. The incident is well documented, with the reports providing ideal examples of where professionalism and ethics matter in decision making.

In the early hours of Sunday 11 December 2005, a number of explosions occurred at Buncefield oil storage depot, Hemel Hempstead, Hertfordshire. At least one of the initial explosions was of massive proportions. As shown in Figure C, there was a large fire which engulfed a high proportion of the site.

Figure C (HSE,2024)



Forty people were injured but luckily there were no fatalities. Significant damage occurred to both commercial and residential properties in the vicinity and a large area around the site was evacuated on emergency service advice. The fire burned for several days, destroying most of the site and emitting large clouds of black smoke into the atmosphere. The Health and Safety Executive (HSE) and Environment Agency (EA) investigated the incident and secured convictions against five companies, who were ordered to pay almost £10m in combined fines and costs.

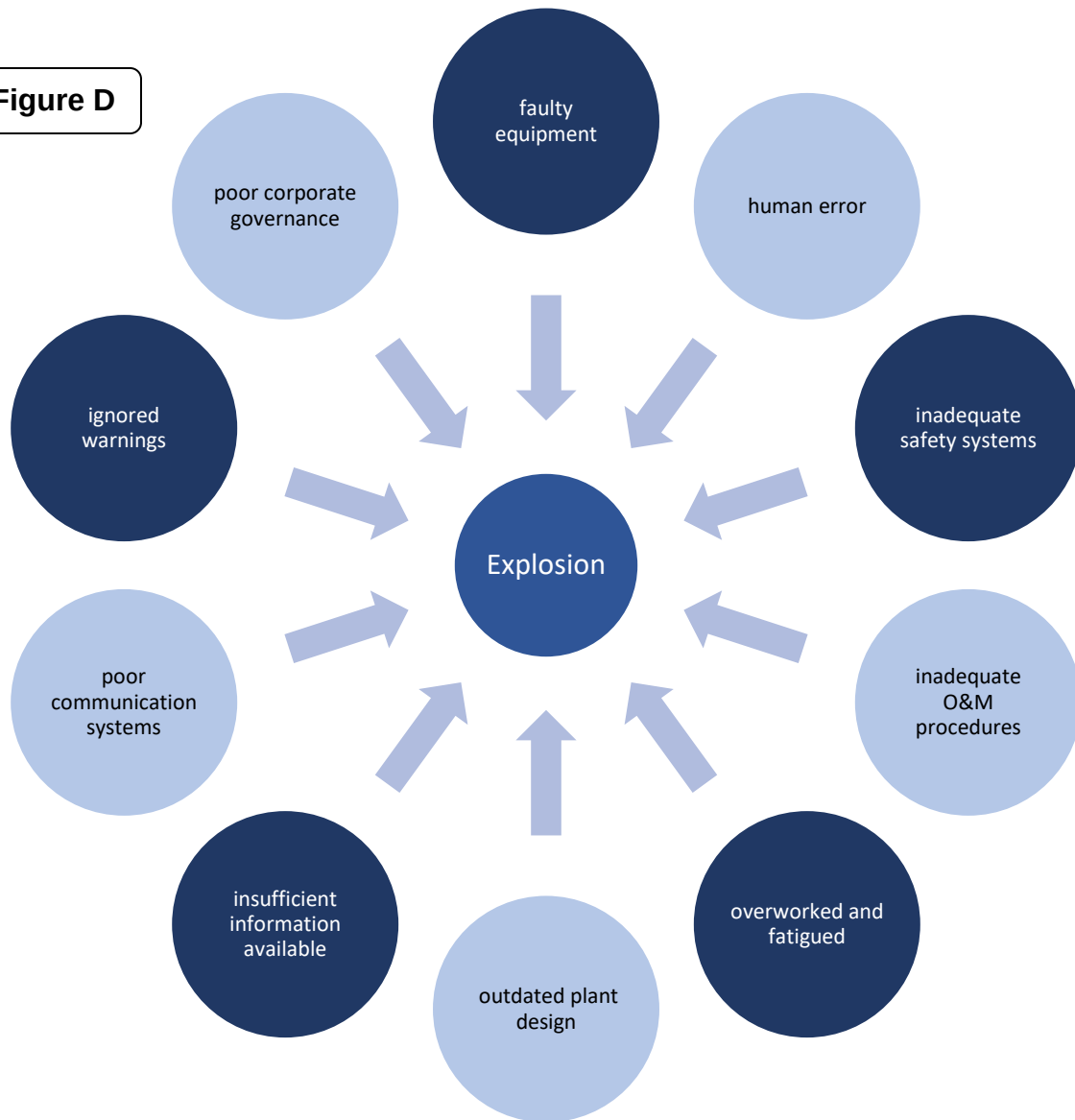
The final investigation report showed that, as with most major incidents, not one single event but a series of events had caused the explosion. Whilst one of the fuel tanks was being filled with petrol, the tanks level gauge had stuck and the automatic safety shut-off was also inoperable. The tank was overfilled, the surrounding safety bunds failed to contain the spilt petrol around the tank, a vapour cloud formed near ground level, which was ignited by a nearby machine and the vapour exploded (HSE,2024).

Referring to figures A and B above; failures were proven on all levels of decision making, i.e. strategic, tactical and operational, with external, individual and organisational influences contributing, as well as a dubious application of morals. Appendix 1 shows a detailed logical error tree, which was produced by the investigators.

The faulty equipment could be construed in some circumstances as an external influence, however; the failure of the management functions of the organisation to provide adequate safe systems of work at the strategic and tactical level contributed to this. Human error was rife throughout the operational level decision making, there was little evidence of any ethical influences being considered at any level of work management. It would be fair to say the investigation and report revealed that a dysfunctional and dangerous environment had been created prior to the incident. The scene was set, a recipe for disaster was mixed and fate did not disappoint.

Figure D below summarises a collection of all those things that went wrong, I extracted these from various HSE reports and the HSE logical error tree; Appendix 1.

Figure D



2.5.2. Report - Buncefield Alternative Reality

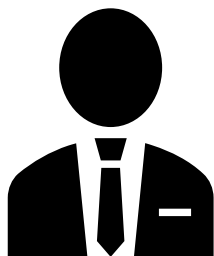
I created this scenario as an alternative reality, to demonstrate where earlier decisions influenced by professionalism and ethics led to a different outcome at Buncefield.

This scenario begins on the 11th December 2003, two years prior to when the incident would have occurred. Two employees of the Fuel Storage Company (Company) David Jones and John Smith were transferred from another fuel storage plant, also owned and operated by the Company. Despite John Smith being promoted to a high level, he and David Jones brought with them their friendship and cooperative working relationship.



David Jones was transferred to Buncefield as a Shift Plant Supervisor, aged 35 years old, with 10 years of experience in a similar role, qualified to Level 3 BTEC, fully up to date with internal training courses and safety qualifications. David is ambitious with aspirations of securing the Plant Managers job when the existing manager retires in a few years' time. David is studying Level 4 BTEC in Engineering at a local college. David has recognised the importance of professionalism and has joined the Energy Institute at Associate Member grade, (EI,2024).

Within days of his transfer, by applying a professional point of view, David had recognised the shortcomings at Buncefield, immediately making efforts to improve the situation, carrying out surveys and submitting reports to his line manager (the Plant Manager). Unfortunately, for reasons difficult to determine, his manager was not too interested, despite David insisting there was a real threat to the safety of the plant, his coworkers and indeed the general public. David had a moral dilemma, his job was secure, despite the long hours his wages were excellent, the future of the plant was bright, especially now that it was producing more than it ever had, the situation was comfortable in many ways. Yet David knew that to carry on regardless was not 'the right thing to do'. He could not ignore the potential consequences of the decisions currently being made. David applied his virtues; he skipped up the chain of command, reporting his concerns to his friend and colleague the new Regional Operations Director John Smith.



John Smith was promoted as the Regional Operations Director, responsible for the company's four oil storage depots. Aged 45 years, with 20 years of experience in the industry, educated to degree level, a Chartered Engineer and Full Member of the Energy Institute (EI,2024). John is a star in the making, destined perhaps one day for the top position at the Company. Within weeks of his appointment, whilst sitting at his first Board meeting, John realised the lack of accountability for health, safety, quality and environmental matters. Further investigation also revealed each fuel depot seemed to be operating in isolation. John had

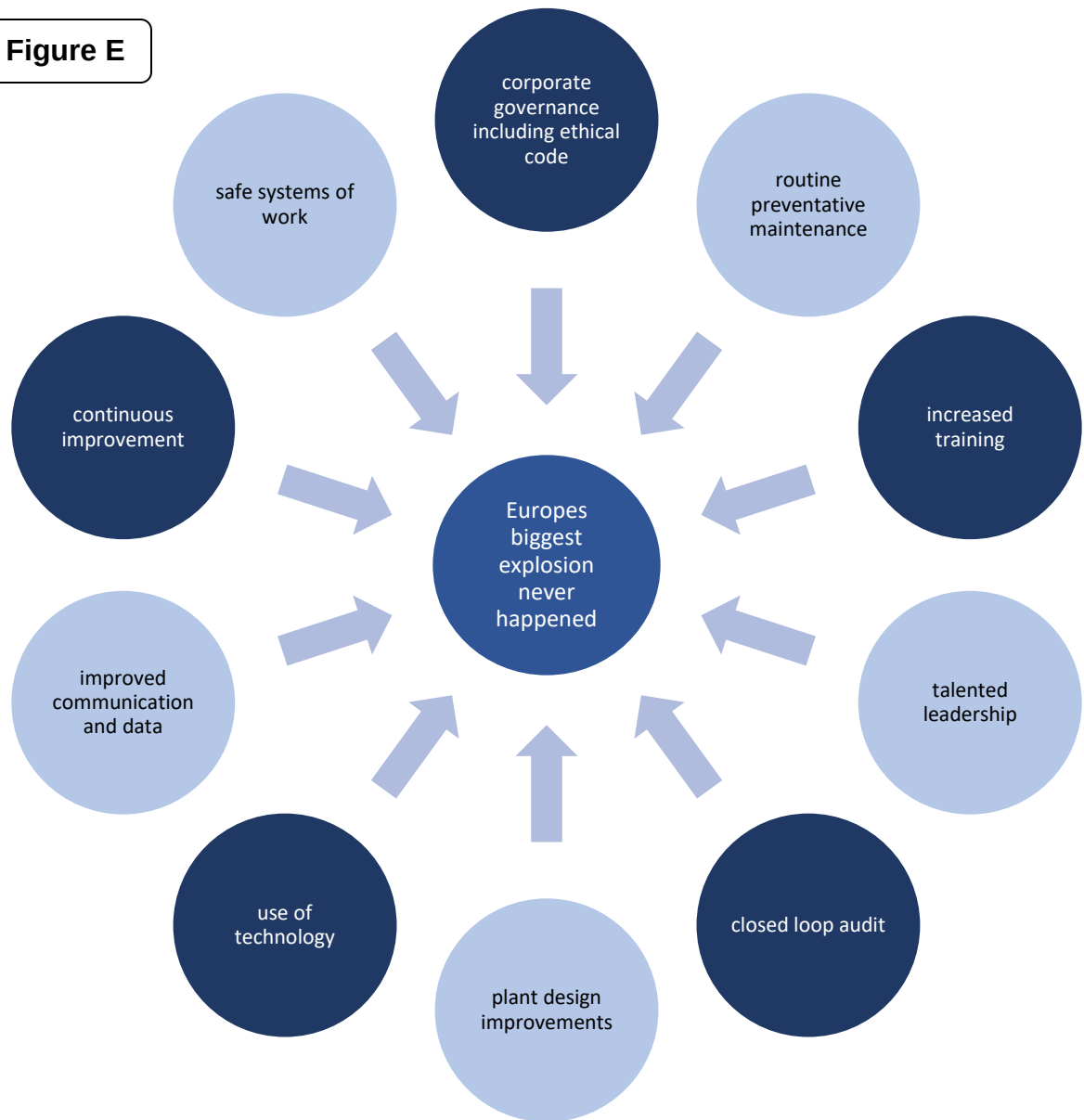
identified a lack of corporate strategy with no common standard or governance being applied. Being the professional that he is John sought agreement from the Board to take ownership of this task. Having, up until very recently, been the Plant Manager of one of those four plants, he was not overly concerned as he knew that his plant had always had robust Safe Systems of Work in place. Amongst his many other duties, the review and overhaul of the company's governance would be a long-term project.

Two months into his new role John was approached by David Jones, David was very concerned to be skipping up the chain of command, but John assured him that reporting these issues was 'the right thing to do'. Now John too had a dilemma; should he continue with his planned long-term overhaul of corporate governance or had the situation become a whole lot more urgent? As a true professional it was impossible for John not to apply his virtues, morally the immediate risks could not be ignored. More so; John, as the Regional Operations Director, had legal responsibility for the safe operation of the plants under his management. John called an emergency extraordinary meeting of the Board and presented the situation, with a recommended course of action. Despite hidden annoyance from some of the Board members, morally and legally none could dare stand in the way of the needed action.

A company-wide project team was put together, headed up by David Jones who was seconded into position. As well as applying engineering knowledge, the team collaborated with the general workforce, studied legislative and best practice guidance and consulted with professional bodies, all in order to make tactical and operational improvements very quickly. Alongside this, John delegated some of his other duties to free-up his time to lead urgent improvements to the corporate governance and a companywide strategy, starting with a proclamation of the company's ethical code. John also strived to improve the company's reputation, with increased involvement in the industries professional bodies.

Within 1 year the majority of the project was completed. Figure E is a summary of all those things that went right and prevented Europe's biggest explosion from ever happening.

Figure E



I believe that the Buncefield Alternative Reality demonstrates how a dire situation can be turned around by professionalism and a clear ethical code. In a bad position, good professionals will quickly be presented with moral dilemmas which will naturally flush out an ethical approach.

2.6. Measuring Professionalism

Regardless of an individual's status at work, professionalism is always needed to do a job well. Professionalism is all around at the workplace, but it is not a metric normally measured in isolation, nor is there a scale at which we could place a person or an organisation, e.g. a scale of say 1 to 10 in professionalism.

I see, however, that there is an alternative indirect method of measuring professionalism; high levels of professionalism are noticed by bosses and often lead to success in a chosen career. In the construction industry this is often complimented with memberships and affiliations with professional bodies. The Chartered Institute of Personnel and Development shows a direct link between professionalism and career enhancement. (CIPD,2024).

The same is true of an organisation, with a successful company being seen by its customers, as not just a collection of professional people, but as a professional entity in its own right.

A base line standard of professionalism for individuals may be as simple as acting with integrity, respect, and honesty in the workplace, demonstrating behavioural traits such as being punctual, dressing professionally and communicating well, following rules and understanding how those rules benefit everyone but also feeling the freedom to question those rules if necessary.

If there were a scale of professionalism, then it would be fair to say that the very talented David Jones and John Smith at Buncefield Alternative Reality would be at the top. Both striving forward with their continuous professional development in order to be the best they can, dedicated to their job and loyal to the organisation they represent as well as caring for those around them. Their virtuous grappling with difficult moral dilemmas in the absence of an organisational ethical code and dealing with the issues head on further demonstrates this commitment to professionalism.

3. Professional Development

3.1. Curriculum Vitae (CV)

My CV is attached as Appendix 2. It is always kept up to date as my company's clients often request details of assigned staff at tender and build stages of a project.

3.2. Personal Development Plan (PDP)

Similarly, my PDP is kept up to date as part of my professional progression with the Association of Project Management. I provide an extract of that in Appendix 3.

3.3. Organisational Behaviour

In order to develop my career as indicated in Appendix 3, it is important that I understand how individuals and groups interact within an organisation and how these interactions affect not only my personal objectives but also my company's performance toward its goals.

I referenced Chapter 5 of the book by Frank Harris and Ronald McCaffer, entitled Modern Construction Management, to see that the study of organisational behaviour has been developing since the beginning of the industrial revolution, pioneered by theories from the likes of Abraham Maslow and continued more recently by David McClelland.

The study of organisational behaviour is now a modern affair with principles from psychology and sociology and is recognised as a science in its own right. Modern professional organisations and university courses agree that human behaviour within a workplace can be categorised under four key elements, Figure F. (Harris,2013)

Figure F



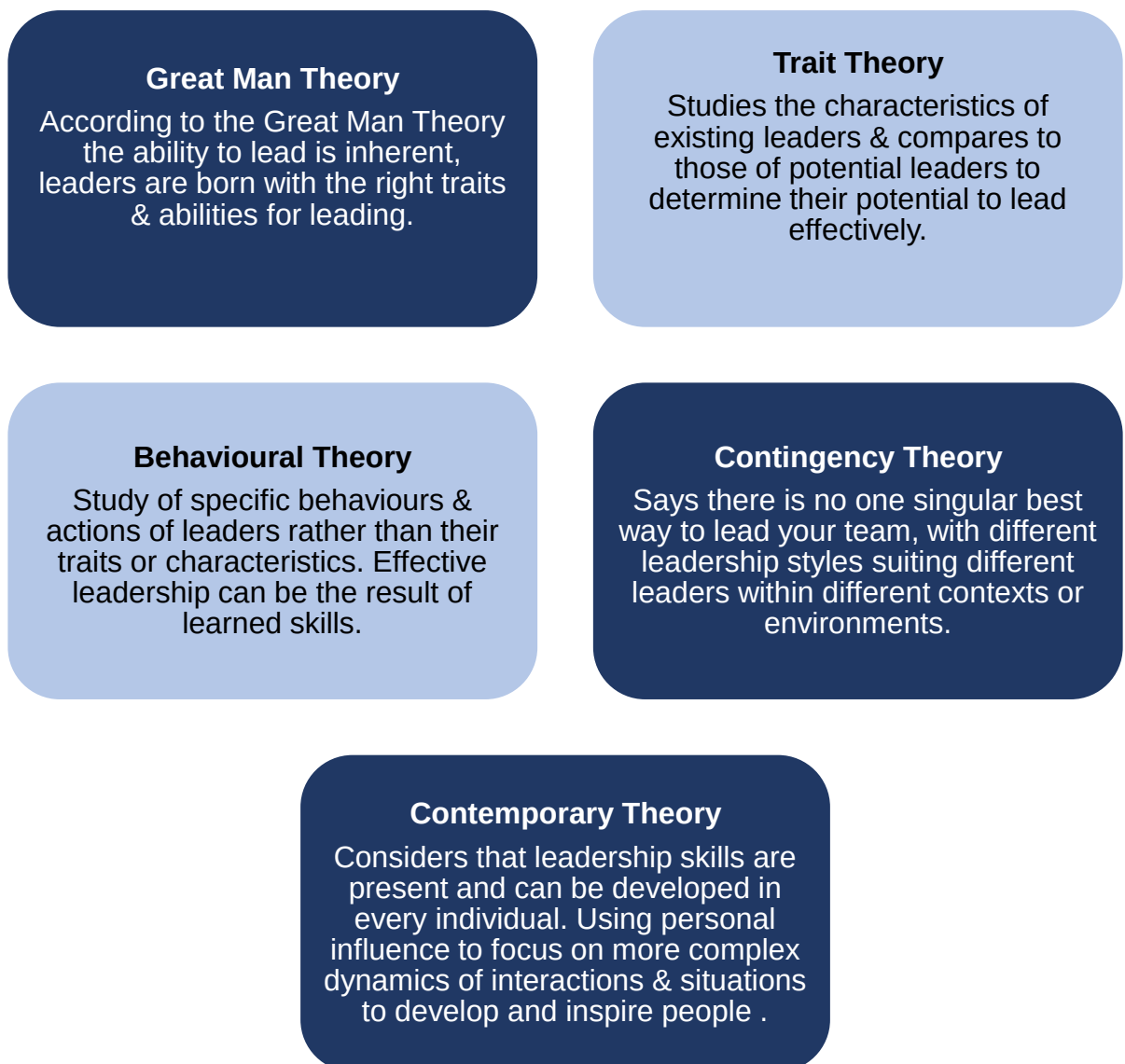
4. Leadership

4.1. Leadership Theories (Theories)

As an aspiring professional with a goal to become a ChPP, it is critical that I understand Theories, how they seek to explain why certain people become leaders, to emulate that formulae myself and apply it to others. Over the years, psychologists have analysed and developed leadership theory, whilst researchers have tried to map it out. This isn't new, historical figures such as Napoleon Bonaparte were studied during their lifetime. Modern Theories were developed by pioneers from the early 20th century onwards. Most focus on the characteristics of leaders, but some attempt to identify the behaviours that people can adopt to improve their own leadership abilities in different situations.

In my research I have discovered there are many different approaches and there is no one particular approach to leadership or collection of Theories that may be considered definitive. My preferred model, or the most relevant to my field of project management, comprises five Theories and is shown in Figure G below. (Harris,2013)

Figure G



4.2. Leadership Styles (Style)

I will need to demonstrate competence in leadership. To do that I must understand the recognised Styles and decide which of those best suits me and my organisations shared culture, whilst solidifying our common goal and motivating and influencing those around me.

I am also a student member of the Institute of Project Management; they have provided an excellent resource on the most widely recognised ten types of leadership styles, Figure H. (IPM,2024)

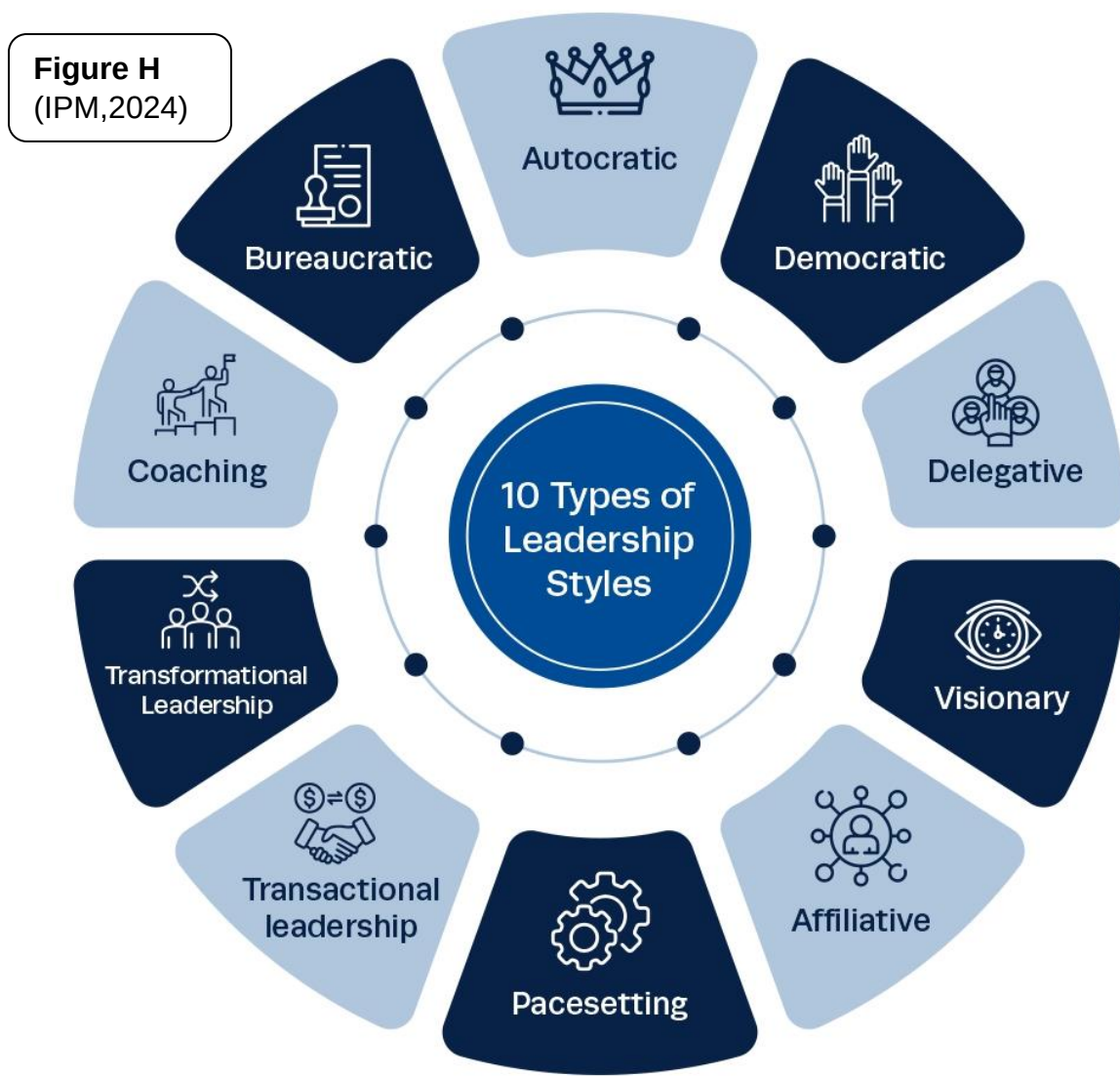


Figure I (IPM,2024)

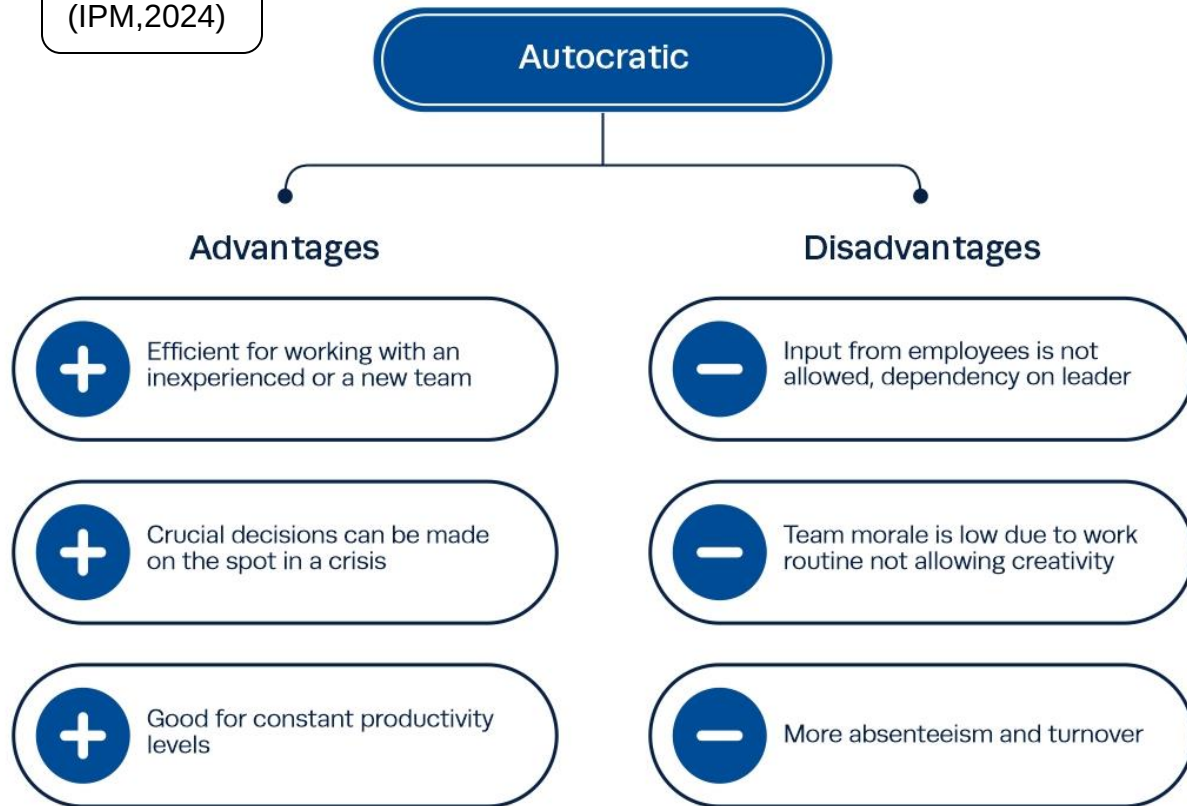
Leadership Style	Main Characteristic
Autocratic	Individual control over all decisions and little input from group members
Democratic	Reaches consensus through group participation
Delegative	Leaders are hands-off and allow group members to make the decisions
Bureaucratic	A clear chain of command with established rules and procedures
Visionary	Inspires people and brings them towards a vision
Affiliative	Creates harmony and builds emotional bonds
Pacesetting	Sets high standards for performance
Coaching	Helps people develop for future progress
Transactional	Leaders rely on a system of rewards and punishment to motivate their employees
Transformational	Approach that causes change in individuals and social systems

Kurt Lewin was an early researcher of leadership styles, he argued that there were three types of leaders. These were the first three on the list above; autocratic, democratic and delegative (laissez-faire) leaders (Lewin,1939). Although much of his research remains valid today, modern studies recognise a far more complex landscape exists, most learning institutes promote the ten types of Style model shown above. Leaders may lean towards a certain Style in their behaviour, but no single approach is effective, with different behaviours being appropriate at different times. Just like the application of the Theories, the best leaders are those who can use many different behavioural Styles and choose the right Style for each situation.

As an Apprentice Project Manager with Johnson Controls International, I am involved with multiple construction projects throughout the UK, initially in a learning role but more recently in an Assistant Project Manager role. Construction project management is a high-pressure role, supposedly controlled and planned but often changing circumstances create the opposite. During my first year, our office and all the projects that we were involved with were overseen by the Regional Manager; Peter Davies. Peter was old-school and lead the team in an autocratic Style, Figure J, the team was measured with elements of the pacesetter Style and rewarded on a transactional Style basis. Peter was put in position during the previous year's merger of the UK part of my company with the now controlling USA part. I should clarify that Peter had moved somewhere else in the company before my second year began and that as a new apprentice his Style had no detrimental effect on me, in fact it allowed me the opportunity to witness his pure command and control approach to the team.

He was very strict and took complete control of, and responsibility for, almost everything. Those managers that worked directly for him seemed to be pushed into adopting the very same Style; 'they did his bidding'. To me, it seemed that the entire organisation itself had this top-down approach to management. My impression was that the environment didn't seem to appreciate people, it failed to motivate or empower and didn't harness any employee creativity or promote any personal growth. In my view, there always seemed to be a disproportional effort being put into the accurate control and planning of work, intense repeated communication with a continuous overview from all managers. The autocratic Style appeared to need a whole system of control in its own right to constantly check that everyone is doing what they are supposed to be doing. I've learnt since that this is called 'agency creation'. and that, by definition, is inefficient. To me, as an inexperienced first year apprentice the directive nature of the autocratic Style was probably beneficial, I was in no rush to be creative, I am sure that applied to others also. I could see the Style worked well when things went wrong and was quick and decisive when crisis management was needed. I have since come to the conclusion that Peter and his autocratic Style, were deliberately put in place by the senior management of the company because they believed that was what was needed during the time of our merger, a time of significant change.

Figure J
(IPM,2024)



Looking back in hindsight, and now with three years of experience, I see that the autocratic Style didn't win over the hearts of employees, and ultimately, they were the ones putting the change initiative into action. Back then, even as a green apprentice, I could see workforce morale was low. Now I know more about alternative Styles, I believe a more transformational approach would have suited the situation, perhaps avoiding the loss of some very experienced staff who were poached by competitors during that period.

Thankfully that period of autocracy was short lived, the two companies were successfully merged. Things have moved-on over the past two years, my line managers and their new regional manager now seem to be applying a combination of transformational Style, with elements of pacesetting (as our purpose is project progression) and for me personally a healthy slice of coaching Style. The management team as a whole seem to be trying to understand the team's needs. I love my job and am loyal to my employer, I have great aspirations so from my perspective their leadership Styles are now working well.

4.3. Personal Leadership Style of Benjamin Jeffs Project Manager.

Recent research by the Chartered Institute of Building has shown those within the industry recognise that good leaders can be created and that individuals can thrive and excel when they have more opportunities to grow and lead. I have been given such an opportunity and I am working hard to avoid wasting it (CIOB,2021).

I am already acting as an Assistant Project Manager; I have just recently become responsible for subordinate construction team members at project sites. From my research I am aware that no "right" leadership style exists and what works for one leader may not work for me. I understand now that in order to grow as a leader I need to be self-aware of my style, I need to decide if I am happy with that style and be able to gauge how I influence those that I directly lead.

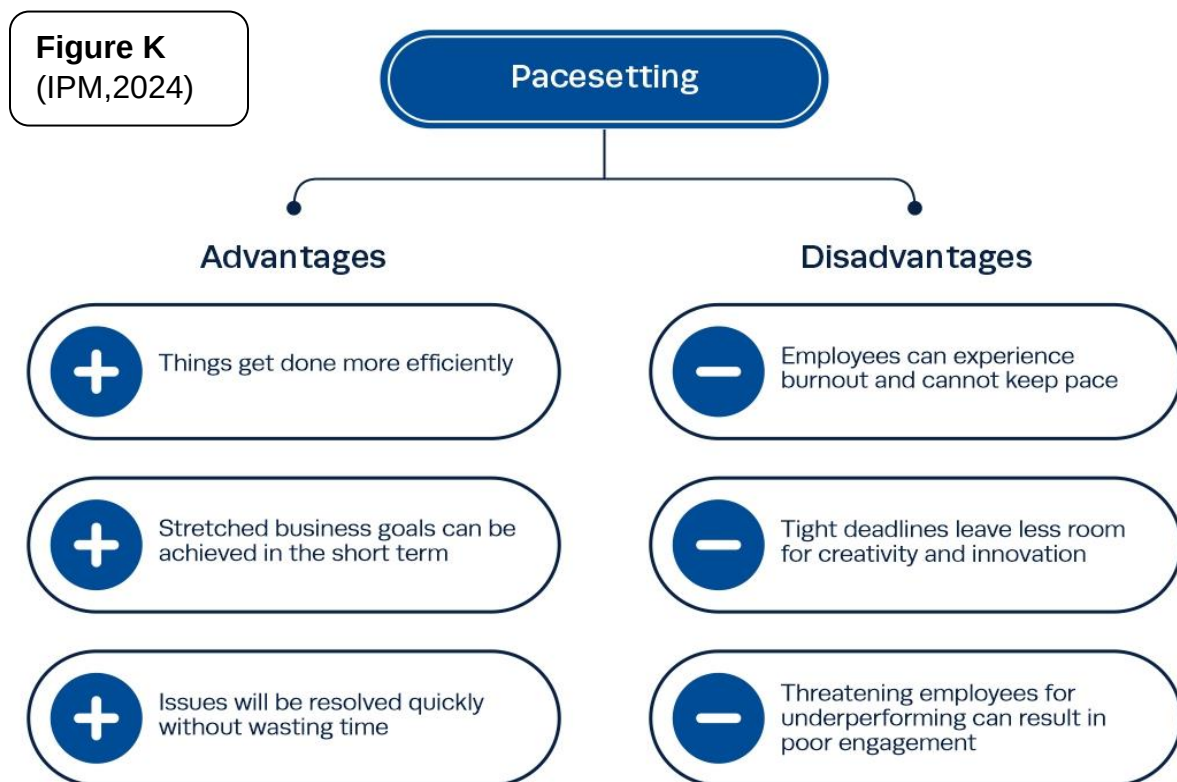
In my approach to leadership, I like to think I have the following philosophies and qualities:

- My approach to directing, motivating, and managing my team to meet our shared goals is not 'set in stone' and can be changed and moulded.
- I need to identify my existing Style and my desired Style, allowing me to develop my strengths and pinpoint areas for further improvement.
- Any Style I have or try to develop will always be shaped by my personality, my values, my experiences and my growing skills.
- To fully understand my, and my team's purpose, solidifying our common goal. There's no point me being a good leader unless it is to the benefit of the organisation that employs me.
- I will be aware of the needs of my team. This includes their strengths, weaknesses and communication styles, using feedback to flush out preferred ways of working.
- Adopting flexibility; actively listening and being willing to change my approach when necessary, being open to new ideas and perspectives.
- Collaborating and building relationships with members of my team. I believe feeling heard, respected, and valued, motivates and promotes the buy-in to our goal.
- Embracing of new technologies, the constant emergence of technological aids cannot be ignored and when appropriate can be a massive help to me as a leader.

Even now, during our global digital revolution, in my business there are those that resist technological progress.

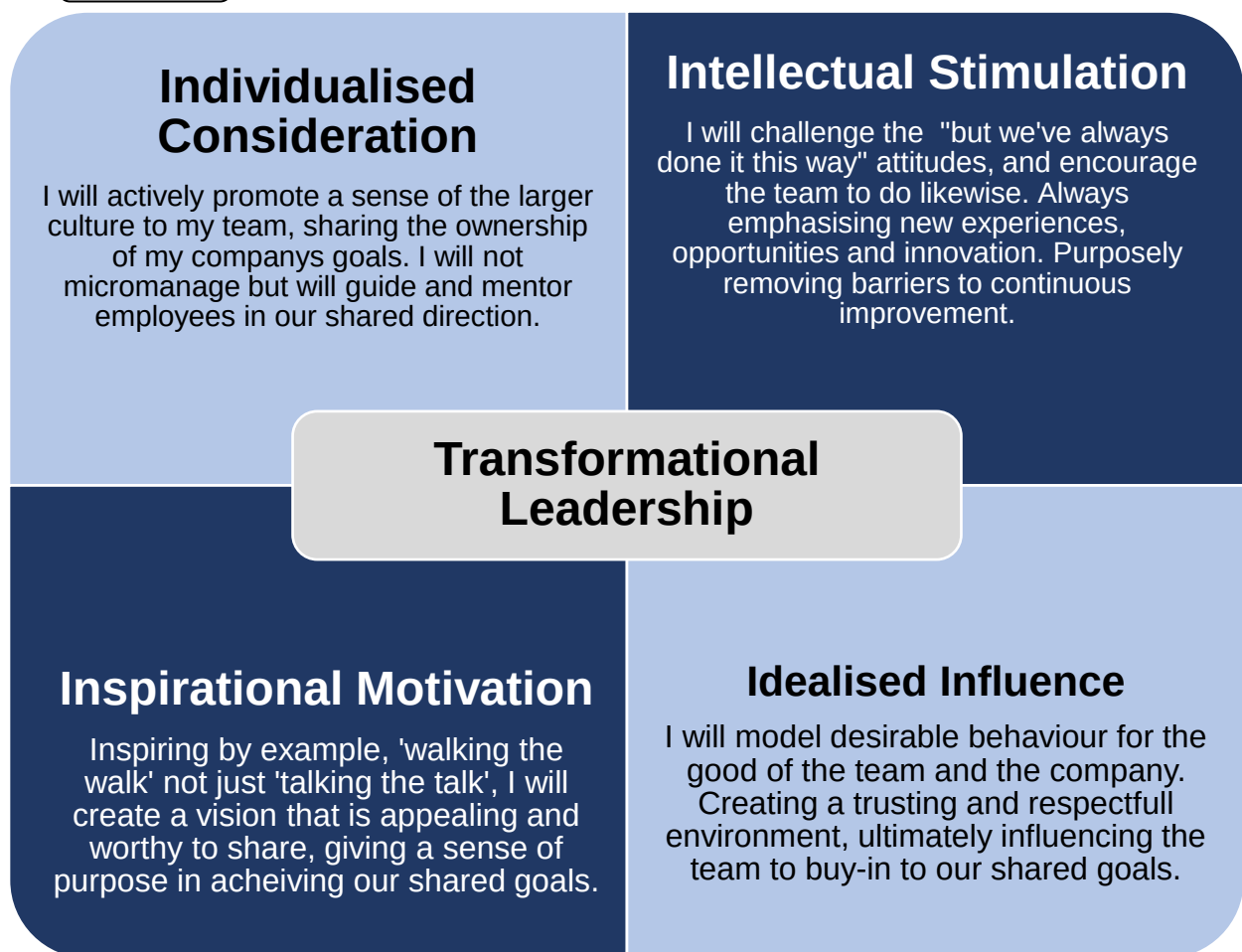
- Commitment to continuous learning and growth, seeking out opportunities for professional development, active membership with my professional organisation (APM), networking, accepting feedback and leadership coaching.

When I compare my approach to the descriptions in Figure I above, I believe my current Style is most closely matched to transformational leadership. Regardless of this awareness, my role as a Project Manager encompasses continuous managing, measuring and ultimately achievement of project goals. Clearly these activities fit nicely under the pacesetting Style of leadership. This Style is widely practiced by Project Managers at my place of work. The graphic below, Figure K, taken from the Institute of Project Management, demonstrates that the advantages of pacesetting can deliver timely results but needs to be managed, as the disadvantages are significant. I myself have witnessed burnout and poor engagement of team members.



The concept of transformational leadership was initially introduced by leadership expert James MacGregor Burns in his book *Transforming Leadership*. According to Burns, transformational leadership can be seen when "leaders and followers make each other advance to a higher level of moral and motivation" (Burns,2004). Burns promoted the four I's approach to transformational leadership. If I am to become such a leader, I am to focus on positively motivating my team, fostering a workplace that promotes creativity and empowers members to make their own decisions. Emphasising both personal and professional growth and helping employees see their work as a part of the big picture, hopefully creating an enthusiastic and innovative team. All the while with full consideration of the other Styles, in particular pacesetting. I have mapped my approach in Figure L.

Figure L



5. Teamwork

I see my role will place me in three different teams, they are linked and coordinated but I still see them as distinct.

Team 1: Is the organisation, I am a member of this team for as long as I am employed by Johnson Controls International. The scale of this team is impressive with over one hundred thousand employees around the world, of which I am one Project Manager in a regional office of five others, one of hundreds worldwide.

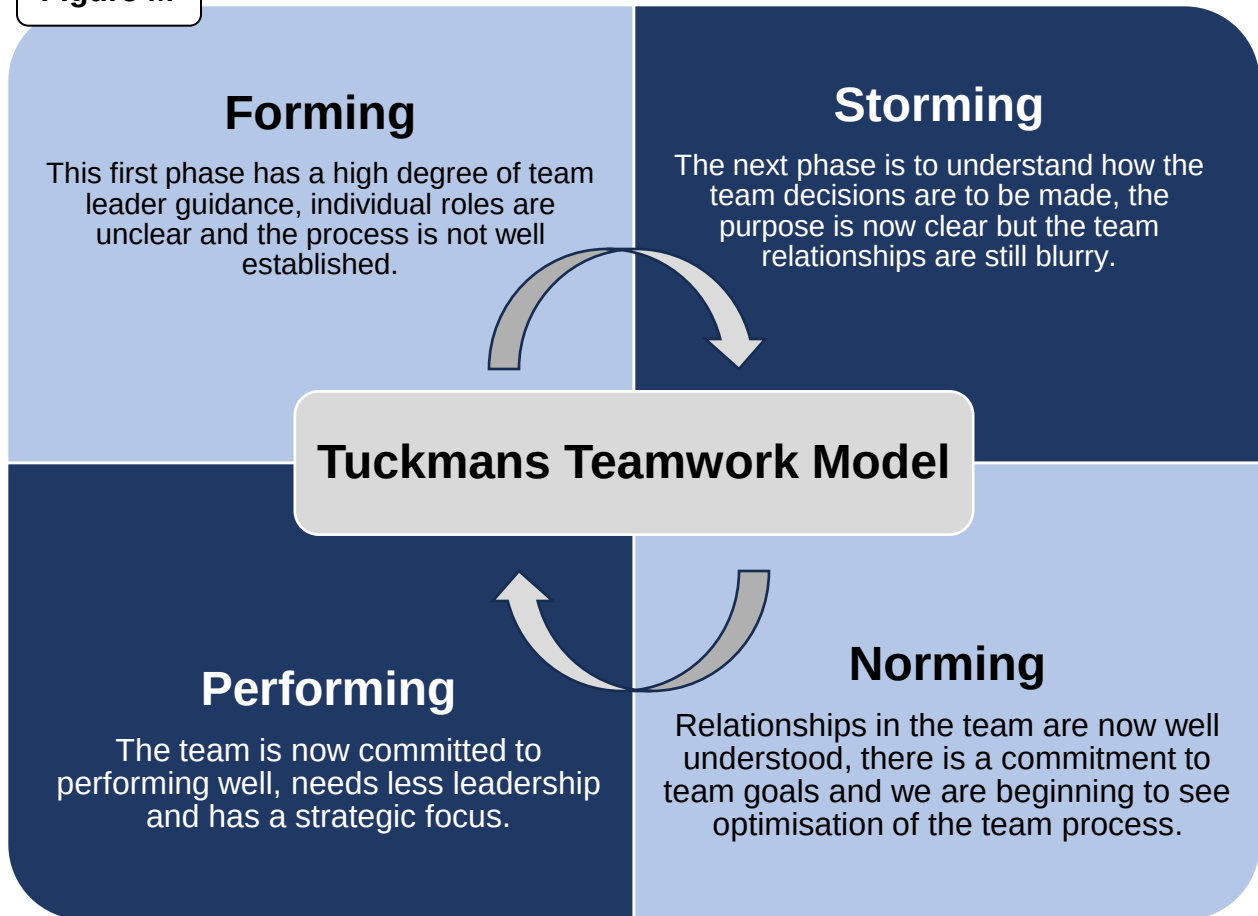
Team 2: My regional office, a moderate team of about thirty people, I am a member for as long as I am assigned by Johnson Controls International. Mine may not yet be a fully-fledged role but I do feel valued.

Team 3: The team allocated to the specific project for which I will be responsible, I am a member of this team until the project is successfully completed. This is a smaller team in which I will carry out a leadership role.

My company operates a modern business environment, fully aware of the importance of teamwork. Within my (regional) office, such awareness allows us to achieve the company's collective goals, to achieve individual project targets and continue to develop as a group. All employees are aware of each other's responsibilities and work together to improve the company's overall objectives, ultimately leading to greater efficiency and financial success.

Tuckman's Teamwork Model was referenced in my corporate apprentice induction training three years ago, it is still sometimes quoted by my senior managers. Tuckman says that "four distinct phases are necessary and inevitable in order for a team to grow, face up to challenges, tackle problems and find solutions, plan work, and deliver results" (Tuckman,1965). Figure M, below, is my interpretation of Tuckman's Model. Certainly, in my journey from green apprentice to project manager I am following this pattern. Whilst I am becoming more and more exposed to Team 1 and Team 3 described above, my experiences so far have been mainly with Team 2 at our regional office.

Figure M



I have witnessed and still witness these four phases. Being a dynamic organisation with people frequently coming and going, I see team members at different phases. When I was at the forming phase I felt well looked after. It was very much a, 'this is how we do things here', approach. I was slowly inducted to the team and able to get to know everybody at a comfortable pace.

The storming phase is recognised as the most difficult and in my experience at our office, has been less well handled. I notice frequent conflict from different points of view aren't always handled by leaders as well as they could be. I myself had a problem where other team members seemed to be blaming their shortcomings on me as the 'easy target' Apprentice. I had to 'call this out' as unfair, but it was difficult to do so without being seen as a non-team player. There were drawn out feelings of frustration which delayed me

moving on to the next phase of norming. I do think heavy workloads are often the main contributor to delaying the building of an effective team in project management.

I knew I had reached the norming phase when the team began involving me in activity that was clearly above my paygrade. My manager was keen for the team to see I could be useful, it was here I gained greater respect from my team, they believed they could trust me to 'do my bit'. Socialising outside the office has also demonstrated our team works well together.

I don't think the performing phase is always present at our office. I am certain the team and its individuals, myself included, frequently slip back into the other phases. When the team is performing it is a great place to work, the team is 'in the zone', and work flows easily. Friction seems to be easily overcome and 'everything is clicking'.

Bruce Tuckman later added the adjourning phase to his model which is probably relevant to my future Team 3 responsibilities. After successfully completing a project, especially having hit the performing phase, he says a formal separation/celebration is important; "deep friendships may have been formed and making the time to honour that is critical". (Tuckman,1965). I see the world of construction project management as a fluid business, building good relationships at each project can only be beneficial in the longer term, especially for when paths cross again.

Soon I will be fully operational as a Project Manager. Success in Team 3, my allocated construction projects, will depend upon my performing well as leader of a team. I shall adopt the above discussed Team 2 approach. However, I do recognise the introduction of consultants, contractors and sub-contractors and even third parties' changes things slightly. I see that they introduce the slightly different concept of collaboration and that I will need to adopt a delicate balance between collaboration and teamwork, a strategic approach that will exploit the strengths of both concepts.

6. Conclusion.

A conclusion and brief summary of personal learning points gained from this assessment report and across the UWTSD Learning Module (Module):

Having committed to a three-year HND apprenticeship, topics within this Module had me question, “is this really what I want”? It has made me consider; am I the right type of person to be doing this, do I have the qualities, can I demonstrate the behaviours of professionalism, virtuosity, teamwork and leadership?

I believe the answer remains at yes, and it helps that I have a clear objective of reaching ChPP. ‘Clarity of Purpose’ is a term I like because it applies to my intention to succeed. Planning and working towards that purpose captures much of everything else I need to do e.g. I must be good at my job, I must continually improve etc. I do consider myself an effective communicator and believe this will help a lot in my reaching ChPP. Studying this Module has confirmed my belief that being professional is something to be proud of, more are needed in the construction industry, I enjoyed expressing this in Chapter 2.5.2 the Buncefield Alternative Reality.

I must admit to myself that over the past three years, working four days a week, often away from home, I have found it difficult to find enough time to study for the HND. I learnt early I could only succeed if I carefully managed my time, both from a work and personal perspective. I try to apply these five basic rules, some of which we discussed in the Module:

- Regularly review my workload (it’s a moving target).
- Prioritise tasks (they keep changing).
- Allow time for things going wrong (because they often do).
- Avoid getting caught up in distractions (long meetings over trivial matters).
- Set aside time for rest and play (it is these that have most suffered).

Our study of continuous improvement has shown me it is our key to success, on a personal level and on an industry level. Studying events like the Grenfell Tower Disaster and Buncefield Incident, it seems a shame that many of the improvements that are made in the construction industry are sometimes made too late and in hindsight.

The Module helped me recognise how important organisational behaviour is, studying my workplace and seeing that it affects so much of what we do. Again, implementing strategies in line with its concepts can help in my career development and increase the satisfaction and productivity of a workforce.

Creating the optimum environment for the management of construction should be the goal for us all taking this Module. I do feel that the tools and techniques, legislation and best practices discussed have gone a long way in helping me play my part in that. This year's studies have convinced me that individuals can thrive and excel when they have more opportunities, however; I do also believe that talent plays no small part in those that do reach the top. I suppose this opinion has elements of the 'Great Man Leadership Theory', although I know it's not as straight forward as that. In my career it may be difficult for me demonstrate talent or indeed to identify it in others, it is probably a far less scientific approach than the tools and techniques we have learnt, but I still believe it to be important. On the negative side of this, I believe not all individuals are cut out for a management or a professional role, regardless of how much they prepare, just as not all construction organisations are operated in a suitable way, regardless of their size or power.

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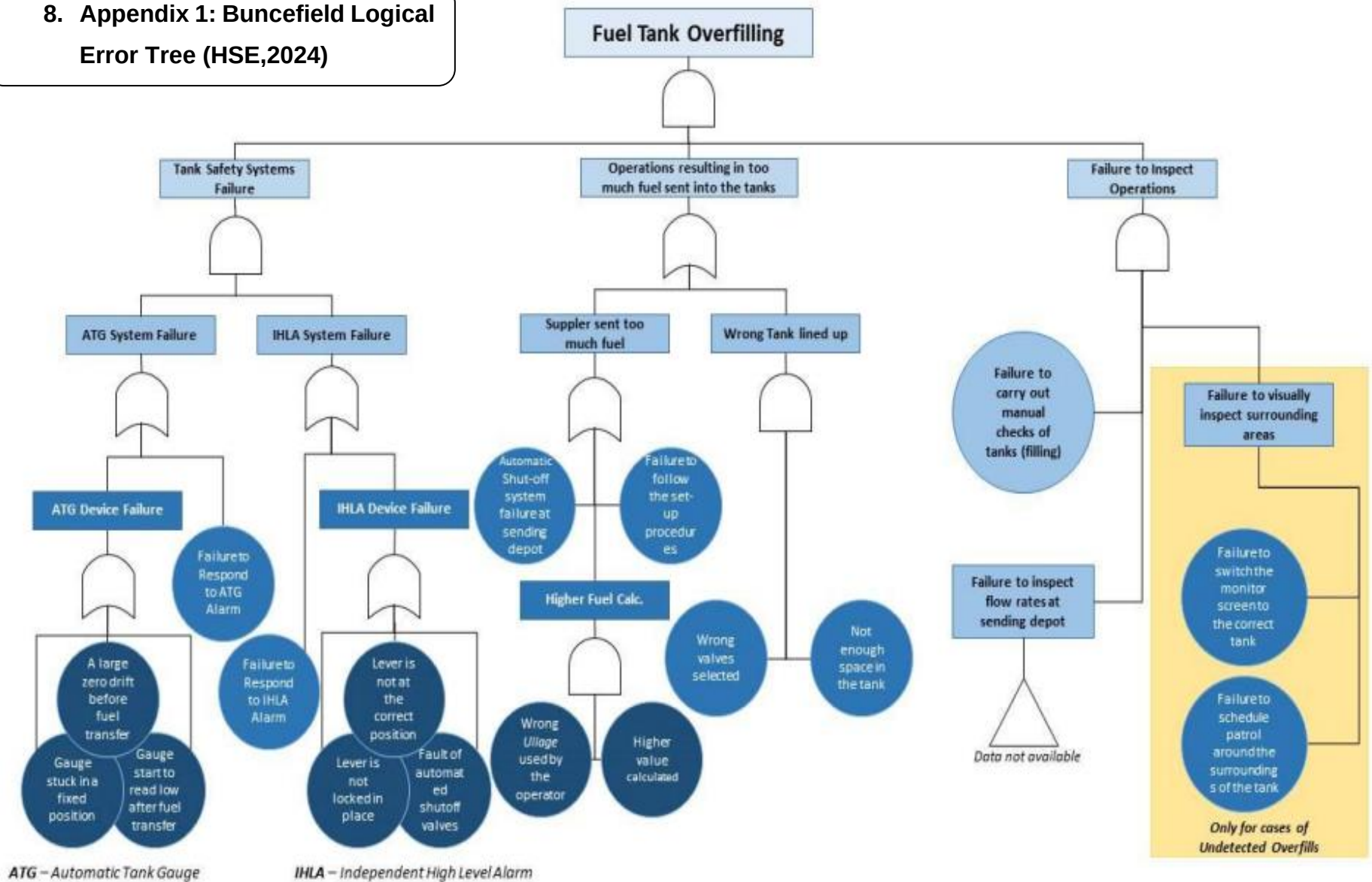
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8. Appendix 1: Buncefield Logical Error Tree (HSE,2024)



Appendix 2:
Curriculum Vitae

CV Benjamin Jeffs – Project Management

79, Fernlea Park, Bryncoch, Neath SA10 7SX

Email: benjeffs02@gmail.com

Date of Birth: 25.09.2002

I have a planned and progressive approach to my career development. This September, at twenty-two years of age, I will successfully complete my apprenticeship and be appointed a Project Manager with Johnson Controls International (JCI). Until then I continue to study HND Construction Management one day per week at UWTSD Swansea. Already carrying out the role of Assistant Project Manager, I am enthusiastic about starting my fully fledged role in Project Management.

Being an active **Student Member of the Association of Project Management**, I intend to qualify as a **Chartered Project Professional (ChPP)** via their Competence Framework Programme.



Education

University of Wales Trinity St David Swansea 2021 - present

- Construction Management. Part time study level 5 HND.

Dwr-Y-Felin Comprehensive School & Neath College 2014 - 2021

- A Level Passes in Mathematics, Chemistry & Biology.
- GCSE Passes in Physics, Biology, Mathematics & Information Technology A* grades, Chemistry, Welsh & Computer Science A grades, English B grade.
- In 2018/19 extra curricula Advanced Pre-college Mathematics; Merit Award.

Current Position

Apprentice Project Manager at Johnson Controls International
(Integrated Solutions Division) 2021 - present



JCI employ over one hundred thousand people. My division manufactures, configures, and installs fire suppression systems including sprinklers and valves, extinguishers and agents, special hazards systems, related components as well as computing hardware & software to meet unique requirements.

- | | |
|---|---|
| • Consulting Services | • Commissioning |
| • Conceptual, Feasibility & Pre-Engineering Studies | • On-going 24hr Service & Maintenance Support |
| • Project Management | • Training |
| • Full Turnkey Contractual Responsibility | • Inspection & Testing |
| • Design, Manufacture & Installation | • Decommissioning & Removal |

continued....

My role within JCI sees me delivering the above services as part of the Swansea Major Projects Team. Managing commercial aspects of projects, reporting to existing Project Managers and the Operations Manager. The role includes a specific focus on change management and business development to optimise profit margins. Presently assisting but soon to be responsible for driving productivity and meeting contractual programme dates by:

- | | |
|---|---|
| <ul style="list-style-type: none">• Management of internal & external teams.• Manage EHS standards• Project cost management• Drive positivity & productivity | <ul style="list-style-type: none">• Planning, programming, critical path management• Resource management• Co-ordinate work packages• Change order management |
|---|---|

Liaising with multiple departments from client job specifications to meet project deadlines and costs. Dividing time between the Swansea Office and multiple project sites that may be located anywhere within the UK. Each project has its own challenges to be navigated through, utilising technical expertise and networking skills to gather and use data.

Previous Employment and Life Experience

- Part time general assistant at Neath golf clubhouse; tending bar, waiting tables, operating till and assisting the chef in the kitchen during both regular lunch/dinner periods and special events.
- Junior Captain at Neath Golf Club.
- School Prefect & Duke of Edinburgh Bronze Award.
- Qualified level one first aider with St John Ambulance.

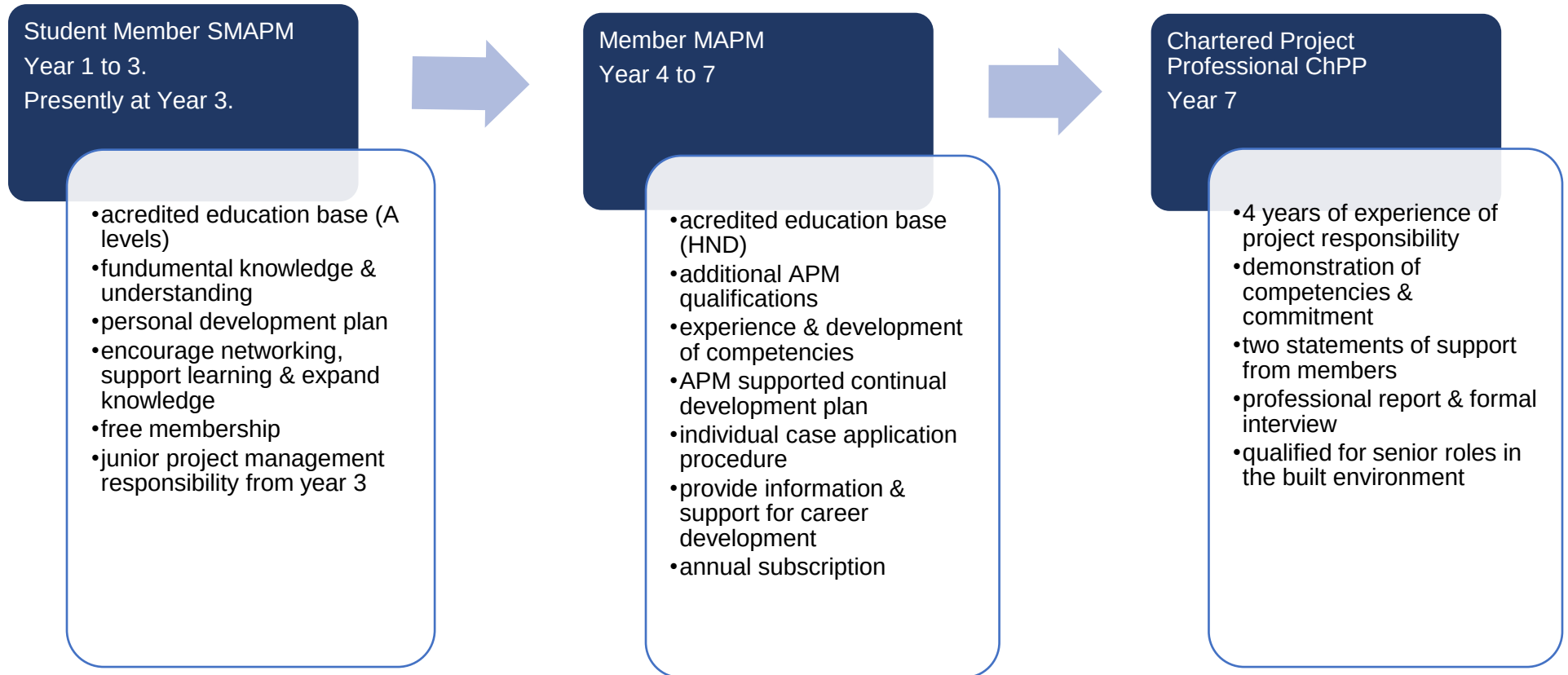
Knowledge, Skills and Hobbies

- An understanding of the processes of property development projects.
- I am a keen golfer at Neath Golf Club.
- I enjoy socialising, the gym, visiting the cinema and playing my Xbox.

Ben Jeffs 7th May 2024

Appendix 3:
Personal Development Plan

Benjamin Jeffs PDP Route to Chartered Project Professional (ChPP) with the Association of Project Managers (APM,2024) (Megginson,2007),



Continued... **Personal Development Plan – Benjamin Jeffs**

Professional progression with the APM is mapped out within their Competence Framework, there are 27 competencies that are needed to achieve ChPP. Seven of those are tabled below (APM,2024) (Megginson,2007),

Name: Benjamin Jeffs					
Job role and responsibilities: Apprentice Project Manager					
Review of learning needs			Development plan		
Ref	In what area do I need to improve my performance?	What do I need to learn in order to achieve this?	What will I do to achieve this?	What are the likely resources & support that I will need?	How will I evaluate a successful outcome?
1	Document organisation skills.	Industry techniques, company procedures & general company knowledge regarding filing & documentation.	My role in project management means I must learn to incorporate this into my routine daily.	Daily help from colleagues. Access to company filing systems. Educational, interactive videos via the company intranet.	Visibly better organisation & ability to locate documents. Also, successful outcomes to annual quality audits.
2	Group communications.	More precise & confident vocabulary in meetings & emails.	Distribute a weekly toolbox talk amongst employees as well as lead presentations when possible.	Advice from my line manager & access to company systems.	Requested feedback from group via itemised agenda topic at monthly project reviews.
3	Team management.	The ability to select, develop & manage teams.	Bring people together, motivate, co-ordinate & develop the team to achieve specified objectives that cannot be realised individually.	Guidance & support from my line manager & colleagues. A pro-active engaging team.	Line manager & colleagues' feedback via itemised agenda topic at monthly project reviews. A visibly more motivated and committed team.

4	Leadership.	How to empower & inspire others to deliver successful outcomes.	Gain experience & education in what makes a good leader. Practice whenever given the opportunity.	Aside from my on-the-job learning, undertake further APM leadership training modules.	Positive company monthly project performance statistics & managers appraisal.
5	Resource capacity planning.	Effective & efficient management of time, money & other resources.	In daily project activities, focus on efficient use of resources by optimising the alignment of resource demand & availability.	Support from my line manager & colleagues. Access to company systems.	Positive company monthly project performance statistics.
6	Professionalism.	Demonstrate skills, knowledge & experience to clients, my co-workers & the wider public.	Be conscientious & attentive at my place of work, study well & be active within the APM.	Use the resources available to myself as a member of the APM, assistance from colleagues & university lecturers.	Measure my general progress in my CPD. Analyse annual progress reports from my company training manager.
7	Understanding & applying ethical codes	Be familiar with my organisation's guidelines set out in their ethical code.	Apply the guidelines of the company ethical code, always considering and doing 'the right thing'	Learn from my line manager & colleagues and build my industry knowledge.	Feedback from colleagues, performing well in my role, progressing in my career.