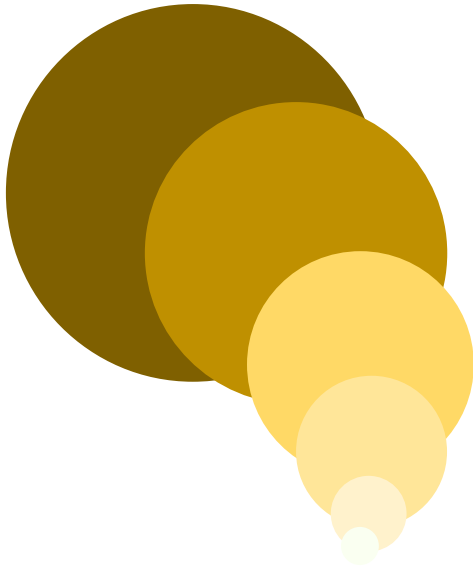




The Role of The Professional Within the Construction Industry

A report discussing professionalism, ethics, leadership
and personal development within the construction industry.

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[Self-Development, Professional Practice, and the Management of construction
PersonnelACBA5008]

Table of Contents

INTRODUCTION	3
SECTION 1: PROFESSIONALISM & ETHICS	3
<i>PROFESSIONALISM.....</i>	<i>4</i>
<i>ETHICS</i>	<i>4</i>
<i>PRACTISING PROFESSIONALISM & ETHICS.....</i>	<i>5</i>
SECTION 2: PROFESSIONAL DEVELOPMENT	6
<i>CV</i>	<i>6</i>
<i>PROFESSIONAL DEVELOPMENT PLAN (PDP)</i>	<i>7</i>
<i>ORGANISATIONAL BEHAVIOUR</i>	<i>9</i>
SECTION 3: LEADERSHIP	10
<i>LEADERSHIP THEORIES.....</i>	<i>10</i>
<i>PERSONAL LEADERSHIP STYLE</i>	<i>13</i>
SECTION 4: TEAMWORK.....	14
<i>PERSONAL STATEMENT.....</i>	<i>14</i>
<i>PERSONAL LEARNING</i>	<i>15</i>
CONCLUSION	15
REFERENCES	16
APPENDICES	19

Introduction

This report aims to discuss the importance of professionalism and ethics in the construction sector, and what happens when they are not appropriately measured. By reflecting on personal experience and comparing these to my studies of organisational behaviour and leadership types, the objective is to understand the importance of these attributes in decision making in the construction industry.

Section 1: Professionalism & Ethics

Both professionalism and ethical stance play large parts in to how the construction industry has been run for decades and will continue to run in the future. The industry acknowledged as one of the largest sectors in the UK economy, with an estimated 3.1 million people employed in total it is vital to understand how professionalism and ethics influence this industry (GOV, 2019). The construction sector is often associated with high risk and hazardous jobs, this is supported by a report carried out by Health and Safety Executive which found that a total of 61,000 non-fatal accidents occurred during a three-year period and an annual average number of 36 fatal injuries over the same course (HSE, 2021). According to (Refurb & Developer Update, 2021), the UK construction industry reported the highest death rate (over 16%) from 2015 – 2020 versus all other sectors. Not only does disregard for professionalism and ethical stance effect staff and employees health and safety, but it can also cause just as much risk to the general public. Section 3 of the HSWA considers these risks to the public and is enforced to give employers duties to ensure, as reasonably possible, no other persons are exposed to risks from sites (HSE, 2022). Allegations of professional negligence are most often brought forward from a company's own customers (Bird & Howe, 2021). When companies are faced with these claims, they often have Professional Indemnity Insurance (PI) in place. PI is intended to cover negligent professional services of workmanship and standard of care of projects. Lack of insurance can leave a professional or company open to serious financial loss (TradesmanSaver, 2017). With the term professional covering more occupations than ever before in the construction sector, the demand for a higher standard of professionalism and ethics has increased in hopes to avoid future claims and incidents.

Professionalism

Described as “the possession and autonomous control of a body of specialized knowledge” by (Abdul-Rahman, et al., 2010), professionalism is a globally used term associated with good, ethical, and moral work. When associated with the construction industry it is often used to re-assure and build confidence between the client and working individual. One form of providing this re-assurance is by gaining chartership through a professional body. In the UK, all chartering bodies require their members to regularly participate in Continued Professional Development (CPD) to keep their membership. According to (CPD, 2022), this is done to ensure that individuals regardless of occupation, age or education can upkeep their academic and practical qualifications. CPD is used to help professionals develop and enhance their abilities, in addition to supporting the construction industry in following the ever-changing standards provided by the government. These governing guidelines and standards are in place for industry professionals to adhere to, ensuring that best practice and the correct ethical perspectives take centre stage when decision making. Codes of practice are often used and relied upon by governing bodies and industry professionals to relate to and work alongside in order to ensure continuous professionalism is being practiced in the workplace. Professionalism is often associated with certain roles within the industry, most commonly higher positioned roles. These roles include Architects, Civil Engineers, Project Managers and Quantity Surveyors. (UKEssays, 2022) further states that professionalism within these roles are subject traits and attributes such as attitude, competence, communications skills, appearances, and appropriateness. Accreditation of professional roles does not allow individuals to defy their duties and responsibilities to uphold principles and ethics in a workplace. Professional groups and members must understand the implications of their professionalism on clients, colleagues and the public (Martin Skitmore, 2003).

Ethics

Although professionalism and ethics work hand in hand they are not the same. Professionalism in the construction industry is cultivated by governing and professional bodies, while ethics introduce dos and don'ts (Difference Between, 2015). Ethics play a large part in the construction industry; they often have a large influence over senior team members

decision making. (Matteson, 2002) believes construction professionals unconsciously align their ethics with supply and demand. Not only is this dangerous but it also creates a culture within the industry that capital and outcome outweigh ethical decisions. This culture can become cultivated in a workplace where management and leaders do not have proper ethical stances. These sorts of companies can be creating a workplace that does not protect its employees when decision making. Companies within the construction industry need to enforce good ethics from the top-down in order to be effective. Acknowledging where potential weak spot may lie and understanding the appropriate measure when attempting to resolve that weakness is important. Ethics in the sector should not be a box-ticking exercise and must be greatly valued and approached holistically (CHAS, 2022).

Practising Professionalism & Ethics

Decision making in the construction industry can be the difference between life or death. An individual's final decisions on the planning or designing stages can have huge implications on the end users experience of a project. Criticism has often been made regarding the construction industry's adherences to ethical standards, none more so than after the Grenfell Tower incident in 2017. The Grenfell Tower incident was notably the worst residential fire in the UK since World War 2. On the 14th of June 2017, the Grenfell Tower was engulfed in flames following a breakout of a kitchen fire on the fourth floor. The devastating event resulted in 74 fatalities and over 200 injuries (BBC, 2019). The tragedy led to an in-depth inquiry into many factors of the building with phase 2 of the enquiry specifically looking at construction errors concerning the cladding. Various reports on the enquiry suggests conflicting information on the decision-making process that led to the final choice of material for the cladding. Others suggest the risk assessor had "misleading" qualifications and that their previous work had been lacking the due diligence required by a person in that profession (Hart, 2022). Almost 5 years after the fatal fire, the inquiry and many other reports have criticised the contractors, sub-contractors and various others involved for blaming one another and causing a 'merry-go-round blame game' (Whyte & Woods, 2021). The lack of accountability following multiple inquiries, reports and statements released by the parties involved has demonstrated that the current state of ethics and professionalism within the sector is unacceptable and not nearly justifiable to the families of the 72 people who lost their

lives and many more that were injured. The lead counsel, Richard Millett QC stated “in every case, what happened was, as each of them would have it, someone else’s fault” (David, 2020). Professionalism and ethics are measured in the industry by professional bodies. However, with many incidents such as Grenfell and others including the Flixborough plant blast where 28 people died in 1974 (Health & Safety Executive, 2022) and a further 8 people died in 2010 following the San Bruno pipeline explosion (Bowe & Pickoff-White, 2015), it suggests that the current practises do not offer sufficient security to prevent incidents from occurring. Without an efficient form of measuring competency of individuals practising in the industry is much easier for people to make mistakes or to lack professionalism with no accountability, resulting in no serious consequences for the individual. This is where history repeats itself with Grenfell Towers. With the Government standards continuously rising and amendments always being made to the BS that all construction workers comply to this could result in less detrimental incidents. One report concluded that more attention needs to be paid to learn from past experiences and that safety should be paramount to price. The study carried out by Loughborough University and UMIT on behalf of the Health and Safety Executive (HSE, 2003) found that safety and bureaucracy are heavily linked in the industry, resulting in unethical prioritisation from senior team members. Valuing the price of a project should not overcome the value of people’s health and safety. Enforcing accountability and having a more educational focused method or learning for people entering the industry might be able to encourage a more professional and ethical workforce.

Section 2: Professional Development

CV

Please find my CV attached as appendix 3: CV. My CV covers my current working experiences, skills I have obtained throughout my working life, and where I wish to progress in any potential future roles.

Professional Development Plan (PDP)

During my time at UWTSD I have established where my interests lie within the construction industry. Through carrying out assignments on self-chosen topics as well as covering modules that introduced the same theories, I have found a particular interest in sustainability within the construction industry. Following my Work Based Project assignment covering Living Walls in my local area, I developed a keen interest during the early stages of conducting my literature review. Reading deeper into the subject, the benefits, the results and comparing these to local people's perspective was incredibly interesting. Following on from this work in addition to reading for other modules my interest was piqued for sustainable working within construction. During my first year of study, I attended several CPD webinars concerning this issue within the industry, and it was intriguing to see where a lot of large companies in the UK stood on the topic. Going forward I would ideally like to peruse a position or future role that includes aspects of this type of work.

As part of my personal and professional development plan, I would like to continue and increase my reading on this topic. To complete my studies and degree I will look to cover a sustainable or green topic for my dissertation. Using my work from this academic year as a base will allow me to delve deeper in my final year. By completing my dissertation on this subject, I hope to convey to any future employers where my interests lie and that I am keen to explore this matter further once in employment. Understanding and acknowledging the range of organisational behaviours, including my own, will aid me in completing a more accurate and efficient PDP for future roles. Organisational behaviours play a large role in the development of companies. Knowing the individuals' behaviours and traits behind the company will allow me to understand more about whether my attributes match theirs.

Strengths:

One of my strengths is my willingness to learn. From a young age I have always found myself comfortable in circumstances that involve learning. I am always happy to take on a new approach or opportunity when it allows me to further develop myself or learn a new skill. From a professional perspective, I have previous work experience where I opted to partake in additional learning pods and conferences. On a more personal level, I am just as keen to learn from friends, family, and peers about their experiences. Additionally, I am proud of my

working life thus far. Achievements within my working life are important to me. When an opportunity arises for a promotion or new role, I always like to show my interest. I am extremely proud that throughout all my previous jobs I have been offered the chance to step up or secure a role at a management level. This has always been a theme regardless of my age or experience, likely down to my willingness and desire to push myself and continue learning.

Weaknesses:

Beginning my studies later than expected was a result of my lack of self-assurance. Whilst studying my A-Levels I understood what I had interests in but never really grasped how I could turn any of them into potential job prospects. I began full time work in 2015 where I really started to develop an interest in the residential side of the built environment. Throughout my full-time employment I knew it was not a career I wished to fully pursue however I often lack elements of self-awareness in these situations which lead me to not fully realise where I wanted to go. Up until that point I had not really believed that I was capable or equipped with any serious qualifications to look elsewhere within the industry. I never gave myself the backing to do something I might enjoy more. Since 2020 I have been working on my self-assurance and well-being more to ensure this is not always going to be a weakness.

Opportunities:

During my time at UWTSD I have been afforded some great opportunities. My first year allowed me to participate in several webinars, attend various CPD events and take advantage of the chance to become a student member of both CIOB and RICS. This has provided me with a certain level of free access CPD opportunities which has been a great addition to my studies. Due to the nature of my course have also been fortunate enough to engage with others who are currently working in industry and learn from some of their personal experiences.

Threats:

One potential threat that could affect my progression is financial difficulties. In order to carry out a certain level of CPD and extracurricular activities there is often additional costs associated. As a full-time student with a part time job, it is not necessarily always feasible for

me to participate in many of these CPD events and opportunities. Please see attached Appendix 1: PDP.

Organisational behaviour

Organisational behaviour is the academic knowledge and understanding of how individuals work together under certain circumstances. Research into organisational behaviour has been carried out over years and years of studies, this is most often done to better job performance and encourage a better result in leadership and job satisfaction. Studying organisational behaviour allows employers to assess the direct implications of certain behaviours to their employee's motivation and productivity levels (JEB, 2022). The Hawthorne Effect is believed to be the best study on how organisational behaviour changes when subject is aware they are being watched (Kopp, 2022). The Hawthorne effect study took place between the late 1920's and early 1930's. It was an experiment conducted by an employer to evaluate participants behaviours under differing working conditions, their behaviour was watched before and after the participants were aware of the observations (Sedgwick, 2015). The result was The Hawthorne Effect where the behaviour was noticeably different when they were aware of the observation, and how the productivity levels soon dropped after the knowledge of observation was taken away (Study.com, 2012). In a more modern setting, The Hawthorne Effect is just as relevant. The importance of the Hawthorne experiment follows through to modern working environments. The outcome showed the employer that a workforce who feels heard and understood will result in higher quality performance and a better rate of job satisfaction (Saha, 2018).

As a qualified construction professional, it will be part of my duties to oversee and manage groups and future employees. Understanding the organisational behaviour that can form in a workplace is a very important step to understanding how to manage these teams successfully. Incorporating my knowledge on the topic will aid me in future roles, using my studies and experience together will allow for me to efficiently work with my team for a more productive and happier working environment. Being aware of the key principles of organisational behaviour as noted by (VintageCircle, 2021), can prepare me for a management role. These key elements are people, structure, and environment.

Section 3: Leadership

Leadership Theories

My very first experience of having to show true leadership qualities was daunting and unexpected. Having taken on a more senior role at a previous employer which had not been part of the department before, required a lot of trial and error. My new position was as head of a smaller department overseeing branches across the company's west region. My first year in the role went fairly smoothly, I managed to meet multiple new clients and really settled in the position thanks to help from other regional staff members. One of the branches had significant issues with miscommunication between client and staff, this was repeatedly happening and causing confusion to customers and clients. This led to one instance where a client directly secured a plot with a customer and informed me. I passed this information on to the branch, confirmed this plot was not to be sold to any other parties without consulting myself or the client. During annual leave I received an email from the branch manager, outlining that a sale had been made to a new customer concerning the same plot. On return from my time off, I invited the customers in for a face-to-face meeting as I understood their frustration and would happily go over any questions they had, hoping to offer them some form of resolution to the situation. I arranged the meeting between myself, the customer, and the branch manager involved. To begin with I was hoping to assist the meeting by taking notes/minutes rather than conduct. However, the customers were extremely unhappy and felt like there had been some form of favouritism towards the other party, which was preventing them from buying the plot. I quickly realised that the meeting needed to be resolved without the branch manager. I asked if they would leave and continued the meeting myself. This was the first time I had to deal with a customer who had put a direct formal complaint in against myself. Understanding the severity of the situation I knew that I had to take control of the meeting fully to clear up the situation. After thoroughly going through the events and offering all evidence I assured the customer that there had been no foul play, but instead just a misunderstanding. I concluded the meeting and offered first choice on the next plot. This was not sufficient for the customer who left the meeting and escalated the complaint. The complaint led to an inquiry which found no foul play on my part, this was presented to the customer, confirming that what had been offered should have been more

than enough to resolve the situation. This was the end of any interactions between myself and the customers, they no longer wanted to continue with this site following the incident. The situation taught me a lot. It was the first time I did not have another person, or a more senior member of the team with me for support or as a backup. I had to deal with the customers and their complaints directly.

As a new role for me, where the duties and responsibilities hadn't been fully set up, the situation was daunting and provided an opportunity to see how I could work as a leader. Having no policies or senior member to rely on, it was up to me to decide what was just or unjust and how we as a company would be accountable. It was also one of the first times where I had not fully agreed with my colleague's behaviours and actions. On a personal level, I find myself extremely empathetic and sympathetic towards others. I always try to listen and communicate well with other members of my team. I think having these traits allows me to take on leadership roles in certain situations. I also have quite strong ethical views, and when I don't agree with certain behaviours and actions, I voice these. I know I have certain traits and skills from experience that aid me in leaderships roles. However, I understand that I do lack others that certain leadership theories may find important.

Having studied particular leadership theories and through further reading around the topic, in my personal experience I resonate with the Situational theory. The Situational theory does not consider a one leadership fits all format, it also doesn't suggest that one person might be better suited to a leadership role than another based solely on traits and skills. Situational leadership is more focused on one's ability to adapt and create a leader from required circumstances. It involves being flexible and having the ability to draw on qualities for example commanding, coaching, and delegating when required. It is believed this creates more efficient leader (Indeed, 2021). By understanding this and comparing it to my previous experiences, I am very aware of how past situations could have gone differently. Understanding the branch managers behaviours, it might have been a more efficient decision to not include them in the face-to-face meeting to begin with. With hindsight, taking charge of the situation sooner might have avoided further tensions between the customer and the branch. Having accountability is a large part of being a leader and unfortunately this was lost on the branch manager. Having to step up into this situation forced me to take leading role in the meeting. Reflecting on that experience and comparing it to the Situational theory reminds me of how I felt in that moment. Similarly, the Contingency theory follows the idea that not

one single method or trait creates a great leader. The theory proposes that variables involved in the situation, the team and the leader will all play a part in dictating the correct course of action for a situation.

Other theories suggest that leadership is something you are born with and not learnt. The Great Man Theory, one of the earliest leadership theories suggests that you are born a leader, not developed into one. This historic theory implies that the traits and attributes found in a great leader is not a product of any external factors. (Cherry, 2020) argues against this theory. As a predominately 19th century theory it is based upon aristocratic leaders most often in their position due to birth right over ability. Others criticise the theory for emphasis on mostly masculine traits being accredited to successful leadership, which no longer fits modern day mentality (MSG, 2022). Another theory that follows this idealism is the Trait theory, this theory suggests that certain characteristics would create a leader. These theories have been tested and research has found that not all leaders in situations have the same characteristic traits as one another, this led to other theories such as the Situational and Behavioural theories (SkillsYouNeed, 2022). In contrast to both The Great Man theory and Trait theory, Behavioural theory proposes that the skills needed for successful leadership can be taught and learnt rather than being born into. It suggests that the traits and skills associated with leadership are picked up and learnt from experiences and from watching others (Indeed, 2021). I attribute a lot of my skill and ability to earlier managers during my working life. I have been fortunate enough to have worked alongside some great leaders. I do believe that by unconsciously watching and absorbing how others act in their leadership roles, understanding what went well and evaluating what didn't, has allowed me to build a better understanding on what makes a good leader. Having worked with and been led by great leaders, I could have gone into that meeting better prepared than I initially thought.

Some theories do not consider skill and traits but mostly focus on one person's working drive. Transformational leadership derives from a leader who uses reward and punishment to achieve goals. This leadership style is often associated with heavy supervision and organisation to ensure followers achieve the overall vision (Ugochukwu, 2021). I do see myself as an organised person and mapping out my goals helps me achieve them. Following an online personality test and leadership type my results were 'Planner'. This wasn't a surprise for me as I have always enjoyed and produced my best work when I have fully organised and planned how I want to go about the work. I enjoy making sure everything has been thought

out and planned but I am not easily affected if the plan does not go to schedule. However, when reflecting on my experience with the branch manager, without a possible 3rd party to align us on the same goal I'm not sure Transformational leadership would have successfully defused the situation.

Personal Leadership Style

I am very aware of my own personal strengths and limitations. however, I can appreciate that this is not always the case for everyone when it comes to working in a team or group scenario. I do have a level pride when it comes to management or leadership roles, my main approach is to always ensure everyone is included, to a level at which they feel comfortable. From previous experience, I don't always find myself taking the front seat in a team situation and I am always happy to allow someone else to take charge, however I won't see this as an opportunity to take a back seat. When I participate in any sort of group learning, teamwork, or shared experience my first port of call is to learn and understand who I am working alongside. This allows me to participate the way I enjoy most, which is having everyone involved how they would like to. Learning more on this module about the personality types and leadership theories, it is far more apparent to me now that certain people will thrive in these working conditions and others will not. I am a people pleaser and a large part of me would not want anyone's experience of teamwork to result in a negative experience. Learning about who I am working with allows me to understand how an individual may want to go about solving a problem, or what task they might prefer to undertake. This in turn provides them an opportunity to perform roles that suit their personality types and hopefully express their favoured abilities. With reflection on mental health and well-being, I understand how introverts and extroverts will work in opposing ways to achieve the same result. I very much sit in the middle of these personality types; I am vocal and strong when I feel necessary but apart from that I am happy to accept authority from others. By participating in different forms of teamwork within my working life I have experienced both positive and negative results, such as arguments versus making friends for life. You do not have to be the same personality type as someone to cohesively work together, and from studying this module I have found this theme more apparent than ever. If anything, better results come from the more varying groups. When taking on a leadership role my philosophy

is, if its not fun then it's not working. In previous scenario's I have found myself having to step up on certain matters. One aspect in particular is time management. When taking part in a group project as part of my 1st year studies it was apparent from the beginning that time management was going to be difficult. With some of the team being full-time students and others part-time mixed with work, the ability to work together on 2 different schedules was going to be challenging. I very much took charge of that aspect of the group, not wanting us to fall behind on any work or to allow time management to be our downfall. By arranging the first meeting and several intermediate meetings up to the final presentation it was possible to ensure workload aligned with everyone's schedules. My biggest concern when taking on any form of leadership role, is that if we fail to achieve the goal it isn't due to a lack of effort or ability to manage our workload, but due to something else that is largely out of our control. A configuration of personality and leaderships tests taken can be found in appendix 2.

Section 4: Teamwork

Personal Statement

Throughout this module my understanding of teamwork and the roles within a team has expanded massively. Having worked in various roles over the last 10 years, my experience has seen me through roles where the workload has been self-managed as well as others where it has been split between a team. However, I have never taken a moment to really understand what part everyone had played during those times. From an early point in my working life, I was fortunate enough to take on a position where I found myself as part of the management team in a store at a young age. This then led to a new role where I was no longer management in a different company and very much felt like I had to find my feet again. This new role involved an equal mix of individual work and teamwork. Day to day the role included high targets and requirements as an individual, but the workload for the week very much needed to be complete as part of a team. With rota's changing, last minute diary changes and unexpected problems frequently happening between a team of 6 it was often the case that my workload would have to be put on hold to help with the overall team's work. Having now taken several personality type tests, and with more experience under my belt I have acknowledged my previous work ethic is likely down to my personality and attributes. Reflecting on my experiences and having a better understanding of what I contributed to

those situations has given me a better perspective of how to utilise my traits in tasks that involve teamwork moving forward.

Personal Learning

By developing an understanding of personality types and how these can impact the working environment I have gained more confidence within myself to adapt when called upon in a real-life situation. By participating in various personality tests and discussing the results with lecturers and peers, it has given me an introduction on how to better understand and communicate with future colleagues. My personal experiences in these discussions have given good background and allowed me to understand myself more when in unfamiliar situations. However, my lack of construction industry background has been a deterring factor whilst studying. This module has helped me understand how I can transfer my developed and developing skills to construction and how my attributes can either help or hinder certain situations. Understanding when I might be able to help and when I am potentially contributing to the problem has been a large part of my learning on this module. Learning what my weaknesses are and how to improve them enough to not escalate or aggravate any potential issues within a future workplace is incredibly important.

Conclusion

A lack of both professionalism and ethics in a workforce can lead to fatal outcomes. By entering the construction industry and being acknowledged as an industry professional it is your duty to uphold a standard and continued level of performance. This can potentially reduce risk to yourself and others including employees, peers, and the public. As proven, a lapse in a person's professionalism and ethics can not only lead to disputes and complaints but potentially more serious harm and even fatalities. The work put in place by professional bodies does encourage continued improvement within the industry. However, as it is not a requirement to be chartered it is not possible to measure these attributes in all construction workers. The future possibility of a governing body supporting these methods by introducing a minimum requirement for all employees or endorsements for those who are willing to take part in personal and professional development might better support ethical and professional awareness for the 3.1 million in construction industry.

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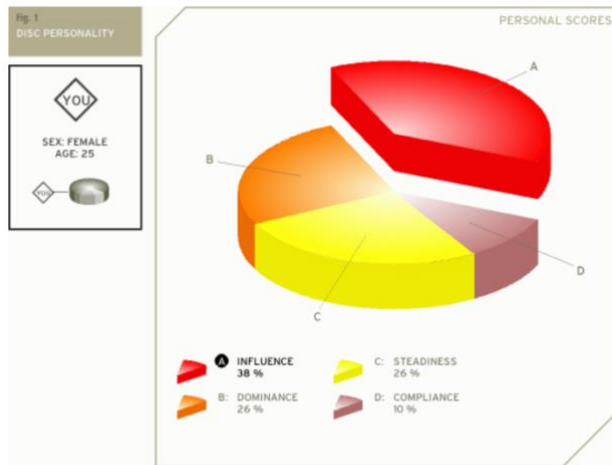
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Appendices

Appendix 1: PDP

My Goals	Strategies to achieve my goals	Recourses required	Monitoring my progress	Target Date	Date Achieved
Secure work experience or placement on a site	• Contact any local companies • Look into opportunities through UWTSD	Suitable contacts and reach out to	Keep on track of any contact made and note and important future opportunities	Summer 2022	
Attend CPD on sustainability in construction	• Register for any relevant courses • Keep informed on any upcoming webinars	Subscriptions to relevant professional bodies	Track and monitor attended CPD and organising future events	2023	
Secure potential employment opportunities (following graduation)	• Begin early discussion with potential employers	Connection through UWTSD Make external connection with employers	Begin reaching out to employers early on and monitoring communications	2024	

Appendix 2: Personality and Leadership Tests (123Test, 2022)



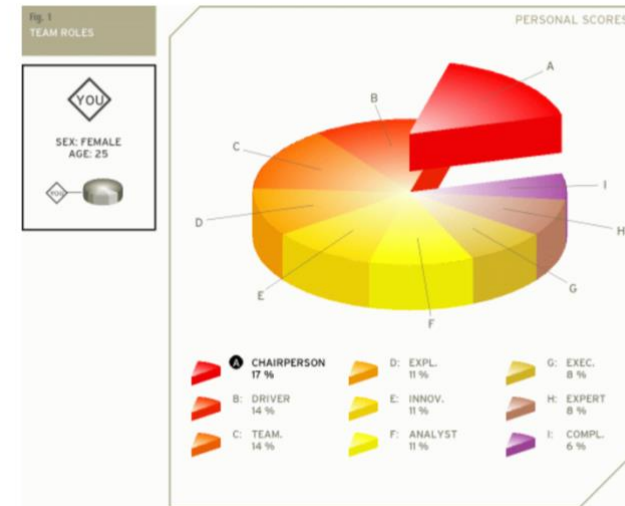
DISC Personality Model

You are a PLANNER.

Planners prefer organized, sequential, and detailed thinking. They create to-do lists, set aside time for tasks, and prepare thorough and accurate project plans. They don't waste time on anything unproductive or unimportant. They comply with laws, policies, regulations, and quality and safety criteria, and they frequently complete work ahead of deadline.

Productivity tools that appeal to Planners include:

- project management apps like Tom's Planner and digital lists like OmniFocus, which let them track work by project, place, person, or date
- Agendas, an iPad app for creating and sharing interactive agendas
- label makers, file folders, filing cabinets, drawer organizers, and pen holders



Openness to experience



Conscientiousness



Extraversion



Agreeableness



Natural reactions



Appendix 3: CV

MORGAN L LEWIS
Swansea · 07534419811
morglew24@gmail.com

Career Profile

At present studying on the second year of the BSc (Hons) Quantity Surveying at UWTSD Swansea, currently consistently achieving **1st class** grades. In addition to my five years employment within the Land and New Homes department of a leading national estate agent, I now have growing skills in preparing professional documentation, taking off, building information modelling and CAD and Revit software drawing packages.

I have 10 years' experience in customer facing roles and can bring professional, practised communication skills and the ability to negotiate housing sale contracts skilfully and tactfully with clients.

I am now seeking a placement year as a junior/trainee quantity surveyor to further my practical experience, technical knowledge, and expertise within a construction company where an ethos of environmental sustainability is central to their mission.

Education

2020 – Present	BSc (hons) Quantity Surveying, UWTSD Predicted grade 1st Class
2012 – 2014	A Levels, Ysgol Gyfun Gwyr Welsh, 1 st Language History Design & Technology
2010 – 2012	GCSE'S, Ysgol Gyfun Gwyr 12 GCSE's Grade A-C

Employment (Built environment related)

2015 – July 2020

Land and new homes consultant, PETER ALAN ESTATE AGENTS

Originally employed as a Sales Negotiator in the Swansea branch, I was promoted in 2017 to Land and New Homes Consultant covering the west region branches from Gorseinon to Cowbridge in all matters from sales and viewings to relationship managing between branches and developers. The role was largely based on ensuring good customer service is being provided for small, medium, and large developers covering 10 branches in total. The role also involved various cross sales of service provided by Peter Alan and maintaining sales rates. The role was challenging, and target driven. Providing valuations on land and full reports on estimated house values was my main duty for developers.

Employment (other / retail related)

September 2020 – Present

Team Leader (Part Time), THE BODY SHOP

I began my role at Bodyshop immediately after Sainsburys. The role is largely customer facing and requires a good knowledge and understanding of the products. My main duties involve consulting and advising customers on all their needs on body, face, and hair products by providing accurate information. Following a promotion to key holder in 2021, my responsibilities include till duties and monetary responsibility throughout the working day and on closing. During my time at Bodyshop I have also assisted in covering other local stores following COVID breakouts. As part of the stores management team, I am responsible for staff during shift include workload delegating, communicating the stores daily objectives and goals, and participating in the team's work.

May 2021 – October 2021

Sales Assistant, PANDORA

During Summer 2021, I worked 3 jobs including a part time positions at Pandora. The positions included in-depth training prior to start in addition to continuous self-development throughout my employment. Attending and participating in the learning and self-development pods was a requirement for the role. Providing detailed consultations with customers and offering advice on maintenance and care of the products were my main responsibilities. Understanding the importance of the customers' needs and requirements allowed me to sufficiently help and advise them on products. My role involved management of stock levels and stock displays throughout the store.

May 2021 – October 2021

Waitress, THE BAYVIEW

As part of summer 2021, I took up a part-time position as waitress at The Bayview pub and restaurant. The pub caters to a range of events from private parties, open events, and weddings. My role was to serve food and drink and efficiently attend to customers' requirements. The role included heavy money handling and management throughout the shift, ensuring correct change was always given. The restaurant also offered a takeaway service which needed appropriate staffing and management to ensure all orders were correct and provided to the right customers on top of the in-house duties.

July 2020 – October 2020

Trading Assistant (Nightshift – Part Time), SAINSBURYS

During my short time at Sainsburys I had a great experience learning on the skills and requirements need to fulfil a nightshift in a large retailer. My main duties were organising my time and efforts to fully ensure aisles were stocked ready for the next working day. The role consisted of lone working on a busy schedule to working in large teams to ensure all large deliveries that would arrive throughout to night were accurately handled and stored, organised, and filtered out to the store. The employment contract was temporary for 3 months only.

Personal and Working Skills

Personal Qualities

- > Determined
- > Ambitious
- > Willingness to learn
- > Initiative
- > Interpersonal Skills
- > Flexibility

Working Skills

- > Cost estimating
- > Methodologies
- > Persuasion
- > Sales
- > Adaptability
- > Digital drawing

Interests

I thoroughly enjoy reading non-fiction books in my spare time as well as industry specific articles. Alongside working high pressure roles, I always ensure I take additional time to unwind. I often do this by painting or taking long scenic walks.