

PERSONAL PRODUCTIVITY IMPROVEMENT METHODS:
A CASE STUDY ON THE EFFECTS OF LIFE COACHING
IN THE CONSTRUCTION INDUSTRY

By

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Employee coaching is a relatively new technique used by organizations to develop employees and increase productivity in the workplace. One form of this technique (*Life Coaching*) is gaining popularity in the corporate world. Companies in many industrial sectors have begun using this technique as a means of increasing employee satisfaction and productivity. The intent of this study was to determine the effects of life coaching on employee productivity in the construction industry. A case study was performed with a large international construction firm that provides a life coaching program to its employees.

A literature review of past case studies on the effects of life coaching showed that limited research had been performed on this topic, especially within the construction sector. A survey was generated and distributed to employees of the parent company used in the case study. The aim of this survey was to collect data that would determine what, if any, effects the life coaching program had on employee motivation, satisfaction, and productivity. The potential influence on retention and employee loyalty (towards the parent organization) was also addressed in the survey. The results of this research were used to develop a set of hypotheses on the effects of life coaching and to guide future research in this area of study.

CHAPTER 1 INTRODUCTION

Background

Employee coaching is a relatively new technique used to improve employee productivity in the workplace. One form of this technique is life coaching. This type of coaching focuses on the individual; it is a combination of training and counseling that provides an employee with the techniques and support they need to improve the quality of their life and work. Life coaching programs take many forms. A typical program is one where selected employees within a company attend a one to two day workshop hosted by a third party company that specializes in productivity improvement. During these workshops, coaches focus on aspects of the employees' personal lives, whether or not it directly relates to the parent company experience.

Companies within many industrial sectors have been using employee coaching as a means of increasing employee satisfaction with the intent of having a positive effect on employee retention, productivity, and the quality of work performed. Employee coaching programs are limited in number in the construction industry. As more construction firms begin to explore the potential benefits of employee coaching, greater numbers of coaching programs will be introduced in the construction industry. Little research has been done on the effects of employee coaching within the construction industry. The focus of this study is to define the effects of employee coaching on employees within this area of business.

Objectives of the Study

The purpose of this research was to determine the perceived effects of personal productivity coaching (life coaching) of employees in the construction industry. With this goal in mind, the following seven objectives were defined and addressed in this research:

- **Objective 1:** To measure the level of employee enjoyment, learning, and personal growth after attending the program.

- **Objective 2:** To measure the level of growth from a holistic approach including a personal, social, and professional point of view.
- **Objective 3:** To measure the effectiveness of the program on employee productivity.
- **Objective 4:** To quantify the degree of satisfaction with the coaching program.
- **Objective 5:** To determine whether or not attendees felt the program should continue.
- **Objective 6:** To determine whether or not attending the program influenced the commitment to and/or loyalty towards the company.
- **Objective 7:** To determine whether or not awareness of the availability of the program affects employee perception of the company for those that have not attended.

Importance of the Study

Human factors are a significant aspect of any business venture where employees are involved. Thus, the welfare of the employee would be expected to bear a direct relation to the health of the organization. A healthy organization has motivated and productive workers. This same relationship would be expected to exist in any organization, including construction firms. Successfully assisting and supporting employees in a holistic sense should be a common goal for organizations across all industrial sectors. Whether or not an organization has been successful in achieving such goals can be measured through scientific means.

CHAPTER 2 LITERATURE REVIEW

Employee Motivation and Satisfaction

Employee motivation has been linked to the success of organizations (Maslow 1970). Abraham Maslow defined a “hierarchy of needs” based on the theory that people seek to achieve goals because they are motivated by the desire to fulfill certain needs. Maslow’s “hierarchy of needs” proposes five categories (from lowest to highest): physiological, safety and security, social belongingness, self esteem, and self-actualization. Maslow’s theory postulates that the lowest level needs must be satisfied before the next level of need arises. Physiological needs, the most primitive, include the need for food, water, and sleep. After these basic needs have been fulfilled, the desire for safety and security arises until a person is able to establish some sort of stability in their surroundings. Social belongingness has to do with the need to feel love. People have a need to feel like they are a part of a group, that they have friends, family, and that affection is shown between members. The fourth level is self esteem which consists of the need for one to have self-respect and to be revered by others. The need for esteem consists of the need to feel self worth, adequacy, and competence. This includes the need for respect from others, recognition, admiration, and status. Self-actualization is the highest of the needs and is never fully realized. This need is associated with an individual’s innate personal potential and the ability to express one’s uniqueness. This need is linked with inner drive and creative expression. Understanding the needs of employees is the key to motivating them and in effect, maximizing their productivity (Maslow 1970).

Frederick Herzberg developed a related motivational theory for employee productivity. It states that some job factors are related to employee satisfaction, while others are related to employee dissatisfaction, and that these two attributes do not operate on the same continuum

(Herzberg 1966). According to Herzberg, workers who enjoy job satisfaction are motivated workers. Job satisfaction is linked to job content and performing meaningful work. Job context relates more to dissatisfiers which would compromise worker motivation. The content factors or job elements associated with satisfaction include achievement, the work itself, advancement, recognition, responsibility, and growth. These aspects of an employee's work experience become motivators for performance. These motivators can be achieved when an employee solves a problem, completes a job, receives recognition, is promoted, engages in interesting work, and learns new skills, among others. In essence, job satisfaction is associated with job content that results in an enriched work environment (i.e., job enrichment leads to job satisfaction and worker motivation) (Herzberg 1966).

Employee Coaching: A Brief Overview

As the globalization of organizational systems and functions increases, their complexity and performance challenges increase as well. Multinational companies are increasing in numbers and, they are expanding in response to these phenomena and the associated opportunity and demand this growth creates (Broad, 2006). Just as companies grow, many firms want their employees to grow. Some firms make efforts to enhance this personal growth through special coaching programs. The increasing pace of the business world has become the key stimulation for the development and expansion of such employee coaching programs. The hope is that this technique will foster the accelerated skill development necessary to keep pace with systems development (Sparrow, 2005). Dr Anthony M. Grant, a Coaching Psychologist at the University of Sydney, defines employee coaching as “A collaborative solution-focused, results-oriented and systematic process in which the coach facilitates the enhancement of work performance, life experience, self-directed learning and personal growth of the coachee” (2000).

At the heart of every team manager role there's a responsibility to raise individual and team performance to deliver improved customer service and a commercial benefit for the company and shareholders. Successful coaching programs are designed around enabling personal performance to be elevated and business acumen to be sharpened. By focusing on the key elements of goal achievement, innovation, confidence and self assessment within a coaching program, improvements in personal and team performance can be dramatically improved (Brumwell and Reynolds, 2006, pp. 23).

The role of a coach is commonly referred to as a "personal management consultant." They are expected to have a developed comprehension of business and strategy, as well as an understanding of psychology and human behavior (Bluckert, 2005). They act as both the industry advisor and the psychologist with the aim of "facilitating content improvement via process improvement" (Bluckert, 2005). "The primary goal of coaching is to improve a person's effectiveness at work in ways linked to overall business strategy. To this end, a coach will sometimes guide individuals toward increased awareness of how their thoughts and emotional reactions lead to problematic behaviors in the workplace" (Bluckert, 2005).

Performance Coaching and Life Coaching

Employee coaching is implemented in the business world primarily in one of two ways: performance coaching or life coaching. While they share the similar goal of achieving improvement in productivity and quality, their approaches differ. Performance coaching is specifically oriented towards work related activities and focuses on productivity improvement in the workplace. Generally, performance coaching occurs in the workplace, or in workshops hosted by a third party company or a quality management department within the parent company. The design and implementation of a performance coaching program is tailored to the specific needs and structure of the company, and its focus is on finding solutions to "improve productivity and provide a sustainable performance management culture for employees" (Brumwell and Reynolds, 2006). Team building is often a major focus, as is finding production methods to achieve a balance between speed and quality. Daily work tasks are broken down and

re-evaluated to help managers and advisors think and act differently in order to find these new solutions (Brumwell and Reynolds, 2006).

The idea behind life coaching is that if improvements are made with the individuals within the company, the company will be improved as a whole. “Life coaching encourages, supports and motivates individuals to realize their potential, helping them to achieve their aspirations and goals. By assessing the current status and establishing objectives, it empowers people to achieve what they want by helping overcome thoughts and circumstances that hold people back. The benefit for employers encouraging or providing this type of coaching is that if these aspects of an employee’s life are addressed then they are free to become more effective and ultimately, productive in the workplace” (Perry 2006). In a case study performed by Andersen et al. (2006), it was found that using an integrated approach to employee performance management (addressing the employee with a holistic point of view), rather than the traditional attempt to make isolated changes, ended up being more successful. Often times concentrating on improving individual aspects results in changes that, in the end, counter act one another (Andersen et al., 2006). “When we try to pick out anything by itself, we find it hitched to everything else in the Universe” (Muir, 1911).

Current Practices of Employee Coaching

Currently there are as many different implementations of performance and life coaching as there are companies utilizing these methods. In fact, the successful approaches are ones that are tailored to company specific needs and parameters. Because of the high initial investment for coaching programs, it is a common practice to offer employee coaching (especially life coaching) to executive and high level positions only. One basic format for many coaching programs, whether they are performance or life based, is to begin by clarifying the needs, then setting the objectives that will meet those needs. Once these steps have been accomplished, an

action plan is designed, and once this is implemented, activities and results are checked on a continual basis to ensure that the plan's performance objective is being met (Champathe, 2006).

Life Coaching: A Workshop Based Case Study

At an annual weekend workshop for local government lawyers held at the University of York, a two hour life coaching workshop was offered to the delegates in attendance. The model used for the workshop took a holistic approach and was “founded on collaboration and interactive participation between the client and the coach” (Perry, 2006). During this workshop, participants were offered sessions where the focus was on self discovery and development, not on law and legal issues. Through this study, the researcher, Melaine J. Perry, found that upon completion of the workshop delegates had a “positive and energized mood.” “Delegates were inspired and appeared to be motivated by both the workshop and their interaction with their previously unmet peers” (Perry, 2006). While there was no further follow up with participants on how it affected their activities in the workplace, their initial reactions after completing the workshop were that they felt a reduction in stress and an increase in motivation and focus (Perry, 2006).

Performance Coaching Case Study: Saving Time and Cutting Costs

British Telecommunications (BT), seeking to improve performance in its online retail outfit, hired a third party business performance improvement and coaching consultant firm. Trinity Horne was contracted to design and implement this program with the objective of improving productivity on business, team, and individual levels. A program that ensured work-life balance for employees and included training and intensive side-by-side coaching of all operational managers was put into action at BT Retail Online. Members of Trinity Horne found that by “focusing on the key elements of goal achievement, innovation, confidence and self assessment within a coaching program, improvements in personal and team performance can be

dramatically improved” (Brumwell and Reynolds, 2006). After implementing the coaching program, productivity and capacity at BT Retail Online was shown to have increased by 11.2% across its 12,000 employees (an increase equivalent to approximately US 40 million annual cost savings) (Brumwell and Reynolds, 2006).

Executive Coaching: Return on Investment

An attempt to demonstrate the monetary value of an executive coaching program was performed with Booz Allen’s learning and development organization, the Center for Performance Excellence. The Executive Coaching Program at Booz Allen sought to help senior leaders accomplish their development goals through engagement with a performance coach (Parker-Wilkins, 2006). Because of the difficulty in producing hard numbers for personal productivity improvement when a business is not production related, this case study attempted to determine the return on investment (ROI) for the employees personally, and then associate a monetary savings for the company. Volunteers were asked to participate in this study, and were interviewed about how they applied their coaching to create value in the following business impact areas:

- Increased productivity
- Increased diversity
- Retention of leadership talent
- Increased team member satisfaction
- Accelerated senior leader promotions
- Increased client satisfaction
- Improved teamwork
- Increased quality of consulting services

The method used to isolate the effects of coaching was to ask interviewees to identify a monetary value for each benefit, to estimate (on a percentage basis) how much of the monetary benefit was attributed to coaching, and to assess how confident they were in their estimates (on a

percentage basis) (Parker-Wilkins, 2006). From this process, the researcher assessed that the executive coaching yielded close to a 700% ROI for the company. Participants commented that the coaching enabled them to build teams more effectively, and created an increased ability to develop and contribute to high performing teams. Relationships with vice presidents and their peers were improved from being less defensive to being more self-confident in their interactions with others. “They asked questions more often and considered more information in making decisions. Leaders were able to better understand how they fit into the Booz Allen culture. Consequentially, these leaders were able to raise their visibility within Booz Allen and better articulate career goals” (Parker-Wilkins, 2006).

Advantages of Life Coaching

With the increased pace of the business world and the element of constant change running throughout it, life coaching can provide a means of supporting managers and increasing the skill set of employees (Chidiac, 2006). Traditional training methods have shown to be ineffective as they commonly result in a lack of performance following the training. Training alone, without additional support shows a low ROI with very few learners stating they had actually applied what they had learned in their work (Broad, 2006).

Through the literature search on life coaching, there were found to be common advantages and outcomes of different life coaching programs. The overall sense of life coaching benefiting the company through more satisfied employees was found to be true throughout. The common benefits of life coaching, and employee coaching in general, as cited by Perry (2006) and Parker-Wilkins (2006), are summarized below:

- Increased effectiveness and productivity
- Made for a more productive working environment
- Improved staff retention rates
- Retention of leadership talent

- Accelerated senior leader promotions
- Improved teamwork
- Increased team member satisfaction
- Increased client satisfaction
- Increased quality of consulting services
- Reduction in absences for sickness and other stress related illnesses

Employee satisfaction is tied considerably to work-life balance, which life coaching seeks to address (Byrne, 2005). “The achievement of better work-life balance can yield dividends for employers in terms of: having a more motivated, productive and less stressed workforce that feels valued; attracting a wider range of candidates...increased productivity and reduced absenteeism; gaining the reputation of being an employer of choice; retaining valued employees; achieving reduced costs; and maximizing available labor” (Byrne, 2005).

Difficulties Encountered with Life Coaching

While life coaching continues to gain popularity in the corporate world, little empirical research has been done to evaluate the effectiveness of this, primarily executive, development tool (Jones et al., 2006). Because of the lack of supportive research findings, one of the primary difficulties encountered with life coaching is the difficulty human resources departments face in “attributing a commercial benefit to justify the program and then, once completed, proving it’s been a success” (Brumwell and Reynolds, 2006). The measurement of performance before and after coaching is nearly impossible to evaluate objectively (Gimson, 2006).

Summary

Employee coaching programs appear to be viable mechanisms by which to assist in the personal growth and motivation of employees. Such programs are still in their infancy, with little published about quantifiable results. Many studies that have attempted to evaluate coaching programs were performed by the same firms that were hired to design and/or implement the

coaching programs under review, introducing in an obvious bias to the research. Such programs could be evaluated more objectively by parties that do not have a vested interest in the results.

CHAPTER 3 RESEARCH METHODOLOGY

The objective of this research was to determine the perceived effects of personal productivity coaching (commonly referred to as *life coaching*) of employees in the construction industry. Personal productivity coaching programs are new to many organizations and they are rarely encountered in the construction industry. Additional information obtained on the success of such programs could assist other firms in their decision to develop and implement such programs.

The methodology followed in this research was determined by the objectives of the study listed in Chapter 1. The initial steps taken were as follows: A literature search was performed on material related to the implementation of personal improvement coaching programs and employee management techniques not only in the construction industry but in other industrial sectors as well. The data required for the analysis were identified, and the possible sources of data were explored. Some data were deemed to be unavailable due to personal privacy laws; methods to obtain sufficient data were then identified. Since such programs in the construction industry are not widely implemented, the researcher decided to conduct a study within a single firm. Lend Lease was identified as the company where the desired data could be obtained and a decision was made to conduct a case study with employees of Lend Lease. A representative of Lend Lease provided background information about their employee coaching program making the research possible.

The Lend Lease Springboard Program

The Lend Lease program for employee life coaching is known as the “Springboard Program”, a program implemented to improve employee productivity and satisfaction. The Springboard Program is open to all permanent employees regardless of position. To be eligible

to attend the program, participants must have been employed by Lend Lease or a subsidiary for a minimum of two years. Eligible employees may attend the Springboard Program one time only. Once an employee becomes eligible, they may submit an application to attend the event. Applications are initially reviewed by project managers, and employees are then selected to attend the program through a final review process by the Springboard Program Managers. Information about this program is kept confidential within the firm. Employees are aware of its existence and basic intent but are kept unaware of the specifics. Only those employees selected to attend are given the details of the program and activities.

Lend Lease hosts six Springboard events each year; the events are shared between the Lend Lease regions in Asia Pacific, Europe, and the Americas. Each event hosts 40 to 50 participants and is held over an extended weekend lasting four days. The event is fully funded by Lend Lease; participants are flown to the host city, and all accommodations and activities are paid for by the company. The program includes team based activities, classroom learning, coaching exercises with a partner, and self-examination and introspection work. The program focuses on helping participants to find strength, skills, and inner fortitude they may not have known they had. The conference format is designed to help employees realize and continuously reach for their individual potential in both their professional and personal lives. Through this program, Lend Lease strives to provide an extraordinary personal and professional development experience that will ultimately create a loyal, energetic, creative and empowered workforce.

After all the facets of the Lend Lease employee coaching program were understood, it was decided that this program met the requirements of this research objective. Specifically, Lend Lease was used in this investigation for the following reasons:

- Lend Lease is a large, successful company with an established coaching program.

- Lend Lease's Springboard Program fulfills the intended requirements of a personal productivity coaching program for this study.
- Lend Lease agreed to provide access to Springboard and employee data to help make this study possible.

Design of Survey Questionnaires

After becoming familiar with the Springboard Program, it was decided that the best means of acquiring the necessary data was through a survey questionnaire. Since Lend Lease is an international firm, personal interviews or telephone contacts were not deemed practical. A survey was designed to investigate the impact of the Springboard Program on employees who had attended the program, as well the influence it has on employees who had not yet attended, but were aware of the program and its availability. The individuals who had not participated in the Springboard Program were assumed to be aware of its existence. Within these two groups, the objectives (listed in Chapter 1) of the study were addressed.

A survey incorporating the seven objectives for both groups was developed in order to streamline the distribution process. Moreover, because the status of each participant (whether they had attended the Springboard Program, or not) was unknown at the time the survey was administered, one version of the survey was constructed to be distributed to all research participants. An initial set of questions was developed by the researcher which was then given to the committee chair for review. Numerous modifications were made to the survey questions through an iterative process. Once finalized, the survey was submitted to Lend Lease for final review with minor modifications. The final survey and cover letter to participants was submitted to the University of Florida Institutional Review Board (IRB) for approval. Federal regulations require this approval for all research conducted with human subjects. The survey was approved after making a few modifications at the request of the IRB and was then ready for distribution. The survey consisted of three sections, each of which will be discussed in the following section.

Each of the objectives was examined through the survey questionnaire. Several objectives were addressed by more than one question and some questions addressed more than one objective. A copy of the survey in its entirety can be found in Appendix B.

Section 1: Demographic Information

The introductory section targeted all participants and included a series of fill-in-the-blank questions pertaining to the respondent's information. Participants were asked to give their age, the date they were hired by Lend Lease, the number of years employed by Lend Lease, and their current job title. These data were requested in order to obtain information about each respondent's current situation at Lend Lease, which could be used to provide insights about variations in perspective.

Section 2: Non-Attendees

One portion of the survey targeted employees who had not attended the Springboard Program (addressed by Objective 7), namely determination of whether or not awareness of the availability of the program affects employee perceptions of the company. The respondents were asked questions pertaining to their eligibility to attend the Springboard Program in order to determine the employee's current position relative to the program's availability. This was followed by questions addressing the participants' knowledge and opinions concerning the program. The main purpose of these questions was to assess the general awareness of the program and feelings towards it. Finally, the participants were asked if and how the Springboard Program and its availability to Lend Lease employees affected their opinions of Lend Lease and their decision to remain employed by the company.

Section 3: Attendees

The final portion of the survey targeted employees who had attended the Springboard Program and addressed Objectives 1 through 6. In order to address variations in responses

arising from differences in the specific Springboard Program event attended, the respondents were first asked to provide information about their individual program experience, including the date, location, and the number of years they had been in employment at Lend Lease at the time they attended the program. The individual objectives and the means for addressing them in the survey are given below:

Objective 1: *To measure the level of employee enjoyment, learning, and personal growth after attending the program.* This objective was addressed by asking participants to rate their experience at the Springboard Program in the areas of enjoyment, learning, and personal growth. The format of this section contained a five scale rating system, as shown in Figure 3.1.

Category	Low		Neutral		High
Enjoyment	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

Figure 3-1. Excerpt from the rating section of the survey

Objective 2: *To measure the level of growth from a holistic approach including a personal, social, and professional point of view.* With the intention of holistically addressing personal growth, the initial categories of personal, social, and professional were selected. Each category was then broken down further, and participants were asked to rate the value of the program in the following areas: personal life, health and fitness, family and home, friendships, social, mental, faith, business, financial, and current employment. The format of this section follows the example of the five scale rating system shown in Figure 3.1.

Objective 3: *To measure the effectiveness of the program on employee productivity.* This objective was addressed by asking participants to rate the level to which their experience affected their time management, organizational skills, daily work tasks, and decision making. This portion followed the exemplary format displayed in Figure 3.1. In addition to this, participants

were asked whether or not they felt the program affected their productivity at work, and were allotted open writing space to explain/elaborate on their answer.

Objective 4: *To quantify the degree of satisfaction with the coaching program.* A series of ‘Yes’ or ‘No’ type questions along with open-ended questions for respondents to express and explain/elaborate on their opinions were presented to participants. These questions addressed the program’s effectiveness, possible suggestions of changes to the program, eligibility requirements, and beneficial aspects to the individual.

Objective 5: *To determine whether or not attendees felt the program should continue.* This objective was achieved by asking participants their opinions about the program in the form of questions that solicited ‘Yes’ or ‘No’ responses.

Objective 6: *To determine whether or not attending the program created a commitment to and/or loyalty towards the company.* Objective 6 was addressed by asking participants how attending the Springboard Program affected their opinions of the company (participants were asked to enter their opinions to open-ended questions), and whether or not it influenced their desire to remain employed by the company (presented through a question soliciting a ‘Yes’ or ‘No’ response).

Distribution of the Survey

Because of personal privacy issues and internal Lend Lease policy, volunteers were asked to participate in the survey. Although this introduced a possible bias into the data analysis, this was deemed to be the only viable means available for data collection. As a result of this bias, the survey was designed to allow for anonymous replies. The focus of the questions was on perceived increased improvement for each individual employee. The survey was distributed to 83 Lend Lease employees through email messages. The email contained a letter to the participants explaining the overall nature of the survey (Appendix A) and a link to the online

survey. Through the online survey, respondents were able to input their answers directly into an HTML/PHP form. After the survey was completed, the respondents simply “clicked” a submit button on the survey. By this means, the completed survey was submitted to the researcher with complete anonymity.

Interviews were conducted with some Lend Lease administrators to obtain additional information about the Springboard Program. Following this process, analytical and descriptive statistical techniques were used on the raw data to assess the impact of the Springboard Program on Lend Lease employees. The results of this analysis are presented in Chapter 4: Results.

CHAPTER 4 RESULTS

The results of this study provided information relating to the personal life coaching of Lend Lease, a construction firm. Since this is a one-of-a-kind program, findings are not to be viewed as being typical of any group of organizations. Although the program being evaluated in this thesis is unique among construction firms, it still provides inspiration for other construction companies and managers.

Respondent Demographics

A total of 83 surveys were sent to Lend Lease employees via email message. Of these, there were 32 responses from Lend Lease employees who had participated in the Springboard Program, and 24 responses from employees who had not. A 67.5% response rate was considered satisfactory for this research.

Non-Attendees of Springboard

The ages of respondents who had not participated in the Springboard Program ranged from 23 to 59 with an average age of approximately 32. The respondents in this group had been employed by Lend Lease from one to nine years, averaging 3.3 years of employment with the company. The majority of these employees (approximately 65%) were in field related positions within the company. In this field related group, the respondents held varying positions, including Project Manager, Superintendent, and Project Engineer. The office-related positions represented approximately 35% of the respondents. In this office-related group, examples of the positions held by these employees included Architectural Design Manager, Administrative Assistant, Estimator and Human Resources Coordinator.

Of the 24 respondents who had not attended the program, eight (33%) were not eligible to attend it at the time the survey was taken (having been employed by Lend Lease for less than two

years), while 16 (67%) of the respondents were eligible. Twelve of these 16 (75%) had applied to attend the program but had not been selected. All non-eligible employees were within 12 months of becoming eligible to apply for the program.

Springboard Attendees

The ages of respondents who had attended the Springboard Program ranged from 26 to 57 with an average age of approximately 38. The respondents in this group had been in employment at Lend Lease from 5 to 23 years, averaging approximately ten years of employment with the company. The majority of this group (approximately 66%) held office-related positions within the company. A wide range of positions are represented by these respondents, including CEO, Director of Training, Vice President of Human Resources, Director of Preconstruction, Senior Accountant, Senior Estimator, Administrative Assistant, and Human Resources Generalist. The field-related positions, represented by 34% of the respondents, were Project Managers and Superintendents.

The locations of the Springboard Program events that respondents had attended spanned across four continents: Australia (45.2%), Europe (32.3%), North America (19.4%), and Asia (3.2%). These events occurred between 2000 and 2006 with the majority of the respondents attending the program in 2004-2005. Figure 4-1 shows the number of years the respondents had been employed by Lend Lease before attending the program. While the average number of years of employment with the company before attending was seven, the majority had attended after having been employed by Lend Lease for two to four years. Note: employees are not eligible to attend Springboard until they have been employed by Lend Lease a minimum of two years.

Results of Survey: Non-Attendees

The general understanding that Lend Lease employees have of the Springboard Program before attending is that it is an opportunity to meet and network with other Lend Lease

employees from around the world. The program is seen as a team building experience and a leadership conference where participants are given the opportunity for personal and professional growth. The perspectives on the key benefits of the program were consistent among these respondents. Respondents noted that meeting Lend Lease employees from other countries and being able to learn from them and exchange knowledge was an important key benefit of the program. The opportunity to travel abroad and gain a new perspective on life was also mentioned by respondents, as were personal growth and learning new skills in the areas of leadership and teamwork.

The respondents' reasons for wanting to participate in the Springboard Program included meeting new people and traveling to new locations. The opportunity for personal growth and to sharpen business acumen were frequently noted as well. Figure 4-2 shows the level of interest respondents had in attending the Springboard Program. The majority (75%) of respondents showed a high level of interest in participating in the coaching program. The respondents were asked two questions relating to the impact of the Springboard Program on employees who had not yet attended. Figure 4-3 shows how the availability of the Springboard Program influenced their opinions of Lend Lease and their decision to remain employed by the company. The survey results revealed that approximately half (54%) of the respondents felt that the Springboard Program affected their opinion of their employer. However, fewer participants (37.5%) felt that the availability of this program influenced their decision to remain employed by Lend Lease. All respondents who felt that their opinion of Lend Lease was affected by the Springboard Program noted that the availability of the program instilled a positive outlook of the company for them. Having a program like Springboard made the employees feel that Lend Lease is a people-

oriented company that values its employees. One respondent explained that the Springboard Program had been an instrumental tool in their recruitment:

It was first mentioned to me in my interviews, when I expressed an interest in traveling/working abroad. It was an extremely appealing facet of Lend Lease for me personally, and a major selling point on my decision to pursue and accept employment with the company. I think it helps exemplify the broader value Lend Lease practices to support the “whole person” of its employees.

Results of Survey: Attendees

All respondents who had participated in the Springboard Program completed the section within the survey dealing with the levels of enjoyment, learning, and personal growth after attending the program. The results are displayed in Figure 4-4. Respondents rated enjoyment as the most highly affected attribute of the program in this category, followed by personal growth. Learning was given a more moderate rating out of the three. All participants in this group also responded to the section of the survey dealing with how the Springboard Program impacted their lives in the following categories: Personal Life, Health and Fitness, Family and Home, Friendships, Social, Mental, Faith, Business, Financial, and Current Employment. These results are as shown in Figures 4-5, 4-6, and 4-7. There were virtually no negative perceptions expressed by the respondents. Figure 4-5 shows each respondent’s ratings of the program in terms of the effect it had on their personal life, health and fitness, family and home, and friendships. Respondents rated the effects on their personal life and friendships as moderate to high. Effects on family and home averaged a moderate rating, and health and fitness was given a neutral rating by participants. The results shown in Figure 4-6 reveal that participants felt that the Springboard Program had a high impact on their mental disposition. The effect on their social lives was rated as moderate to high, and the effect on their faith was given a neutral rating. Figure 4-7 shows the measured levels of the effects the experience had in the areas of business,

financial, and current employment. The effects on business and current employment were both rated moderate, with financial being given a neutral rating.

The measured levels of the effectiveness of the program on work productivity (broken into the categories of Time Management, Organizational Skills, Daily Work Tasks, and Decision Making) are shown in Figure 4-8. The Springboard Program was perceived as having the greatest impact on Decision Making for the respondents, averaging a moderate to high rating. The next most impacted area of these descriptors was Daily Work Tasks with a moderate average, followed by Organizational Skills and Time Management, both given a level of impact of moderate to neutral.

Of the 32 respondents, 22 (approximately 69%) stated that the program affected their productivity in general; with ten replying that it did not affect their productivity. For those who felt that their productivity was affected, the following areas were mentioned as being positively impacted:

- Enhanced and helped develop a network of relationships
- Enhanced team building and communications
- Made participants take a more active approach to problem solving, both personally and professionally
- Provided personal assessment for growth and development
- Increased focus on goals
- Enhanced ability to prioritize, while maintaining accurate view of the “big picture”
- Increased motivation
- Increased time management efficiency

When asked whether or not the Springboard Program was effective, 100% of the respondents replied that it was indeed effective. All respondents (100%) felt that the program

should continue; however, 41% of the prior participants felt that changes should be made to the Springboard Program. Suggested changes and their frequencies within this group are shown below:

- Increase the length of the program (13.3%)
- Implement a follow-up session (to reconnect with the group and to check on progress) (46.7%)
- Increase the amount of time for social interaction between employees (6.7%)
- Create a stronger connection between the content and how to apply it to current work assignments (13.3%)
- Adjust specifics of the program, e.g. content and locations (20%)

All the respondents felt that the two years of employment eligibility requirement was a sufficient amount of time to become acquainted with the company and its culture. It was felt that this requirement enhanced the employees' Springboard experience thus no changes to the eligibility requirements to attend the program were suggested.

When asked to identify the most beneficial personal aspect of the program, the responses from respondents fell into two categories: self reflection and evaluation (53%) and the opportunity to meet other Lend Lease employees from around the globe (63%). The results from this section of the survey can be summed up in the following quote from one of the respondents:

Springboard forces the individual to take the time to really step back and evaluate the choices made in daily life. It helps you sort through what you really want for your life in the short term and long term. For me, this was extremely beneficial because I typically operate at such a fast pace that I rarely slow down to really think about life on a higher level. I also found it beneficial to meet so many other employees from different areas of our business (from an operational and geographical standpoint). I still keep in touch with many of my fellow Springboarders from around the globe.

Of the participants, 93.5% stated that attending the Springboard Program increased their desire to remain employed by Lend Lease. When asked how the program affected their opinion of Lend Lease, the responses included the following points:

- The program helped employees gain a greater understanding of Lend Lease.
- The program had an overall positive effect on the employee.
- Employees felt Lend Lease was a progressive company.
- Employees felt Lend Lease has a genuine concern for its employees' well being.
- The experience instilled confidence and pride in Lend Lease and its overall business plan.
- Employees were appreciative of the investment.
- The experience instilled loyalty towards the company.
- The program reinforced Lend Lease's "people culture."
- Employees felt Lend Lease was a unique company to work for.

Summary

The results from the surveys show that employees of Lend Lease are aware of the benefits of the Springboard Program and appreciate its availability to all employees. Participants of the program show an overall high level of satisfaction with the program, and report increases in morale and focus. Many respondents to the survey noted that the Springboard experience had a significant effect on their lives both personally and professionally. For many participants, the connection between them and Lend Lease was strengthened and they felt a sense of belonging within the large firm, as evident from one participant's response:

Springboard put a human face on our huge international firm. Participating with people from all over the world with a full spectrum of job titles gave me an insight and appreciation into what we are about and where we are going. The internal reflection that Springboard caused still benefits me today – more than a year after I participated.

The findings of this study are in many ways open to interpretation, as much of the data are based on the opinions of the individuals surveyed. Although this study was conducted in a scientific manner, four limitations must be noted:

- **Limitation 1: Subjective nature of topic;** Data obtained in this study represent the perceptions of the participants; quantifying certain responses proved to be difficult.
- **Limitation 2: Limited range of sample;** Surveys were sent to volunteers due to personal privacy law, therefore information gathered may represent a limited point of view.
- **Limitation 3: Limited size of sample;** While the parent company holds high standing in the international construction market, the results of this study are based on a small portion

of the employees of the company used for the case study. A more extensive sample might produce varying results.

- **Limitation 4: Unique experiences of employees within one firm;** This research was conducted within one construction firm. The coaching experience of employees of other construction firms may be different due to variances in the conditions of the firms and coaching programs.

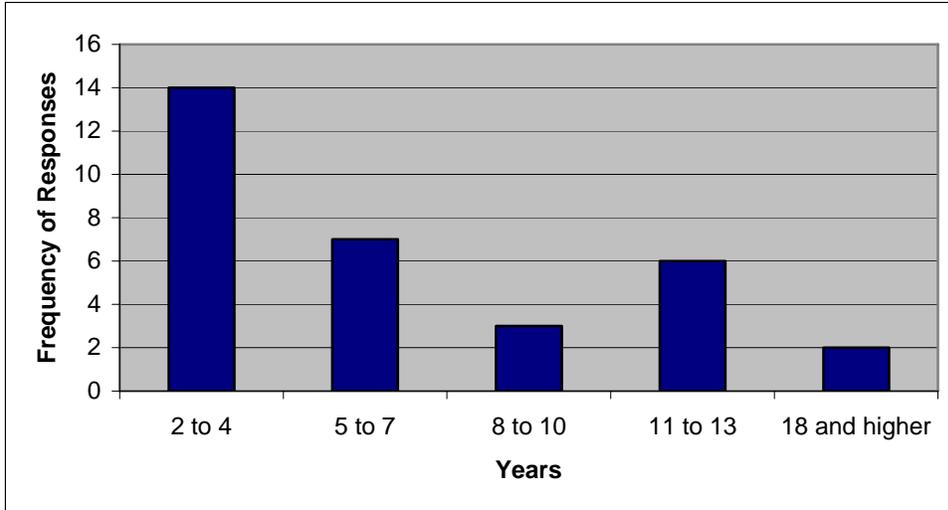


Figure 4-1. Number of years Attendees had been employed at Lend Lease before attending the Springboard Program.

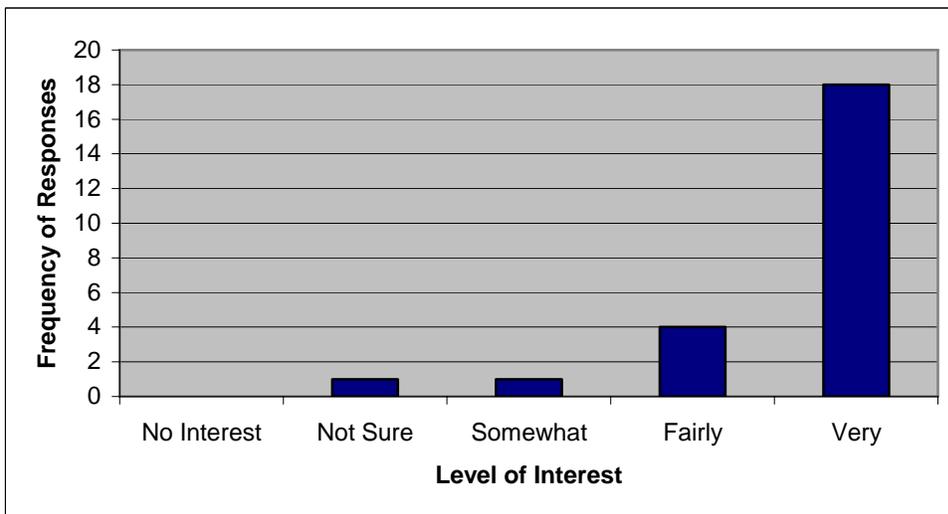


Figure 4-2. Level of interest in attending the Springboard Program.

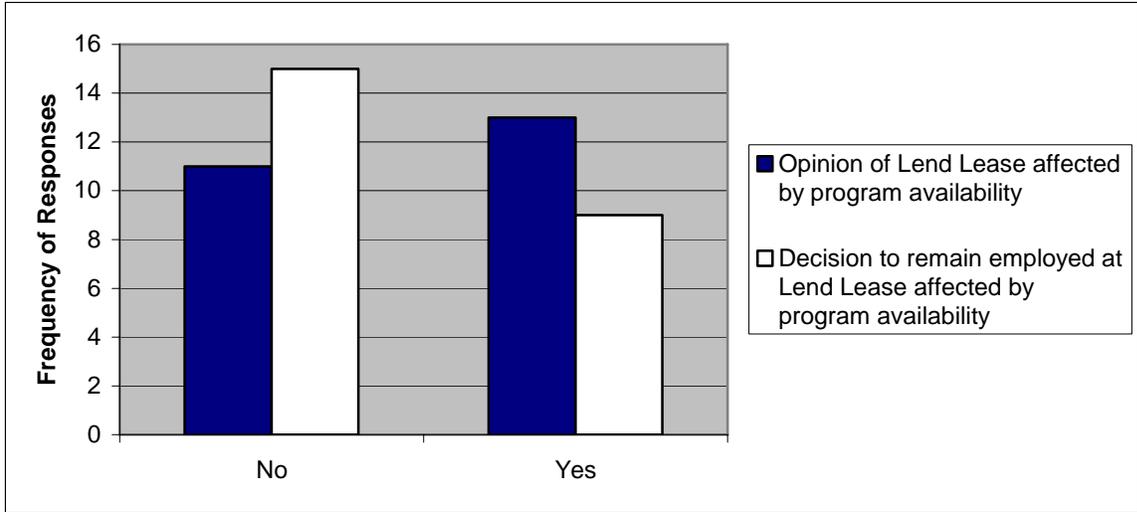


Figure 4-3. Impact of the Springboard Program on Non-Attendees.

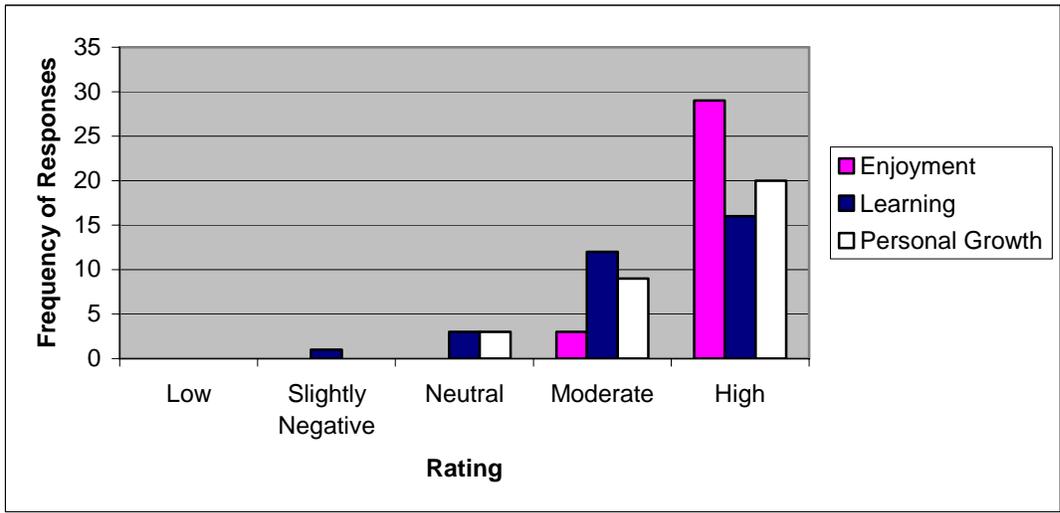


Figure 4-4. Measured levels of Enjoyment, Learning, and Personal Growth after attending the Springboard Program.

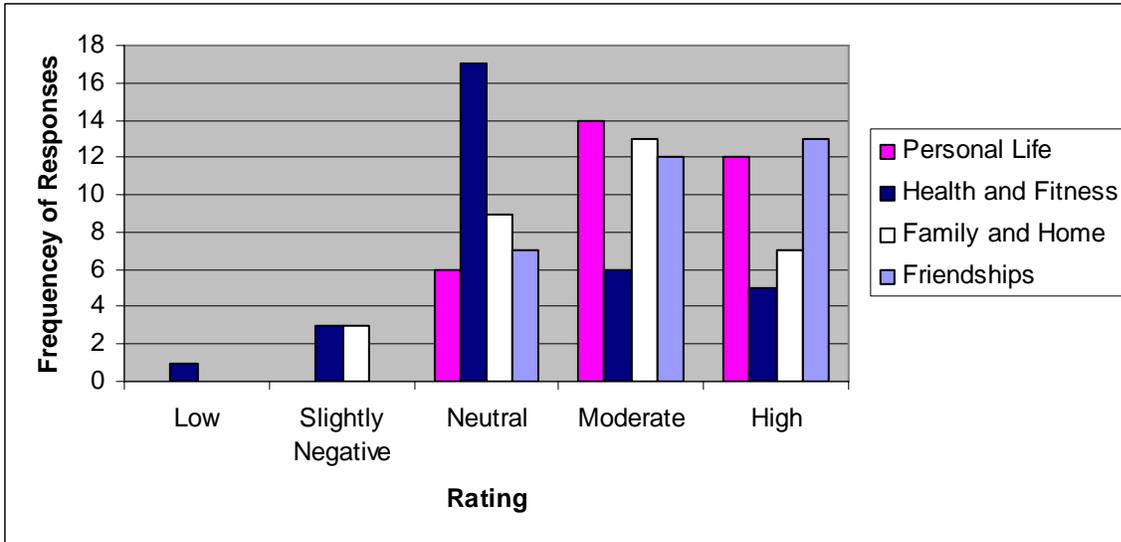


Figure 4-5. Measured levels of the effects on Personal Life, Health and Fitness, Family and Home, and Friendships after attending the Springboard Program.

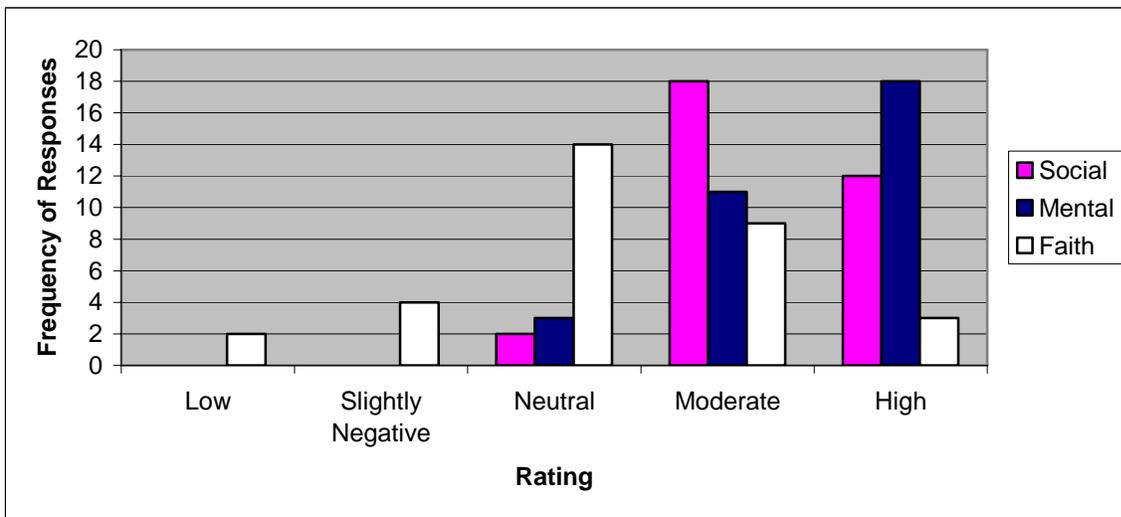


Figure 4-6. Measured levels of the effects on Social, Mental, and Faith related aspects after attending the Springboard Program.

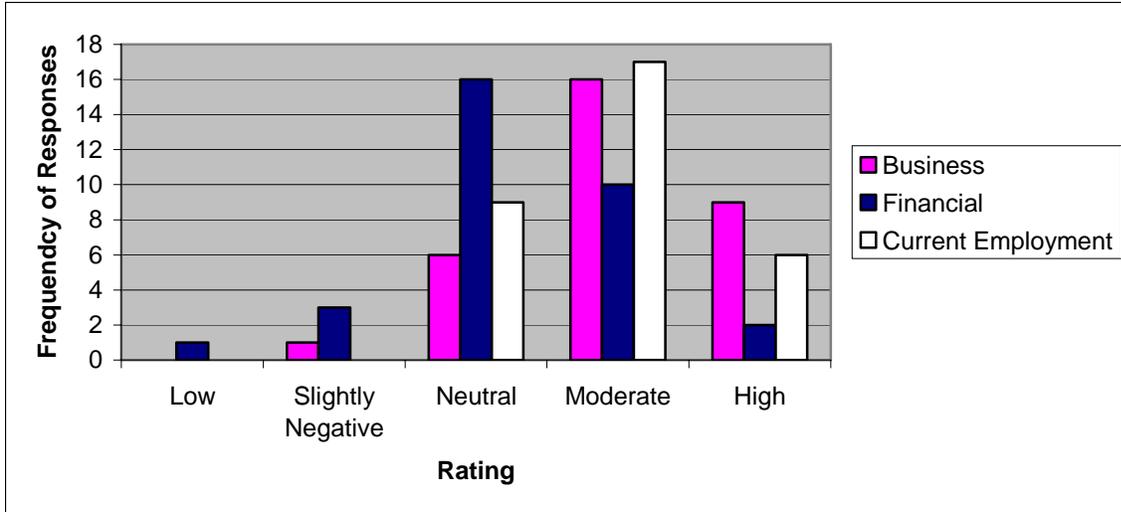


Figure 4-7. Measured levels of the effects on Business, Financial, and Current Employment related aspects after attending the Springboard Program.

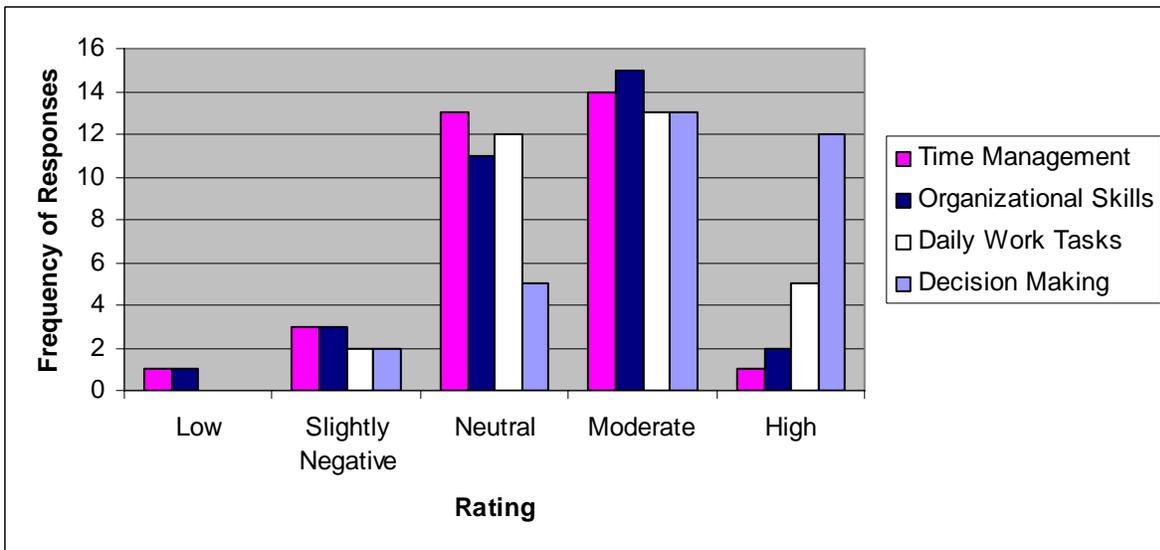


Figure 4-8. Measured levels of the effects on Time Management, Organizational Skills, Daily Work Tasks, and Decision Making after attending the Springboard Program.

CHAPTER 5 CONCLUSIONS

Overview

Because of the highly competitive nature of the construction market, companies that seek to thrive in this industry must continuously develop and enhance successful methods in employee management. Employee coaching, specifically life coaching, can provide positive results in the areas of productivity and employee retention, helping a construction firm to maintain a competitive edge. Due to the high initial investment of such programs, it is important for the parent company to understand the effects of the coaching program they develop and utilize within their organization. Previous studies performed on this topic showed that employees were responsive to life coaching and benefited personally from the experience. Employees felt that their productivity at work increased and their opinion of their employer was enhanced. The results of this research, while reinforcing these basic aspects of life coaching, gave greater insight as to the specific outcomes of an employee life coaching program used within the construction industry.

Specific Insights about Coaching Programs

This study provided substantial data on the perceived effects of life coaching from an employee perspective. One of the benefits of this research was that the case study was performed with a company that offers life coaching to all employees regardless of position within the organization. This is a rare phenomenon across all industrial sectors. The high cost of life coaching usually limits the opportunity to high level positions, most commonly executives of the company. The fact that life coaching is available to all Lend Lease employees was appreciated by all participants, as they felt they were a valued asset to the company regardless of position. It is felt that this feature of Lend Lease's life coaching program is one of its strongest

points. Developing a sense of belonging within the company, in order to foster a loyalty or commitment to the firm, is a key motivation for offering this type of experience to employees. Limiting the experience to certain positions within a firm can defeat this purpose, and have the opposite effect. Employees of Lend Lease, especially those in supportive positions within the company, showed a great appreciation for having been included in this investment. Lend Lease's "people culture" is strengthened and solidified by this facet of the program.

There was an overwhelmingly positive response from participants when questioned about the connection the experience created for them with Lend Lease. While the effects on employee loyalty for those that had not yet attended the program were not significant, the Springboard Program is a success in terms of increasing employee desire to remain employed by the firm for those who had attended.

The general conclusion from the results of this research is that the Lend Lease Springboard Program has a significant and positive effect on employees. Lend Lease employees that had not attended the life coaching program were all aware of the program and its potential benefits. The program was seen as an additional benefit to working for Lend Lease and interest to attend the program were generally very high. It is felt that keeping the details of the program undisclosed to the general employee population at Lend Lease increases the program's effectiveness. The research results showed that employees that had applied but had not yet attended did not feel rejected, but had a sense that it was "just not their time" to attend at that point. There was an understanding (for those that had not attended) of the basic intent of the program that was accompanied by a sense of wonder about "what really goes on" during the experience. It was felt that this limited access to the Springboard Program information positively influenced employee desire to attend.

One of the most highly regarded aspects of the Springboard Program was that it allowed employees the opportunity to travel. Employees at Lend Lease commit extensive amounts of time in order to meet the demands that come with working in the construction and development industry; these time commitments often do not afford them the time to travel abroad. The opportunity to travel and learn in another country was cited as one of the beneficial aspects, and for some it was the most beneficial aspect. Overall, participants were satisfied with the Springboard Program locations they had attended. However, it was noted by a few participants that while the experience itself was enjoyable, the location of at least one program had attended had been a disappointment. Because the opportunity to travel was so important to their experience, it was felt that location selection should be given very careful consideration. Ultimately, locations should be chosen that will enhance the experience for all attendees, whether this results in traveling to another country or to a location within the home country.

Employees that had attended the Springboard Program were generally very affected by the experience. The results showed that the program had strong positive effects on employees' lives in the areas of personal growth, friendships, their mental disposition, and decision making. Being that the program focuses on helping employees find their inner strength and fortitude, it follows that these areas were cited as the most greatly affected. While the professional areas of business, financial, current employment, time management and daily work tasks (to include organizational skills) were shown to have been affected by the experience for some participants, stronger and better results were noted in areas involving more personal attributes. From information provided by the Springboard administrators, the program's direct intent was to holistically enhance the life of each participant. While some attendees (31%) stated that the experience did not improve their productivity at work, it was felt that their productivity was

indeed improved indirectly. Motivated and satisfied employees have less stress, a greater focus, are driven to succeed, and are therefore found to be more productive in their daily lives (Perry 2006). From the research results, it is felt that Lend Lease's Springboard Program does affect employee productivity in a positive manner, both directly and indirectly.

Because of the lower rating of professional areas in the surveys in comparison to the personal related areas, it is felt that the connection the program makes to personal life strategy is stronger. A few respondents reported a desire to be shown how to directly apply the lessons learned at Springboard to current assignments at work. On the other side of this issue, there were respondents who appreciated the fact that the program did not center on work or work related issues, and were grateful for the personal focus. From information given to the researcher on the intent of the Springboard Program, it is felt that the personal focus of the program is appropriate. Job training and professional workshops offered at Lend Lease have the ability to fulfill the need for continuing business education; the Springboard Program has a different purpose that it accomplishes successfully.

Summary

Overall employees felt very satisfied with the Springboard Program and were grateful that they had attended. It is felt that this program fulfills the intensions of a successful employee life coaching program by creating satisfied, motivated, productive, and loyal employees. The means of administering and hosting the program are efficient methods for achieving the program's goals. The impression gained from the literature review of this subject in combination with the research results is that Lend Lease's Springboard Program is one of the more developed and successful life coaching programs offered in the industrial market today and has a profound effect on its employees.

CHAPTER 6 RECOMMENDATIONS

Recommendations to Lend Lease

The basis for recommendations to Lend Lease for the Springboard Program arises from suggestions provided by the participants in the survey as well as the personal observations of this researcher. Overall, it is felt that the Lend Lease Springboard Program is a successful employee life coaching program. It is felt that there would be a benefit to the participants from a follow-up session on the material covered at the Springboard event. Many participants suggested a follow-up conference to refresh the ideas learned from the experience and the opportunity to meet with their fellow participants again. Because the Springboard Program already represents a significant investment from Lend Lease in its employees, it is this researcher's opinion that a follow-up session would not have a significant return on the investment. Also, a follow-up session might result in reducing the number of participants Lend Lease will be able to ask to attend the Springboard Program. However, it is suggested that a supportive framework for the core ideas of the program be established. In order to satisfy the two needs (a refresher course on the Springboard information, and to reconnect with fellow participants) at a minimal cost, an information/workbook packet including the core Springboard initiatives to refresh the employee's experience can be provided to participants one year after attending the program. In addition to this, an online forum for past participants can be created. This forum would be a means for participants to maintain a social connection with fellow Springboard attendees. Other benefits of this type of online forum would be to maintain and build upon the business networking relationships previously established, and to share ideas and methods participants have developed to follow through with what they learned through the program experience.

Recommendations to Construction Firms

The research performed in this study shows that the implementation of an employee life coaching program has beneficial results for a construction firm. While a program such as Lend Lease's Springboard Program represents a significant investment for the firm, the return on this investment, while difficult to quantify, is substantial. It is recommended that other construction firms consider this employee management and productivity improvement technique, while recognizing that there are many variations by which they can be implemented. A firm should assess their capability for this type of investment and possibly bring in a third party specializing in life coaching to design a program that fits their unique needs. It is common to have employees from many diverse backgrounds within one construction firm; some employees enter the construction market from a collegiate background while others come from years of hands on experience. As employees of the same firm, the individual backgrounds should not weigh heavily in the development of the life coaching program (i.e., all employees should be viewed as being equally eligible). In addition to the benefits of increasing productivity and retention, offering a life coaching program may serve as a means of uniting employees and inciting team spirit within the company.

Recommendations for Future Research

Through the research process involved in this study, a set of hypotheses were developed about the effects of life coaching on employees in the construction industry. It is recommended that future research in this area should seek to test the following hypotheses:

- **H_o 1:** There is a high level of enjoyment and personal growth for employees that results from attending a life coaching program.
- **H_o 2:** There is a high degree of employee satisfaction that results from attending a life coaching program.

- **H_o 3:** There is a positive effect on worker productivity that results from attending a life coaching program.
- **H_o 4:** Attending a life coaching program creates a strong commitment to and a loyalty towards the parent company.
- **H_o 5:** Awareness of the availability of the life coaching program does not have a significant effect on the perceptions employees who have not participated in the program have of the company.

In addition to addressing these hypotheses, future research in this area of study should attempt to measure the productivity levels of employees before and after participating in a life coaching program. Selected participants should be observed on the job prior to participating, and then monitored after completing the life coaching program. Points of observation should include the number of hours worked per week in relation to the amount of work performed, number of sick days taken, and the nature of the interactions with fellow employees, team members and clients, among others. Observations and research should be performed by a third party that has no vested interest in the outcome.

To determine the significance of variations in different coaching programs with the ultimate goal of defining the most successful and efficient form of a life coaching program, future research should include employee participants of different firms. Hypotheses should be developed for each characteristic of individual programs and how they effect employees within the firms.

Summary

Employee life coaching has been shown to be an effective tool for improving employee satisfaction within the parent company. The experience benefits the company by retaining more employees and fostering a loyalty to the firm. The Lend Lease Springboard Program is an excellent example of a life coaching program within the construction industry, and has shown significant results in this study. It is recommended that construction firms, as well as firms in

other industrial sectors, attempt to implement a form of life coaching that suits their company and employee needs. Future studies should assist firms in determining the quantifiable effects on productivity improvement within the workplace. Research on the results of individual life coaching program attributes should be conducted to give insight into defining a “best” program description for firms trying to develop a life coaching program. Employee life coaching represents extensive possibilities for productivity improvement and more research is required in order to quantify this positive effect for firms wishing to utilize this employee enrichment tool.

APPENDIX A
LETTER TO PARTICIPANTS

Survey of Lend Lease Employees
The Springboard Program

November 10, 2006

To: Potential Study Participants

Subject:

I am a graduate student in the M. E. Rinker, Sr. School of Building Construction at the University of Florida. I am conducting a study to assess the impact of or the potential value of participating in the Lend Lease Springboard Program.

The study is being conducted through the attached survey in which a variety of questions will be asked about your experience or your perception of the Lend Lease Springboard Program. There are no risks associated with participating in this study and the survey can be completed in less than ten minutes. Naturally, you are asked to answer only those questions that you feel comfortable in answering. Your participation is completely voluntary and you may withdraw your consent to participate at any time without penalty. There is no benefit or compensation to you for participating in this study. The information collected from the survey will be used for research purposes only, and may have no effect on the Lend Lease Springboard Program currently established.

Your individual responses will be kept strictly confidential to the extent provided by law. Employers will not know who responded nor will they have access to your responses. Research data will be summarized so that the identity of individual participants will be concealed. Your participation in this valuable study is highly appreciated.

Yours truly,

Alexis McGuffin
Graduate Student

Phone: (352) 870-4066

Email: flexus@ufl.edu

Dr. Jimmie Hinze, Ph.D.

Professor, Director of the Center for Construction Safety and Loss Control, M.E. Rinker, Sr. School of Building Construction, University of Florida

Phone: (352) 273-1167

Email: hinze@ufl.edu

P.S. For information about participant rights, please contact the University of Florida Institutional Review Board at (352) 392-0433 or Email: IRB2@ufl.edu.

APPENDIX B
SURVEY OF PARTICIPANTS

Survey of Lend Lease Employees
The Springboard Program

Age:

Date Originally Hired by Lend Lease: Month: Year:

Total years employed at Lend Lease: Years

Current Job Title:

1. Have you attended the Springboard Program? Yes
 No
-

If you answered Yes, please go to Question #12. If you answered No, please continue with Question #2.

2. Are you currently eligible to attend the Springboard Program? Yes
 No
-

3. If Yes, how many months have you been eligible? Months
- Have you applied to attend the Springboard Program? Yes
 No
- How many times have you applied?
-

4. If No, how many months until you become eligible? Months
-

-
5. What is your general understanding of the Springboard Program?

Please comment

-
6. In your opinion, what are the key benefits of the Springboard Program?

Please comment

-
7. How interested are you in participating in the Springboard Program?

- No Interest
- Not Sure
- Somewhat
- Fairly
- Very

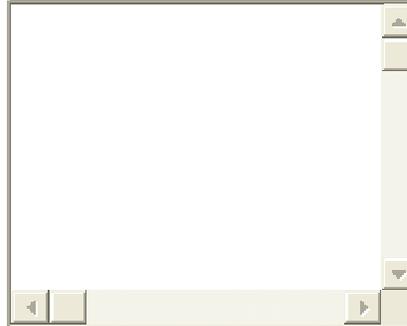
-
8. What are the main reasons for wanting to participate (or not wanting to participate) in the Springboard Program?

Please comment

9. Does the Springboard Program affect your opinion of Lend Lease? Yes
 No

10. If Yes, explain how it is affected:

Please comment



11. Does the Springboard Program influence your decision to remain employed with Lend Lease? Yes
 No

This completes the portion of the survey for Lend Lease employees that have not yet participated in the Springboard Program. Thank you for your participation.

12. When did you attend the Springboard Program? Month: Year:

13. What was the location of the Springboard Program you attended? *City, County*


14. How many years were you employed with Lend Lease before you attended the Springboard Program? Years

Instructions: For the following three questions, check the number which best describes your personal feelings, one (1) denoting a very low rating, three (3) denoting a neutral rating, and five (5) denoting a very high rating.

15. Please rate your experience at the Springboard Program in the following areas:

	Low		Neutral		High
Enjoyment	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Learning	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Personal Growth	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

16. How valuable was your experience at the Springboard Program in the following areas:

	Low		Neutral		High
Personal Life	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Health and Fitness	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Family and Home	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Friendships	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Social	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Mental	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Faith	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Business	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Financial	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Current Employment	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

17. How did the Springboard Program influence your effectiveness in the following areas:

	Low		Neutral		High
Time Management	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Organizational Skills	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Daily Work Tasks	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Decision Making	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

18. Do you feel the Springboard Program has affected your productivity at work?

- Yes
 No

19. If Yes, please describe:

Please comment

20. Do you feel the Springboard Program is effective?

- Yes
 No

21. Do you feel that Lend Lease should continue to offer the Springboard Program to its employees?

- Yes
 No

22. Would you make any changes to the Springboard Program?

- Yes
 No

23. If Yes, what changes would you suggest?

Please comment

-
24. Would you make any changes to the eligibility requirements for the Springboard Program?
- Yes
- No

25. If Yes, what changes would you suggest?

Please comment

26. Describe the most beneficial aspect of the Springboard Program for you personally?

Please comment

27. How did attending the Springboard Program affect your opinion of Lend Lease?

Please comment

28. Did attending the Springboard Program increase your desire to remain employed with Lend Lease?

- Yes
- No

This completes the portion of the survey for Lend Lease employees that have participated in the Springboard Program. Thank you for your participation.

Submit2

Clear

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BIOGRAPHICAL SKETCH

In August of 1999, I began my collegiate career at the University of Florida as a Digital Arts & Sciences Engineering major. I received my Bachelor of Science in Engineering in May of 2004, graduating Cum Laude. In August of 2004 I began my graduate studies at the M. E. Rinker, Sr. School of Building Construction at the University of Florida.

During my graduate studies I fulfilled two construction related internships, one with Trigram GC located in Miami, FL, and the other with Bovis Lend Lease in Washington, D.C. While attending the University of Florida, I have been employed with CIRCA (Center for Instructional Research and Computing Activities) for a total of five years. Positions I have held at CIRCA include Technology Consultant, Repair Technician, and Operations Supervisor. In June 2007 I will begin a full time position within the construction industry as a Project Engineer.