

Meeting in the Middle: Engaging Everyone Through Effective Mentoring and Feedback

Presented by:
SEA-MW Structural Engineering Engagement
& Equity (SE3) Committee

March 30th, 2023



SE3 ≡ Structural Engineering
Engagement and Equity

Speakers

Jennifer Greenawalt

• Senior Project Engineer – Thornton Tomasetti

Christian Parker

• Structural Project Engineer – A+F Engineers

Krissia Ortiz

• Project Consultant – Simpson Gumpertz & Heger Inc

Marcia Camarda

• Principal Emeritus – SK&A

Michelle Bouvia

• Project Manager – Ehlert Bryan

David Pirnia

• Associate – SK&A

Ashutosh Kumar

• Project Consultant – Simpson Gumpertz & Heger Inc



SE3

Structural Engineering
Engagement and Equity

Presentation Outline



Event Introduction



NCSEA SE3 Data Sharing

Performance Feedback
Career Aspirations



Strategies for Providing and Receiving Feedback



Speed-Mentoring



Wrap Up



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Structural Engineering
Engagement and Equity

Event Introduction

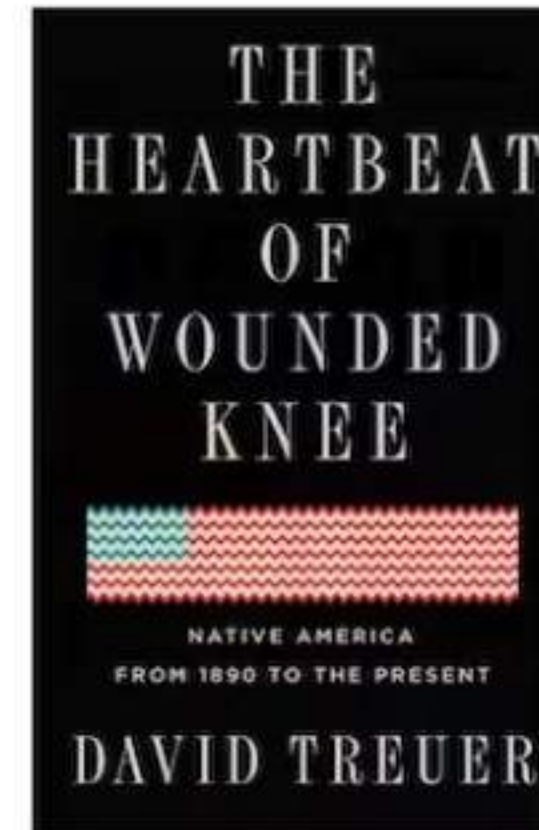
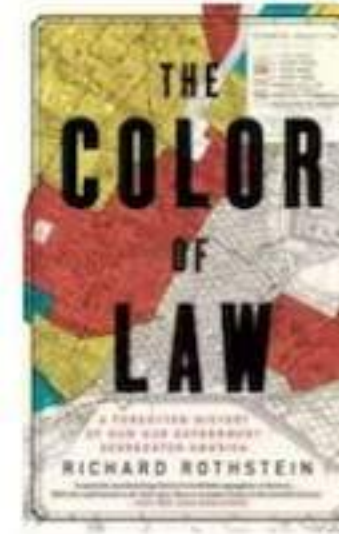


SE3

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Event Introduction

- The SEA-MW SE3 Committee has been focused on:
 - “Work Flexibility Strategies in Metropolitan Washington”
- Two Book Clubs.
- Raising awareness and educating through trivia.
- Tonight, we’re focusing on:
 - Performance Feedback
 - Career Aspirations



Work Flexibility Strategies

for Recruitment and Retention in the
Metropolitan Washington Region

By: Structural Engineers Association
of Metropolitan Washington (SEA-MW)
Structural Engineering Engagement and Equity (SE3) Committee

SE3 TRIVIA HAPPY HOUR

Presented by:
SEA-MW Structural Engineering Engagement & Equity (SE3) Committee

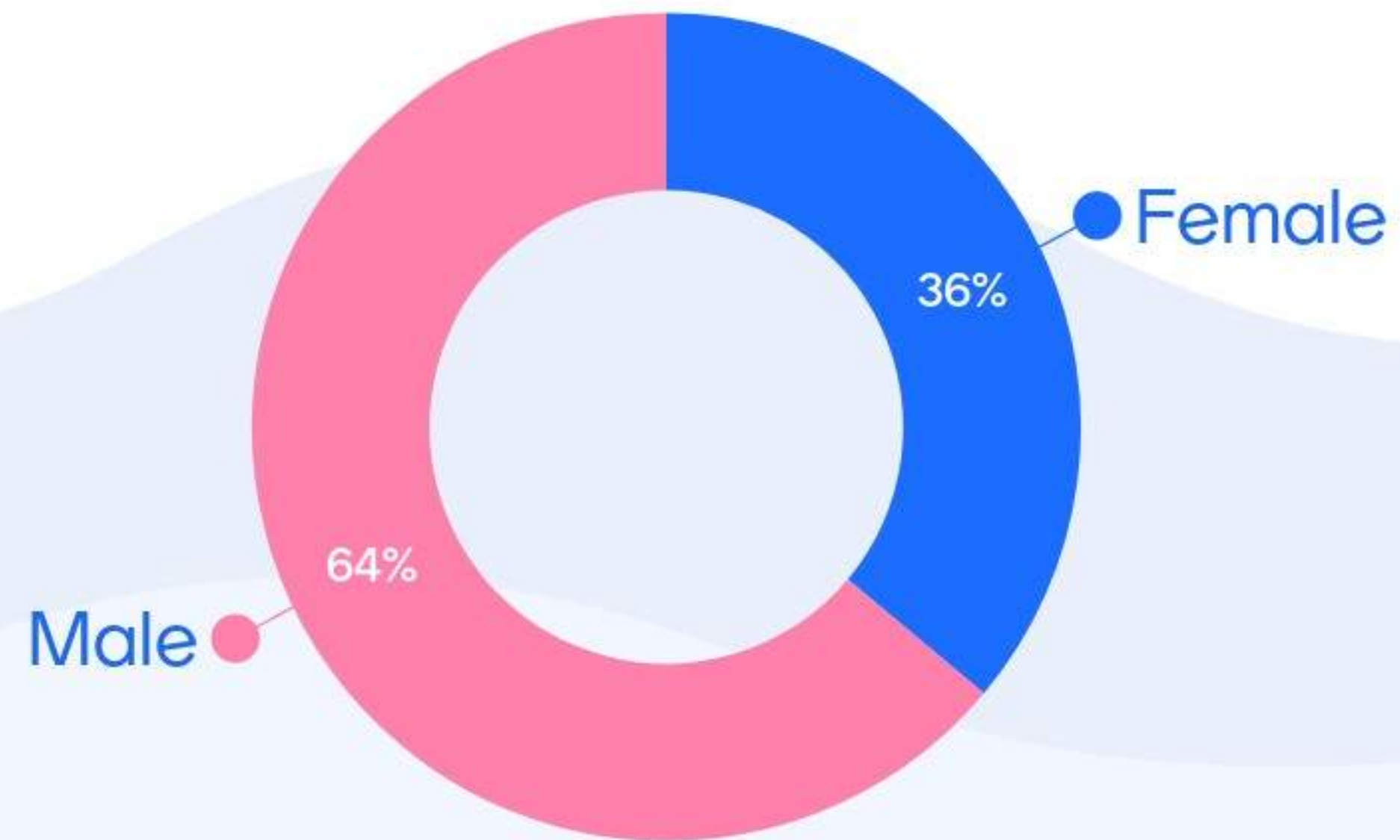




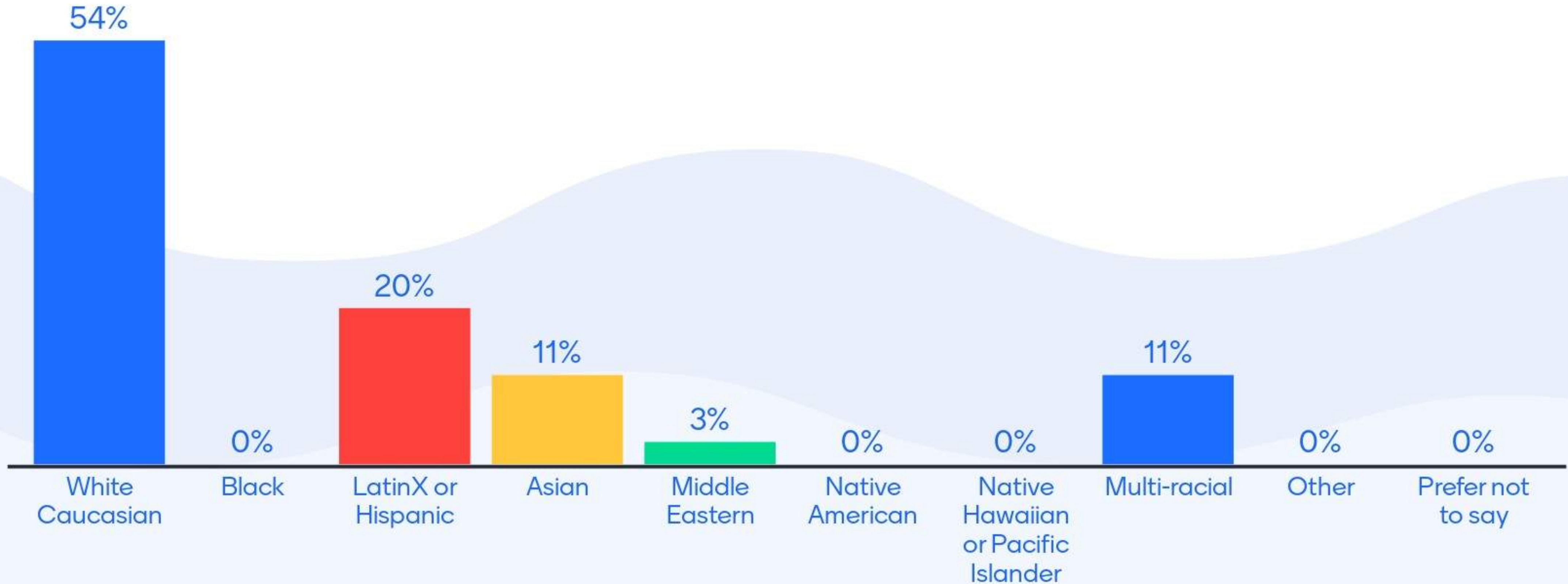
Instructions

- Get out your phone to answer questions interactively.
- Go to: www.menti.com and enter the code:
3305 0242
- Or use QR Code on the left:

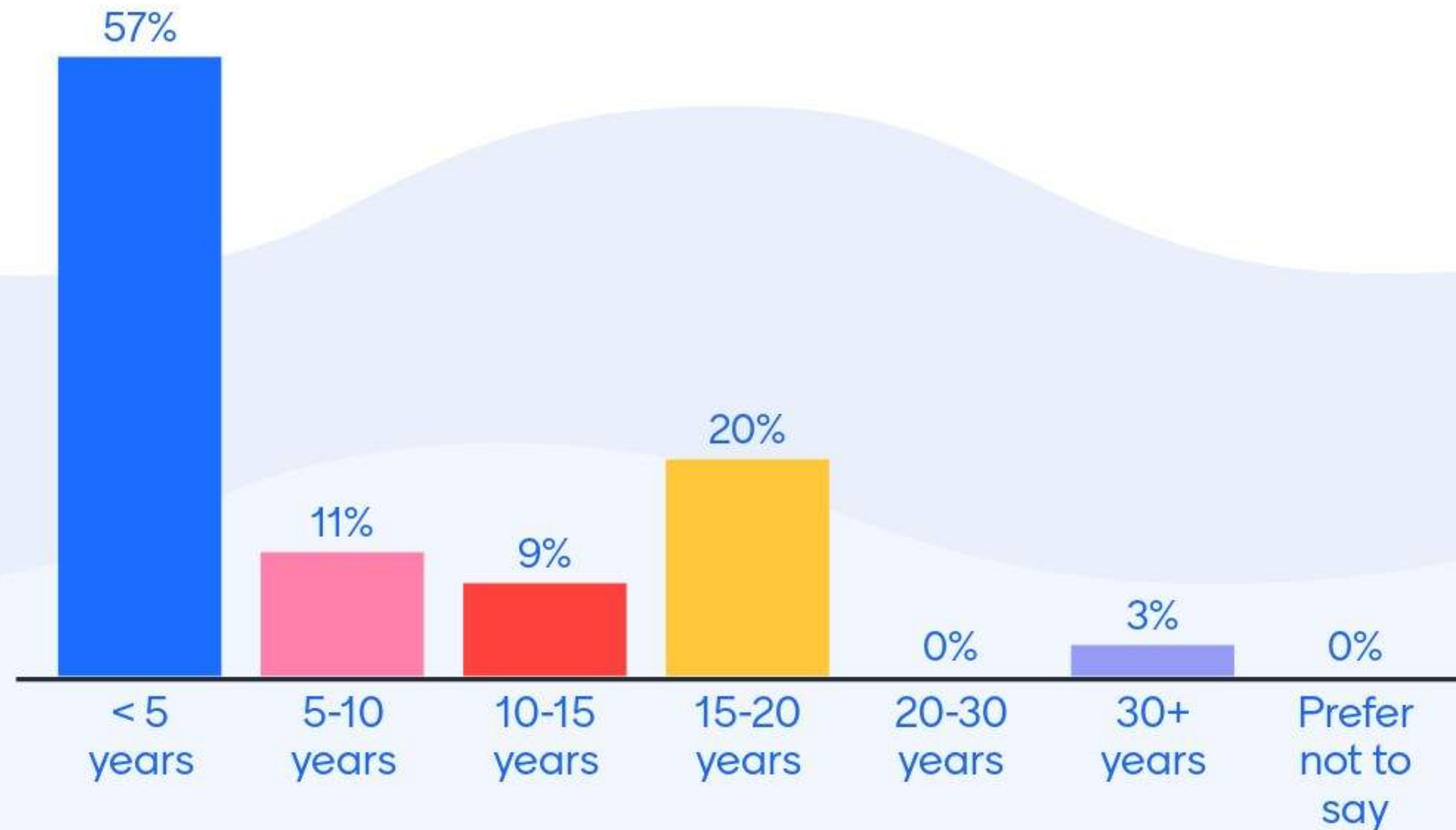
How do you identify?



Please specify your ethnicity:



How many years of experience do you have in the industry?



NCSEA SE3 Data Sharing

Performance Feedback



2020 SURVEY TOPIC BRIEF

BY THE STRUCTURAL ENGINEERING ENGAGEMENT AND EQUITY COMMITTEE
OF THE NATIONAL COUNCIL OF STRUCTURAL ENGINEERS ASSOCIATIONS

PERFORMANCE FEEDBACK

The 2020 SE3 Performance Feedback Brief explores the topic of performance review for structural engineers based on the responses to a nation-wide survey. The Committee used the survey to study how often structural engineers receive feedback on their performance, how satisfied individuals are with the feedback they receive, and how this relates to perceptions of performance both by the respondents themselves and by managers. This brief also examines whether responses vary with individual or firm characteristics.

In addition to questions directly related to performance feedback, the survey asked questions regarding satisfaction with professional development opportunities, training, and supervision.

Refer to the 2020 Demographics Brief for more information on responses to the 2020 NCSEA SE3 survey.

BRIEF HIGHLIGHTS

1. White respondents were more likely to receive positive performance reviews.
2. Men and White respondents were most likely to rate themselves as having better performance than their peers.
3. Non-White respondents and respondents with less than 5 years of experience were less likely to be satisfied with the frequency of feedback they receive.
4. The majority of survey respondents are satisfied or very satisfied with professional development opportunities.

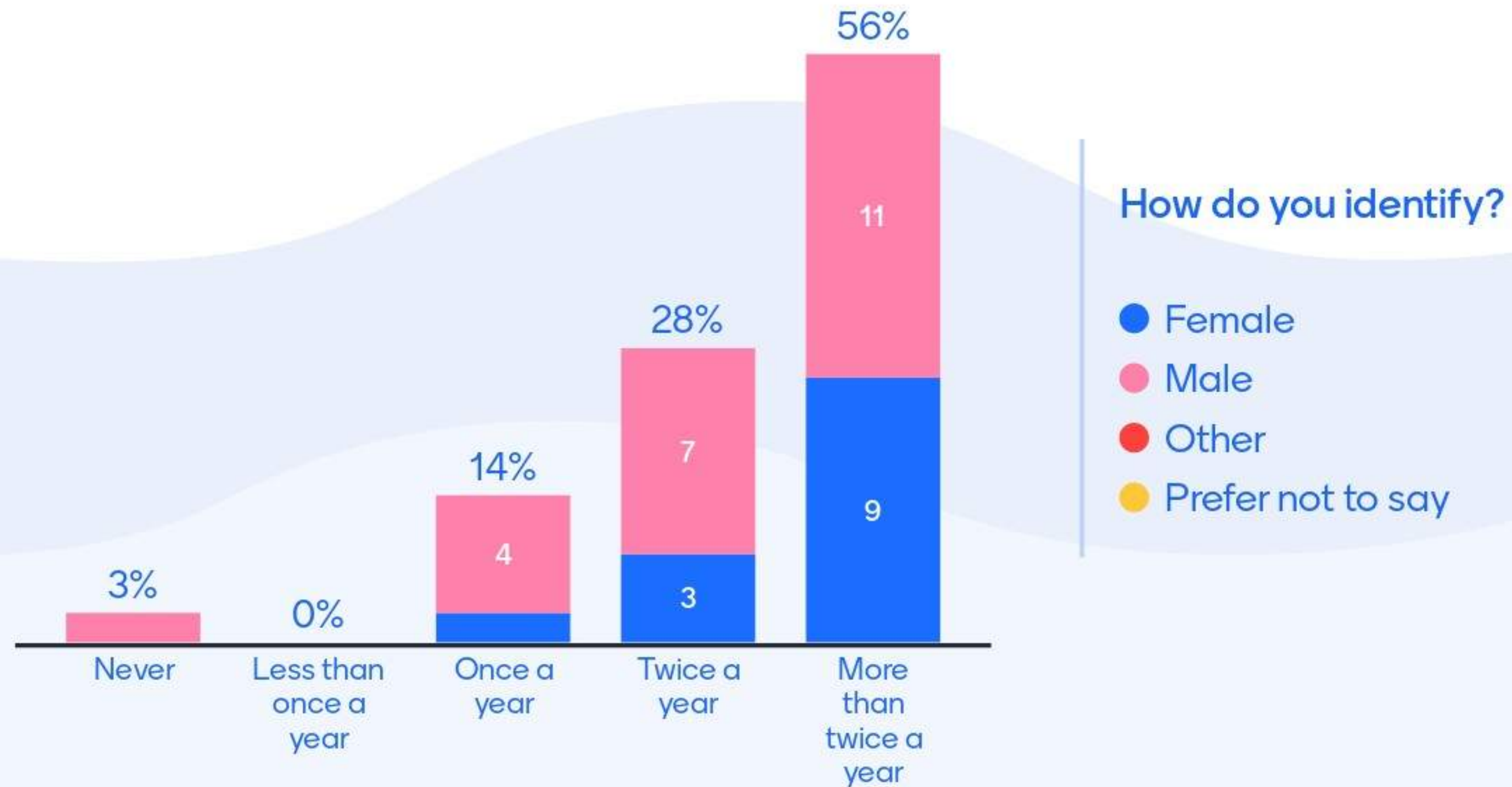
SE3



SE3

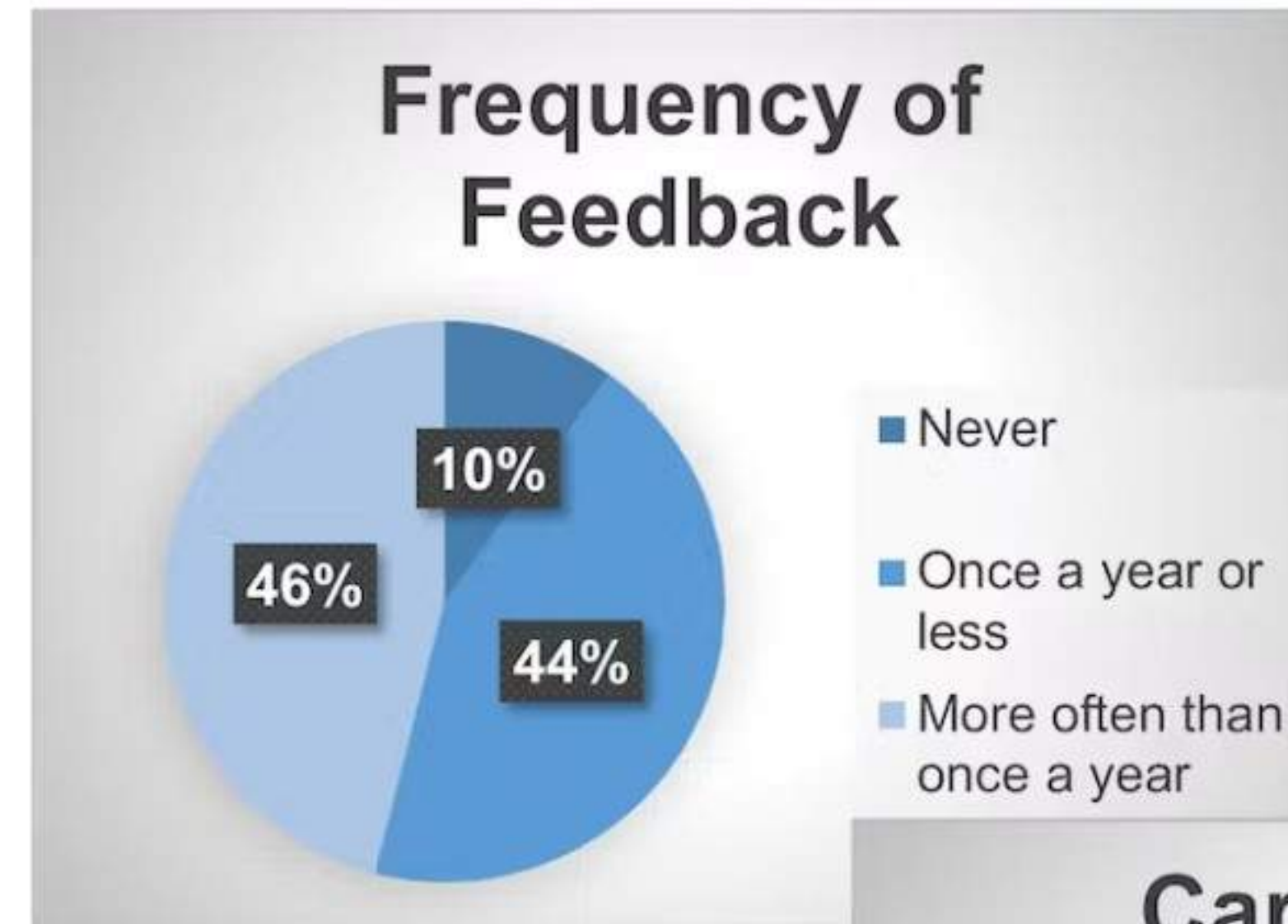
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How many times a year do you receive feedback? (either formal or informal feedback)



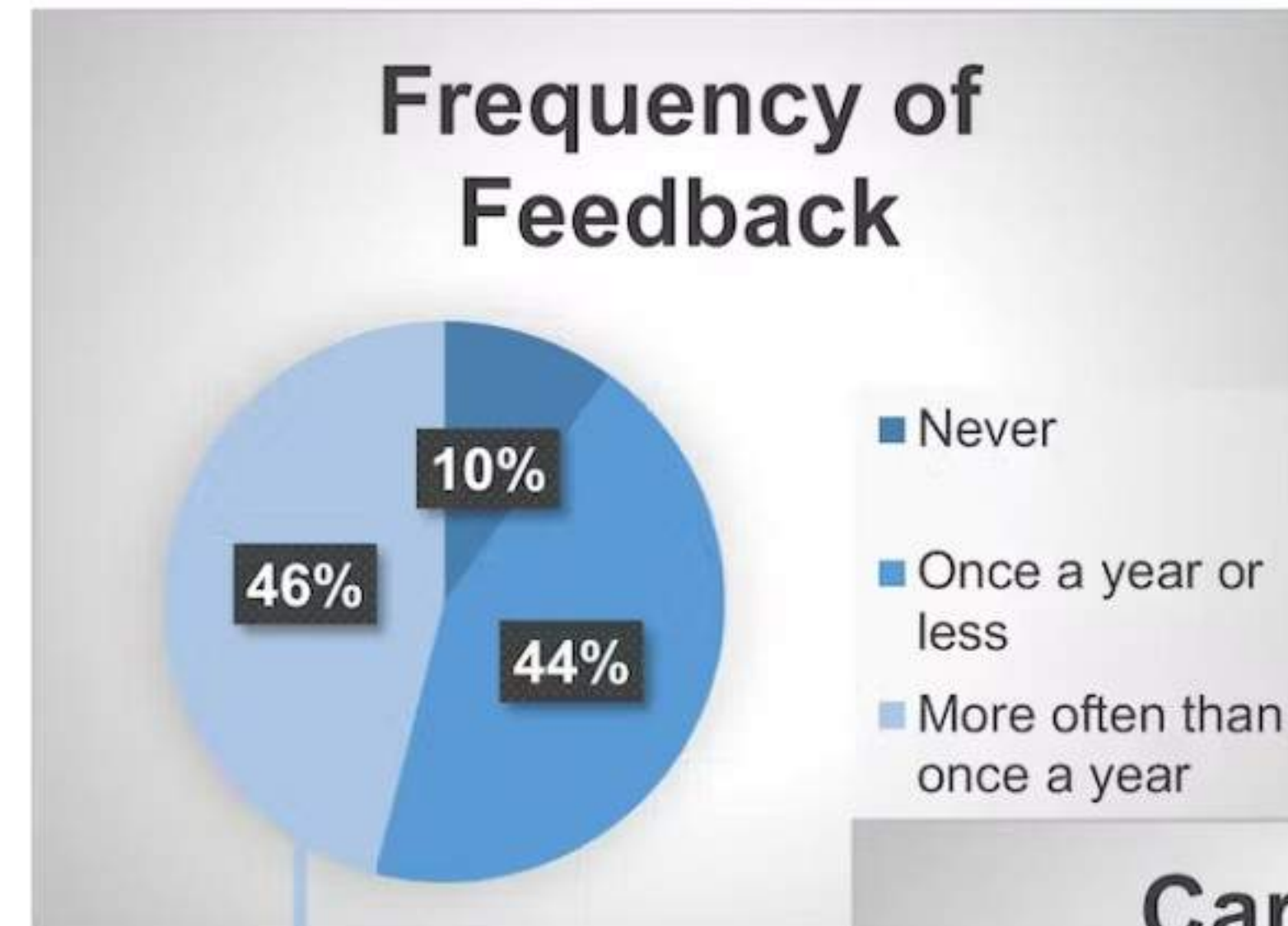
Performance Feedback: Frequency of Feedback

- NCSEA SE3 Survey Results on Frequency of Feedback:
 - Relationship of frequency of feedback with career satisfaction:



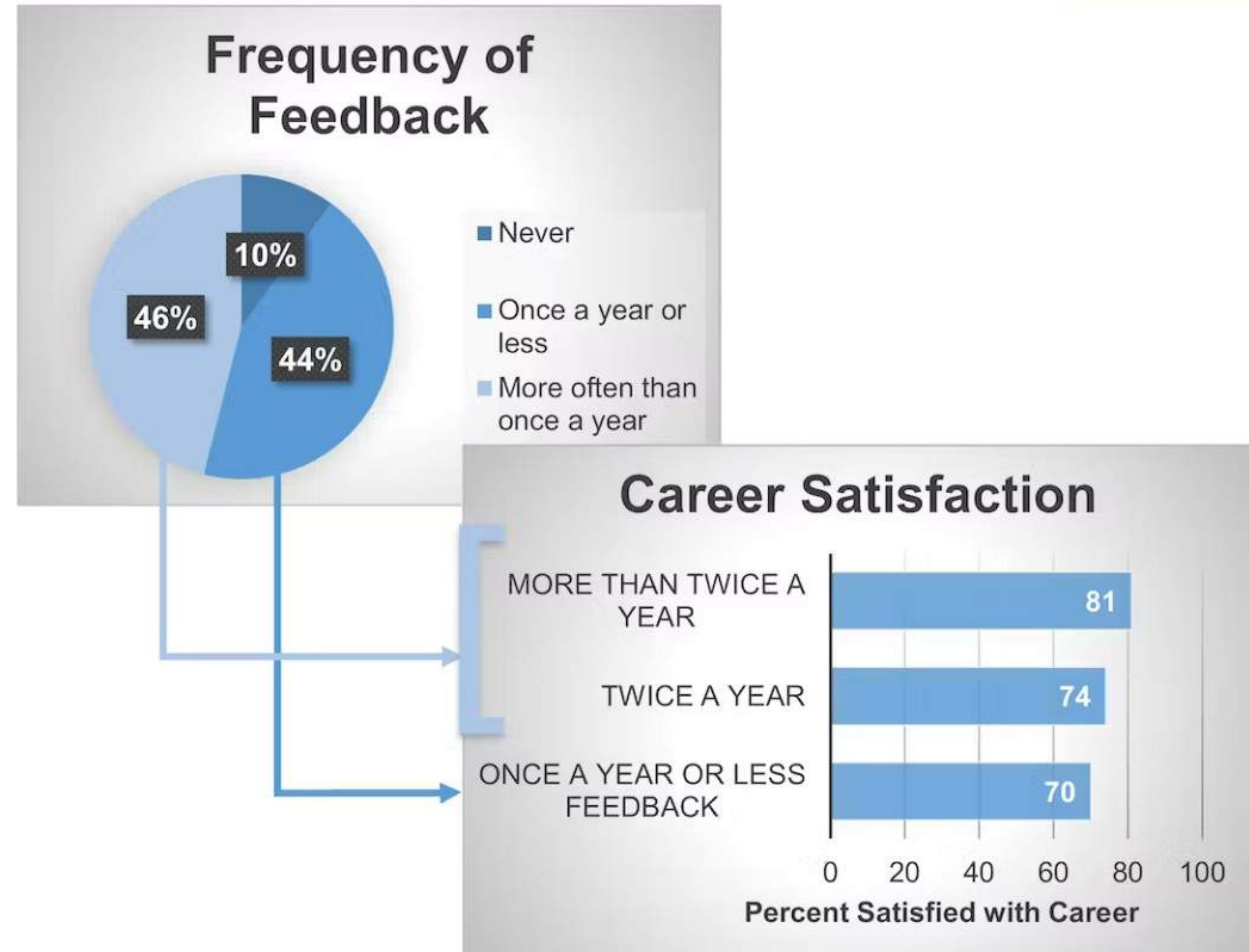
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Performance Feedback: Frequency of Feedback

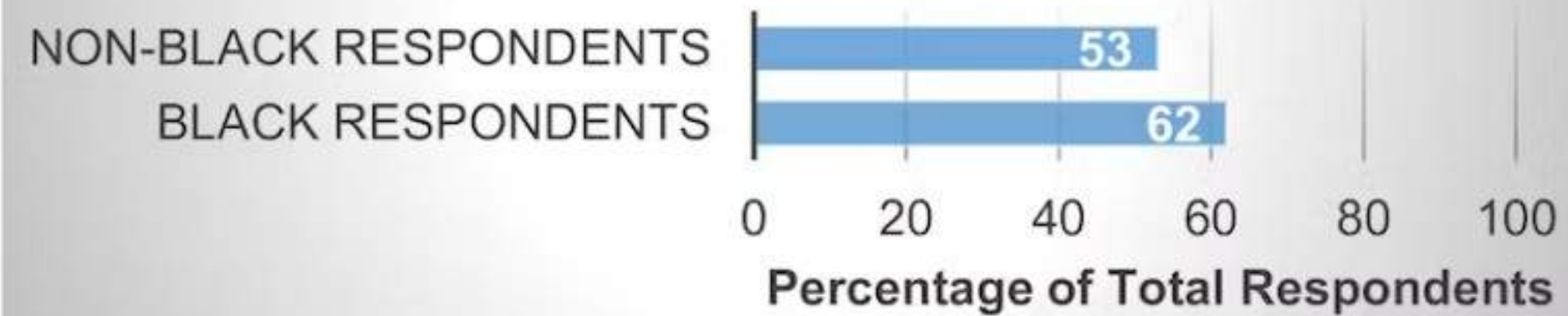
- NCSEA SE3 Survey Results on Frequency of Feedback:
 - Relationship of frequency of feedback with career satisfaction:



Performance Feedback: Frequency of Feedback

- NCSEA SE3 Survey Results on Frequency of Feedback:
 - Frequency of feedback varied by race and gender:

Frequency of Feedback by Race: Once or less than once a year



FREQUENCY OF FEEDBACK

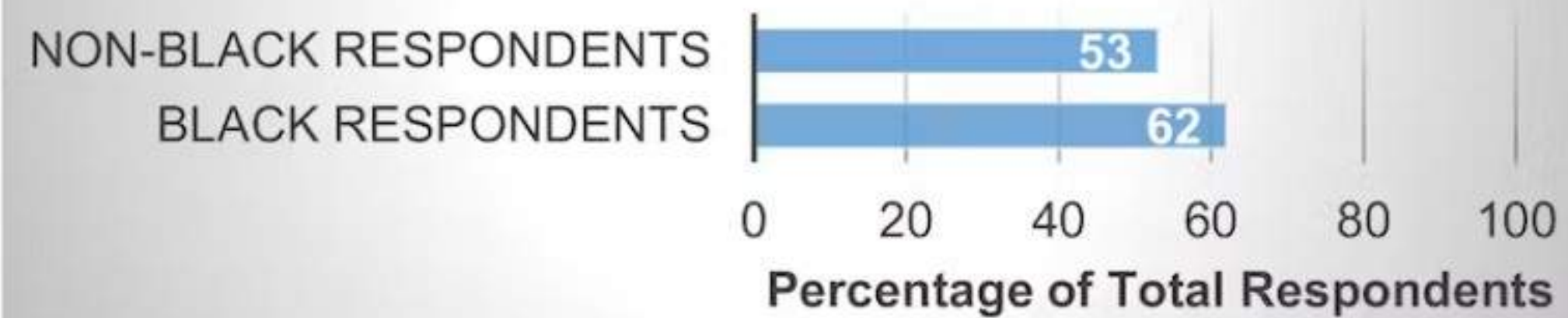
NUMBER OF TIMES PER YEAR RESPONDENTS RECEIVE FEEDBACK



Performance Feedback: Frequency of Feedback

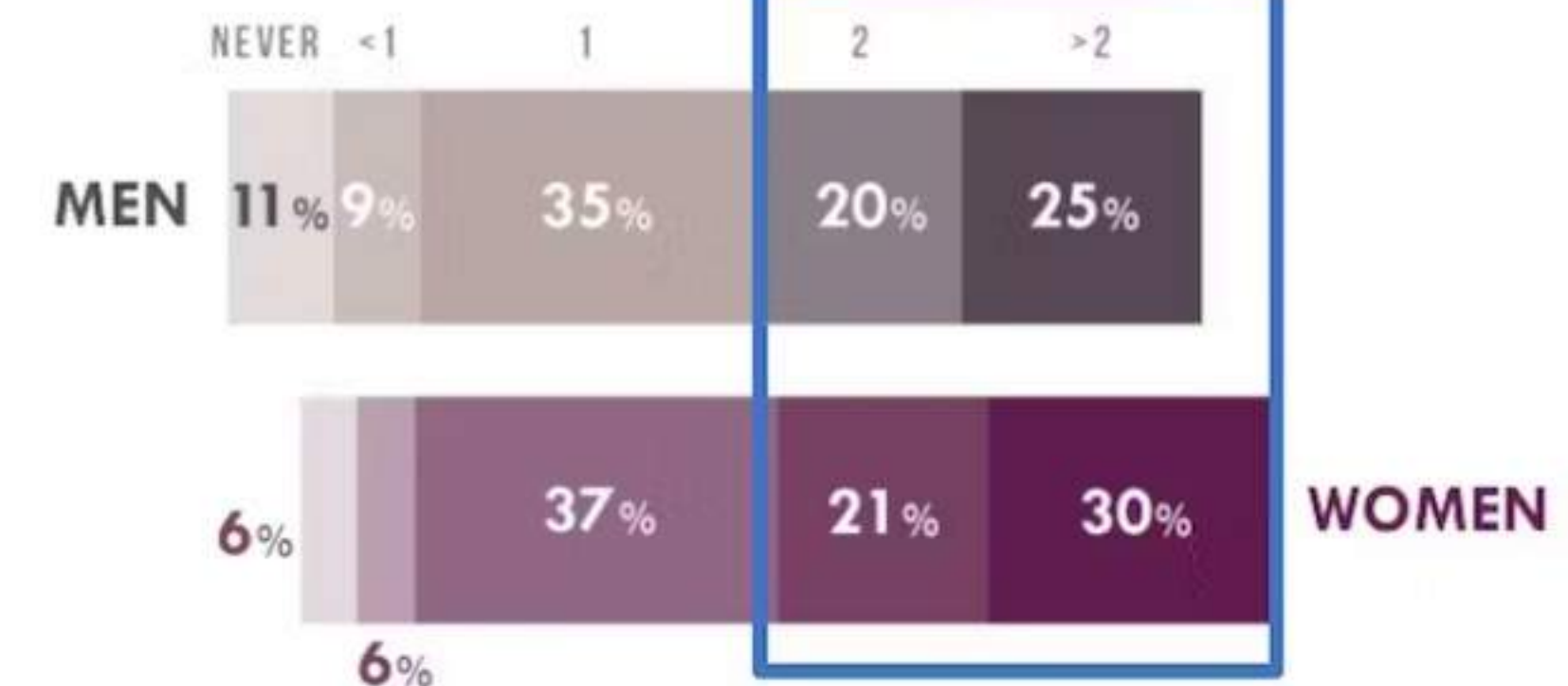
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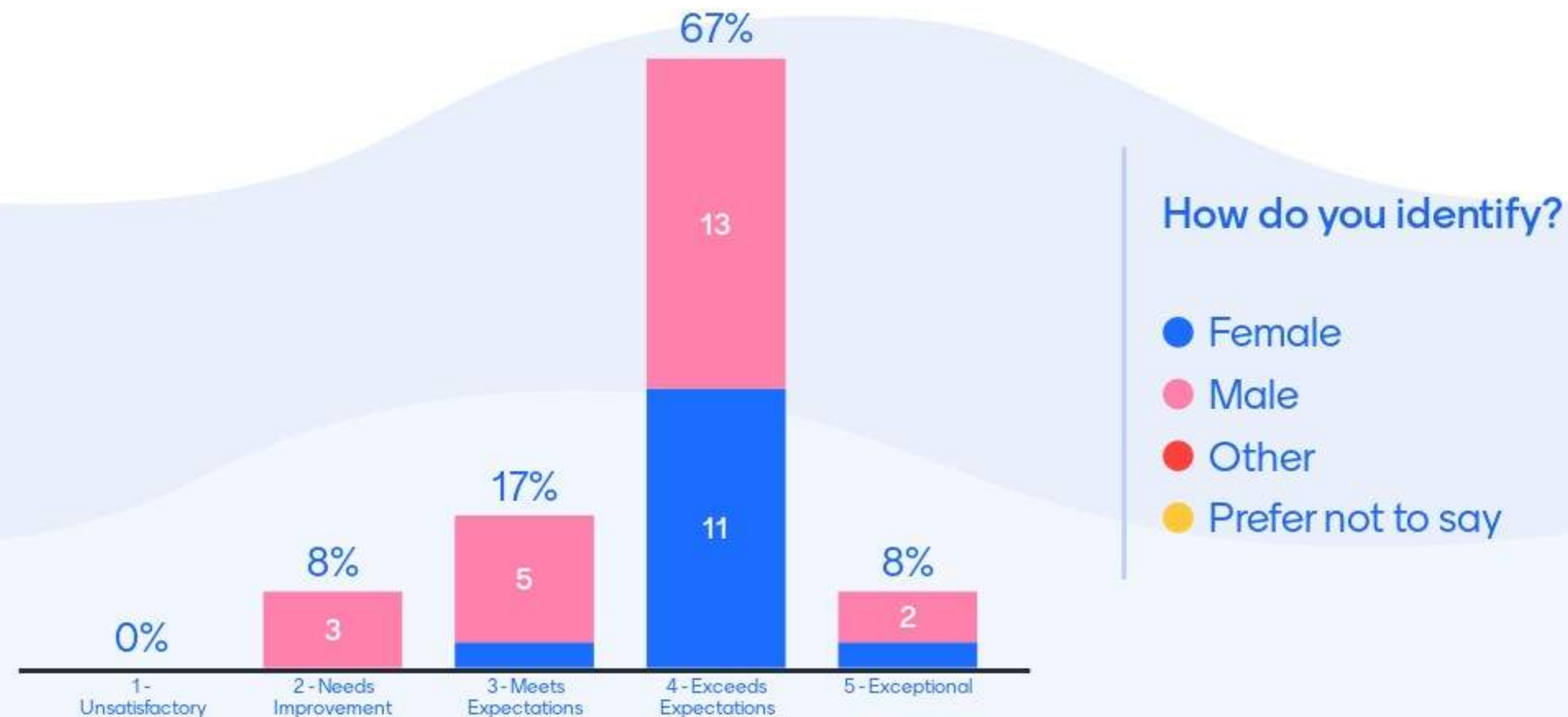


FREQUENCY OF FEEDBACK

NUMBER OF TIMES PER YEAR RESPONDENTS RECEIVE FEEDBACK



How would you rate your performance (1 to 5) in your current role? (1 being unsatisfactory and 5 being exceptional)

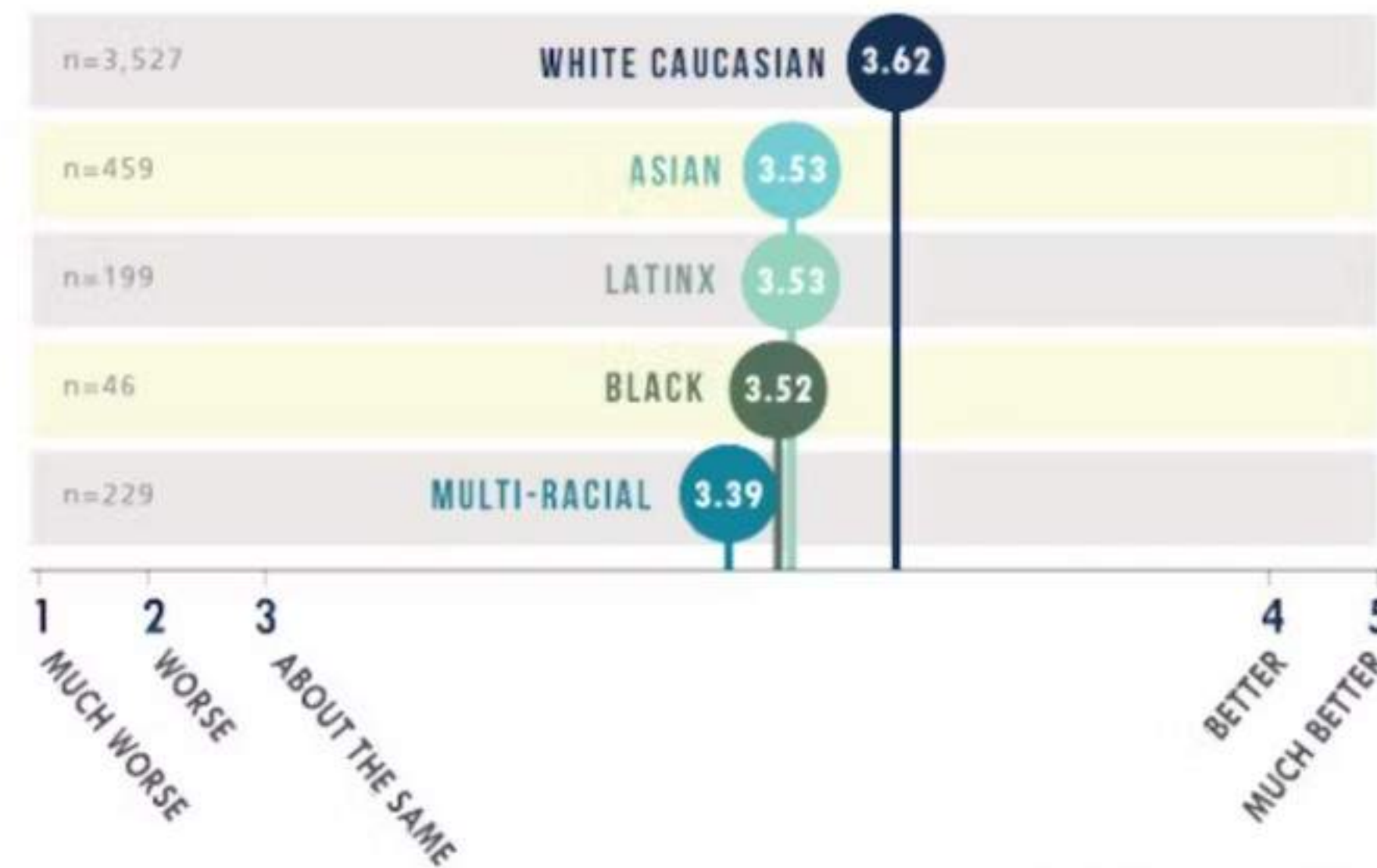


Performance Feedback: Self Perception of Performance Compared to Peers

- NCSEA SE3 Survey Results on Self Perception of Performance Compared to Peers :

- Differences between race and gender:

SELF PERCEPTION OF PERFORMANCE BY RACE



SELF PERCEPTION OF PERFORMANCE BY GENDER

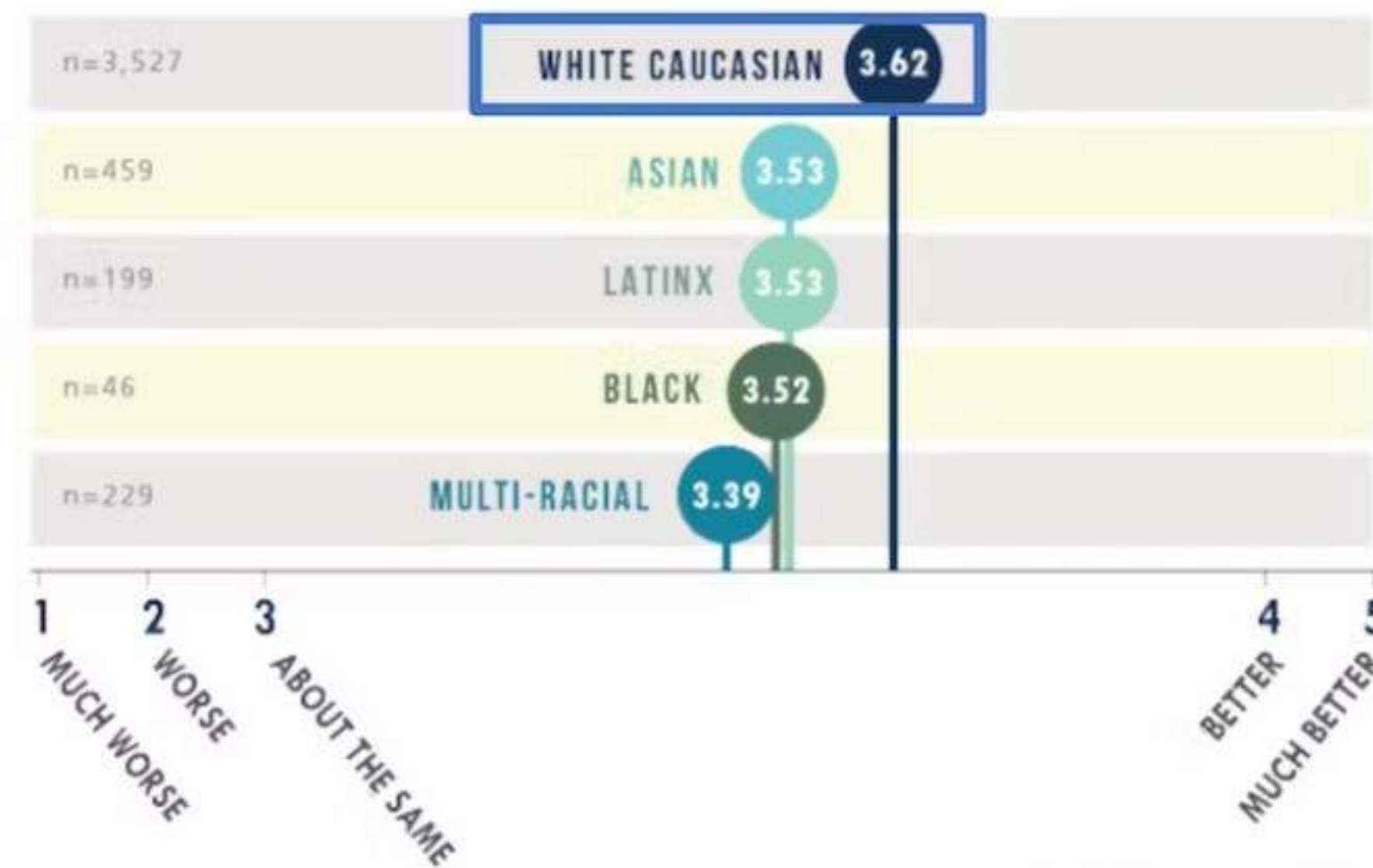


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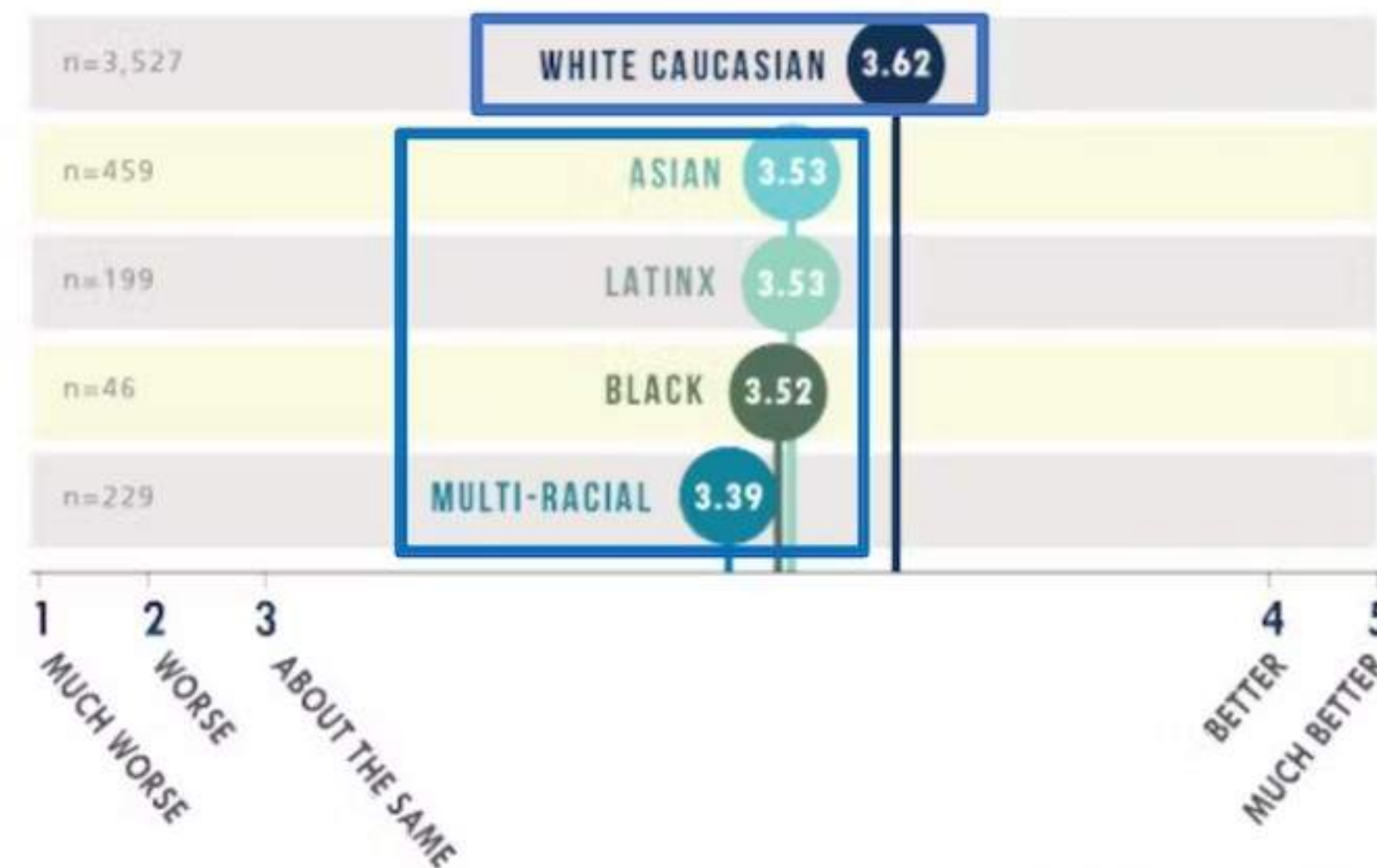


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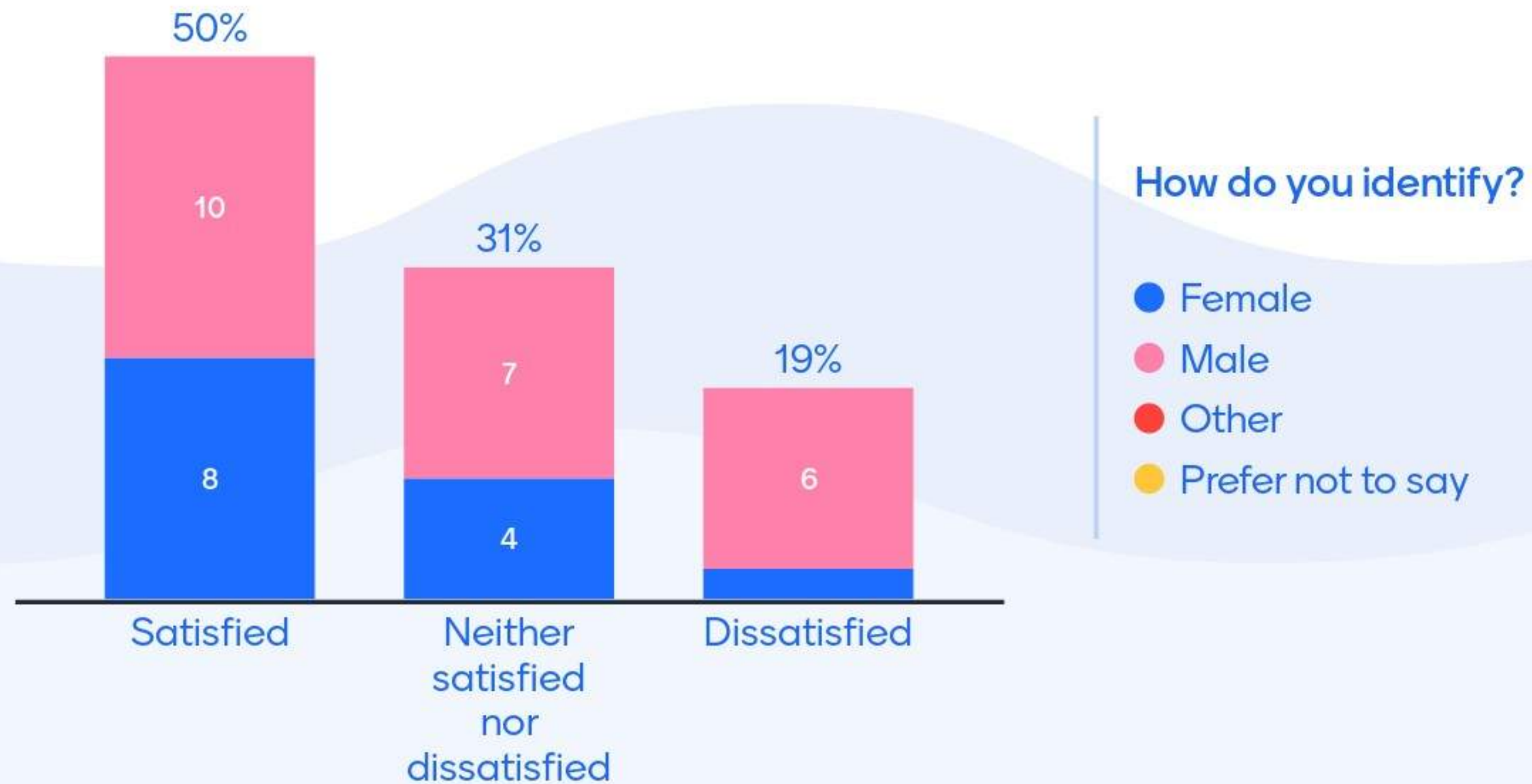
SELF PERCEPTION OF PERFORMANCE BY RACE



SELF PERCEPTION OF PERFORMANCE BY GENDER



How satisfied are you with the frequency of performance feedback you receive?



How satisfied are you with the frequency of performance feedback you receive?



Performance Feedback: Satisfaction with Performance Feedback

- NCSEA SE3 Survey Results on Satisfaction with Performance Feedback:



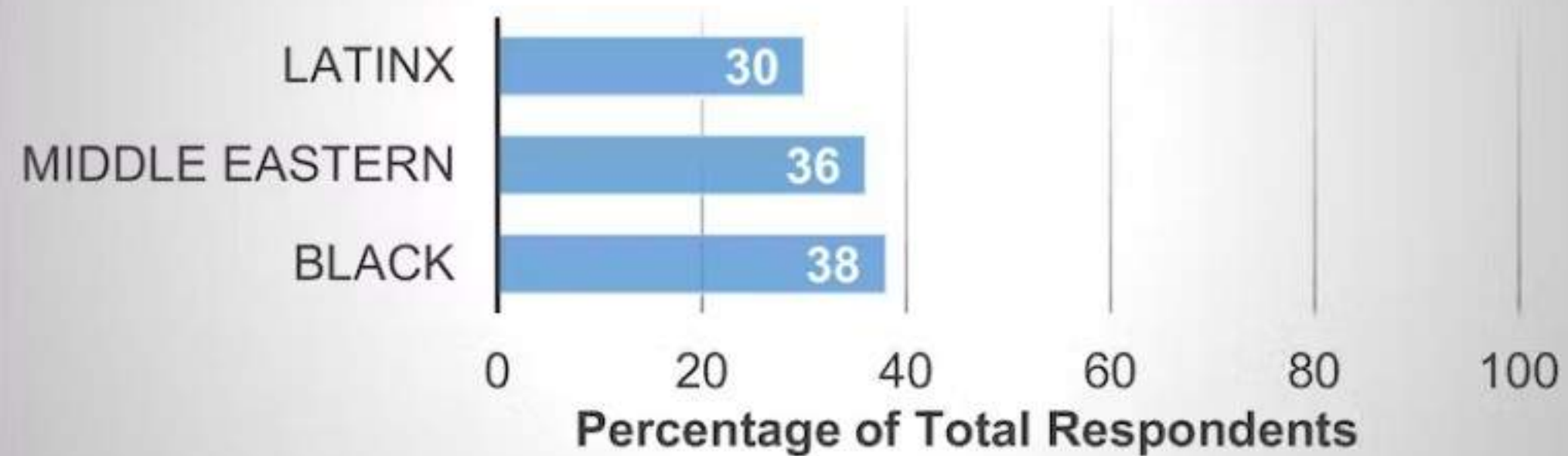
Performance Feedback: Satisfaction with Performance Feedback

- NCSEA SE3 Survey Results on Satisfaction with Performance Feedback:



Performance Feedback: Satisfaction with Performance Feedback

Dissatisfaction with Performance Feedback

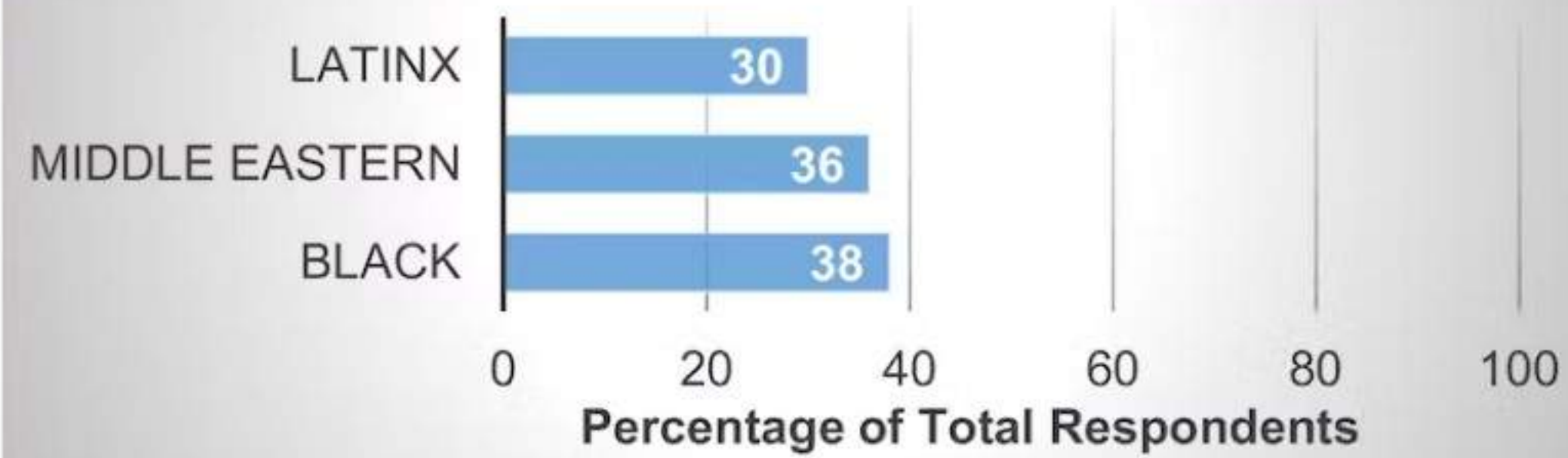


Dissatisfaction with Performance Feedback

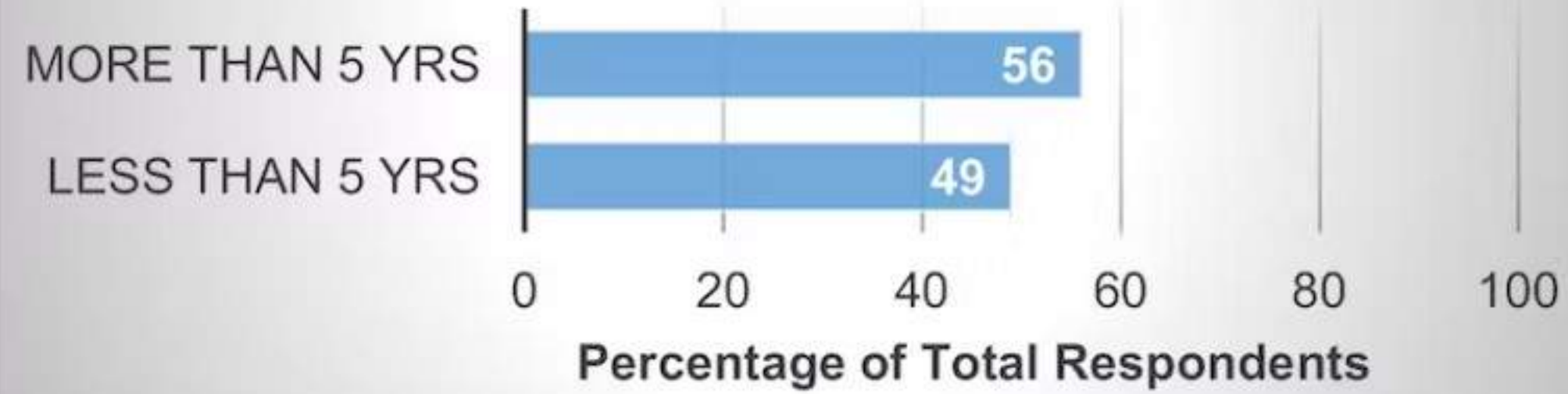


Performance Feedback: Satisfaction with Performance Feedback

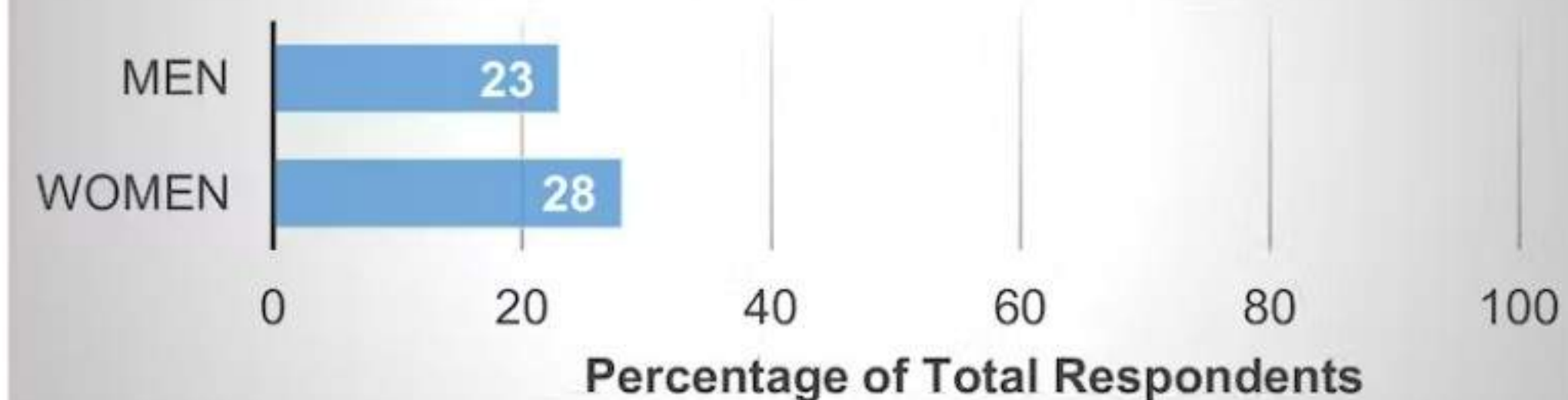
Dissatisfaction with Performance Feedback



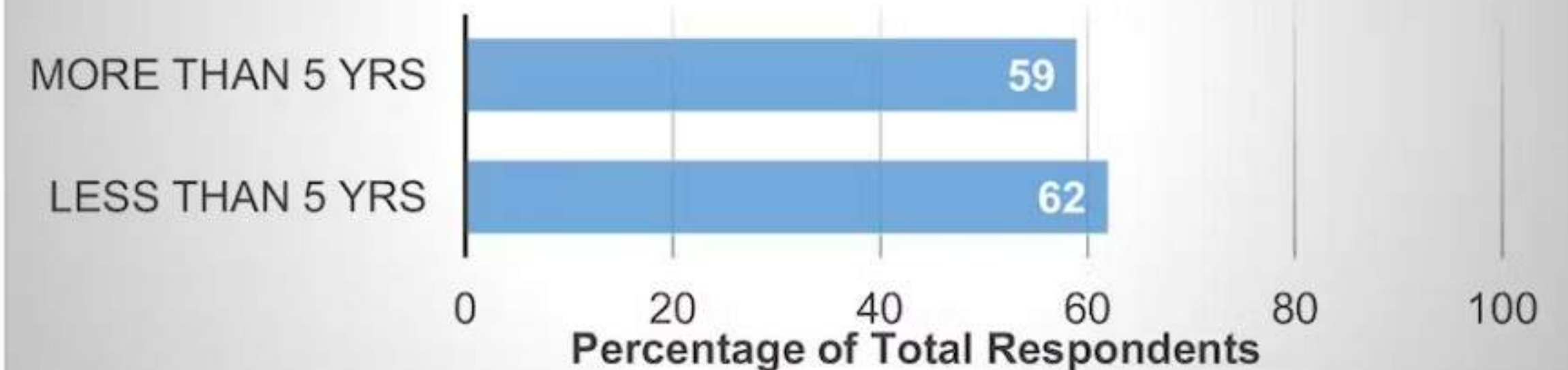
Satisfaction with Performance Feedback



Dissatisfaction with Performance Feedback

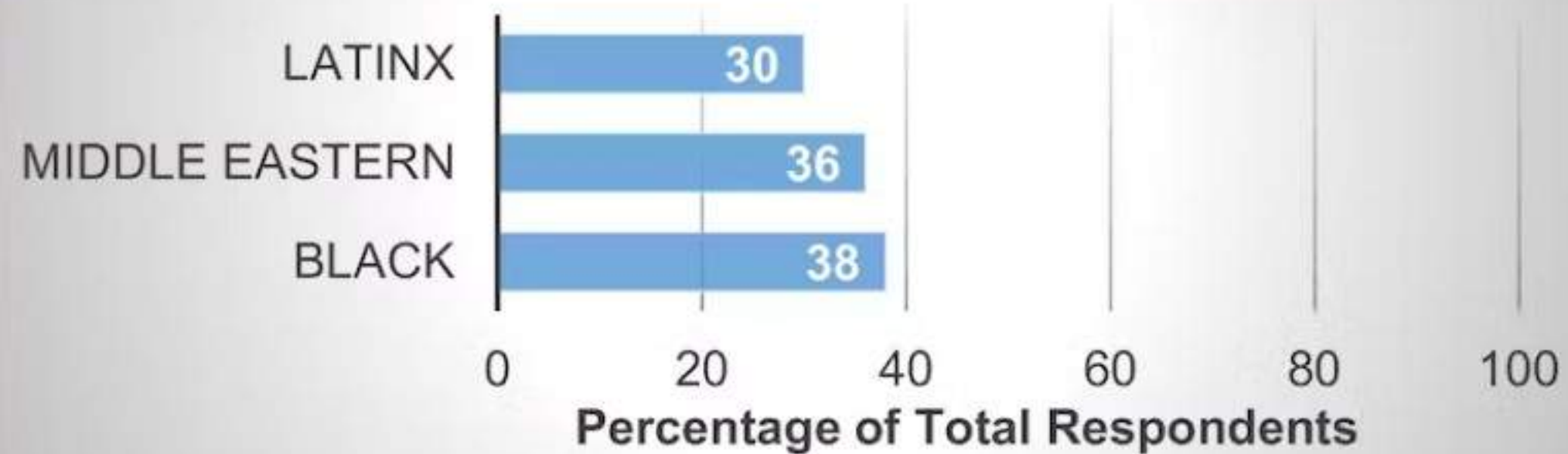


Satisfaction with Areas of Development Discussed During Feedback

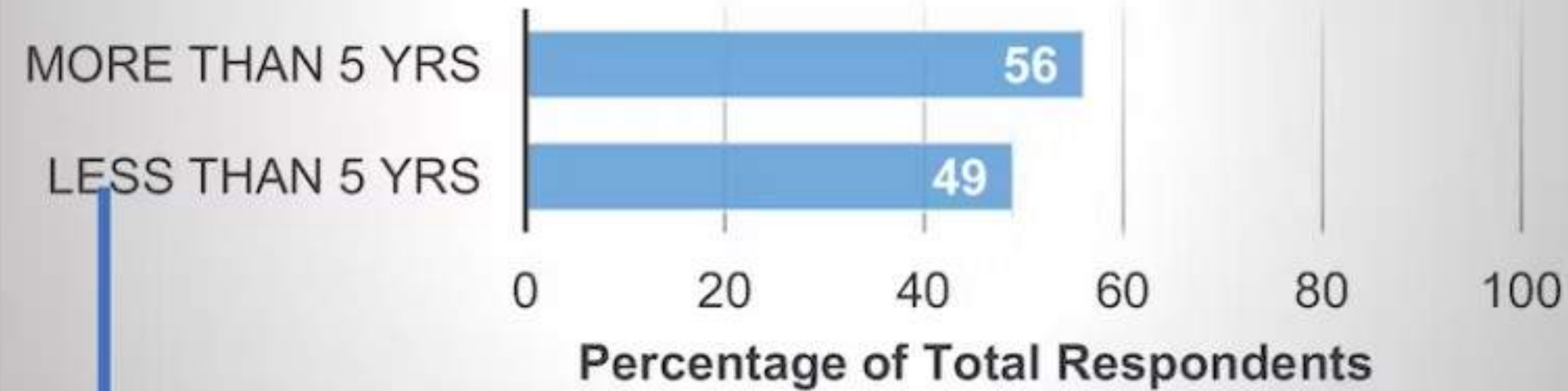


Performance Feedback: Satisfaction with Performance Feedback

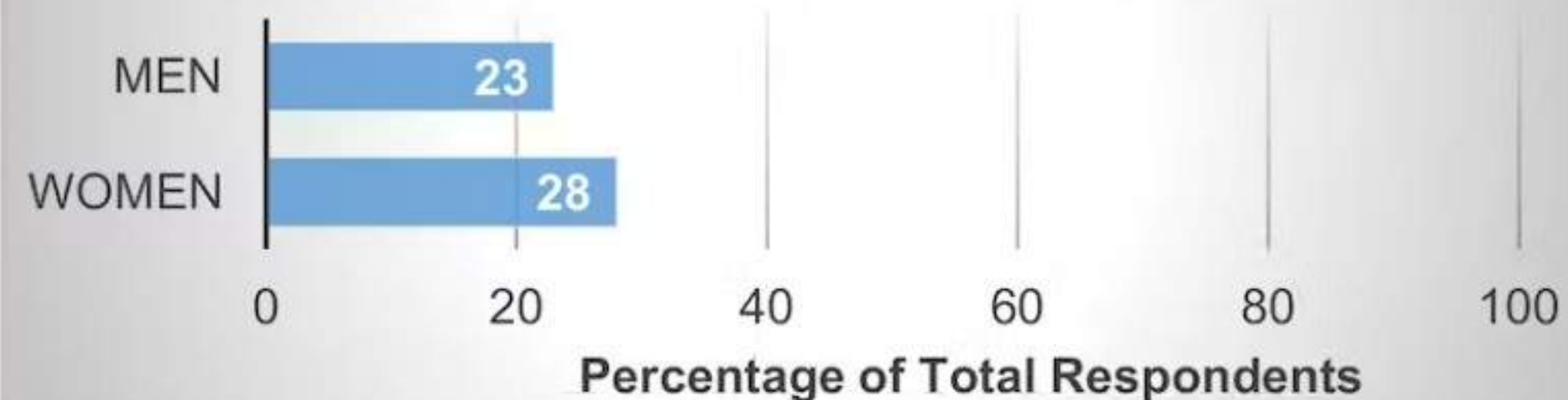
Dissatisfaction with Performance Feedback



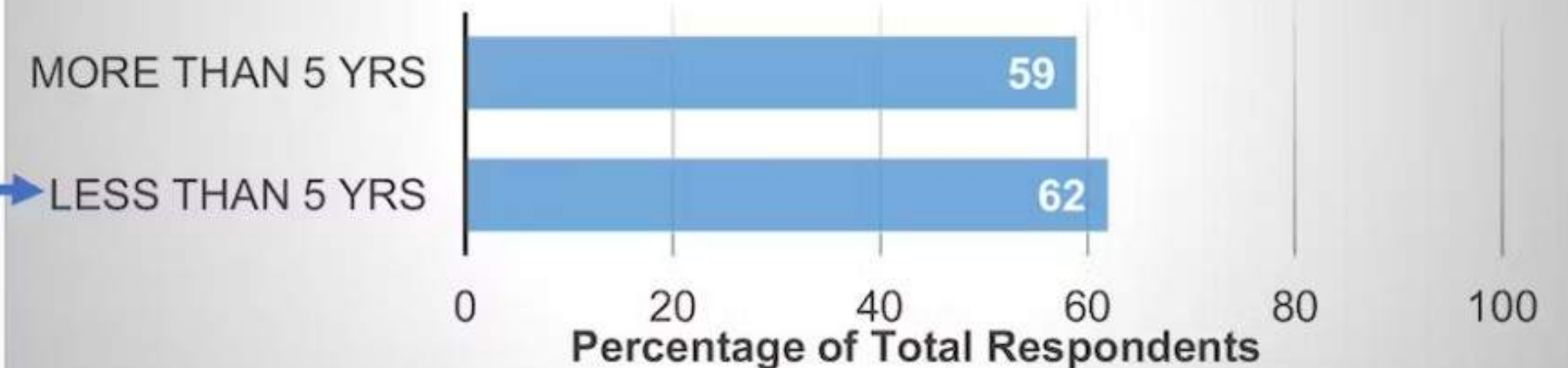
Satisfaction with Performance Feedback



Dissatisfaction with Performance Feedback




Satisfaction with Areas of Development Discussed During Feedback





NCSEA SE3 Data Sharing

Career Aspirations


NCSEA SE3
National Council of Structural Engineers Associations

**2020 SURVEY
TOPIC BRIEF**

BY THE STRUCTURAL ENGINEERING ENGAGEMENT AND EQUITY COMMITTEE
OF THE NATIONAL COUNCIL OF STRUCTURAL ENGINEERS ASSOCIATIONS

CAREER ASPIRATIONS

The 2020 SE3 Career Aspirations Brief explores the intentions and expectations related to advancement within the structural engineering profession based on responses to a nation-wide survey. In developing the 2020 NCSEA SE3 survey questions for this topic, the NCSEA SE3 Committee sought to understand the factors that influence the professional aspirations and expectations of structural engineers, and how these factors vary between demographic groups. The survey responses displayed significant associations with gender, race, and years of structural engineering experience.

The survey asked respondents questions regarding satisfaction with career advancement, career aspirations, and perceived fairness or barriers related to advancement and promotion.

**BRIEF
HIGHLIGHTS**

1. Women are less likely than men to aspire to a Principal role.
2. A higher percentage of White respondents are satisfied with career advancement compared to non-White respondents.
3. Women and non-White respondents advanced to senior position levels faster than men and White respondents.
4. Women and non-White respondents were less likely than men and White respondents to believe expectations for advancement were clearly communicated or to believe the promotion process is fair.
5. Respondents with mentors were more likely to be satisfied with career advancement. 72% of respondents with mentors were satisfied compared to 55% of respondents with no mentor.

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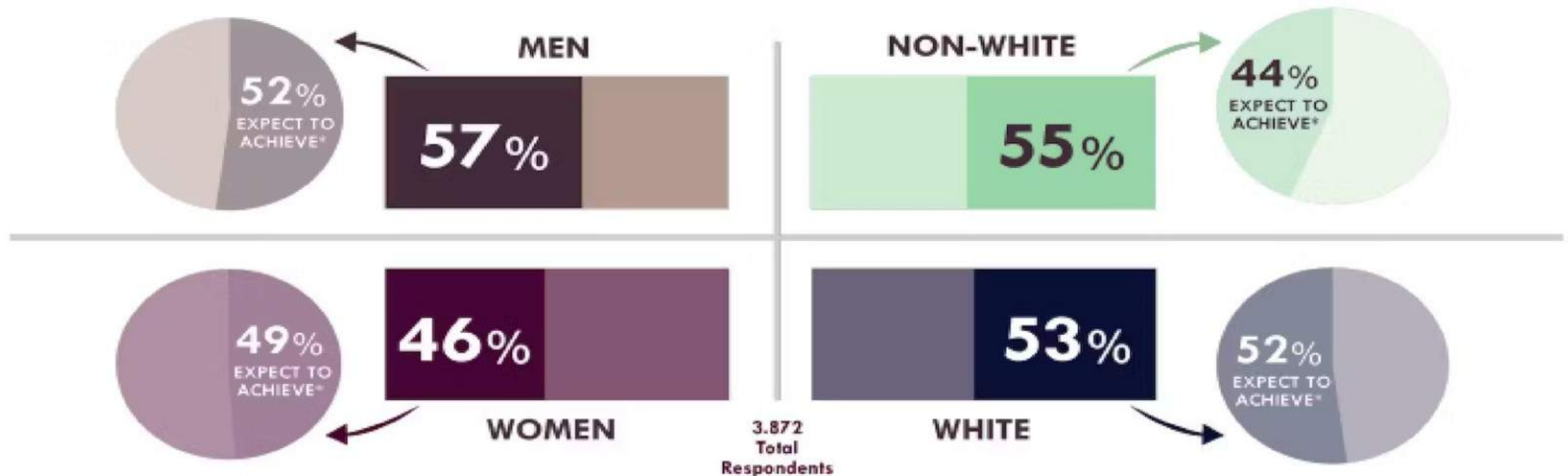
Structural Engineering
Engagement and Equity

Do you aspire to become a Principal?



Career Aspirations: Aspiration to Principal Position vs. Expectation of Achievement

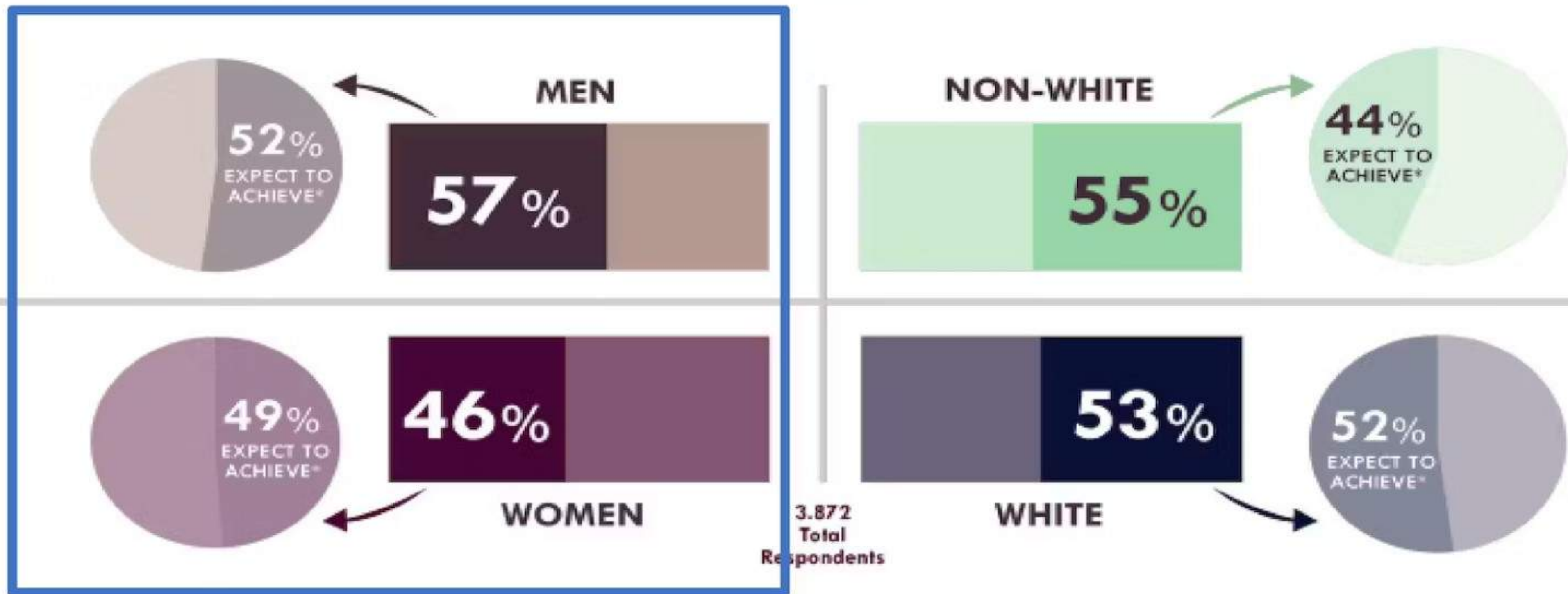
ASPIRATION TO PRINCIPAL POSITION VS. EXPECTATION OF ACHIEVEMENT



* For each demographic group, the percentage who expect to achieve Principal in their current firm is reported as a subset of those who aspire to the position

Career Aspirations: Aspiration to Principal Position vs. Expectation of Achievement

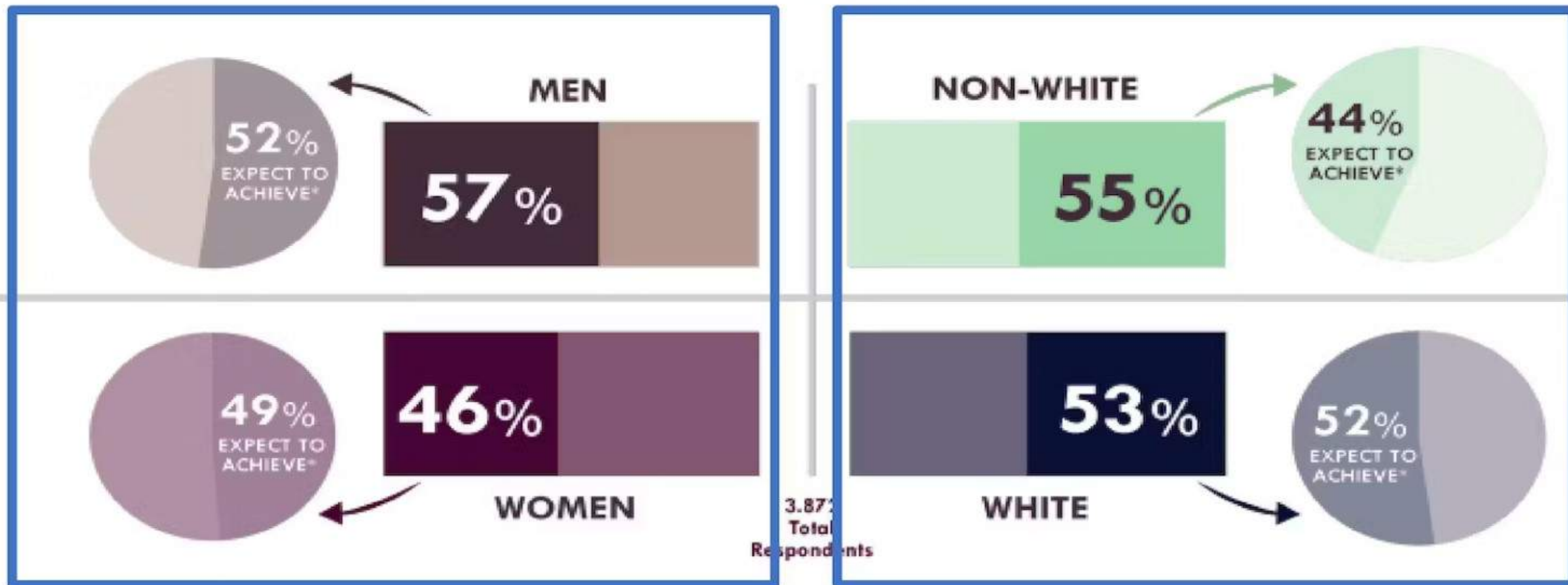
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Career Aspirations: Aspiration to Principal Position vs. Expectation of Achievement

ASPIRATION TO PRINCIPAL POSITION VS. EXPECTATION OF ACHIEVEMENT



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Career Aspirations: Factors Influencing Aspirations



Career Aspirations: Factors Influencing Aspirations



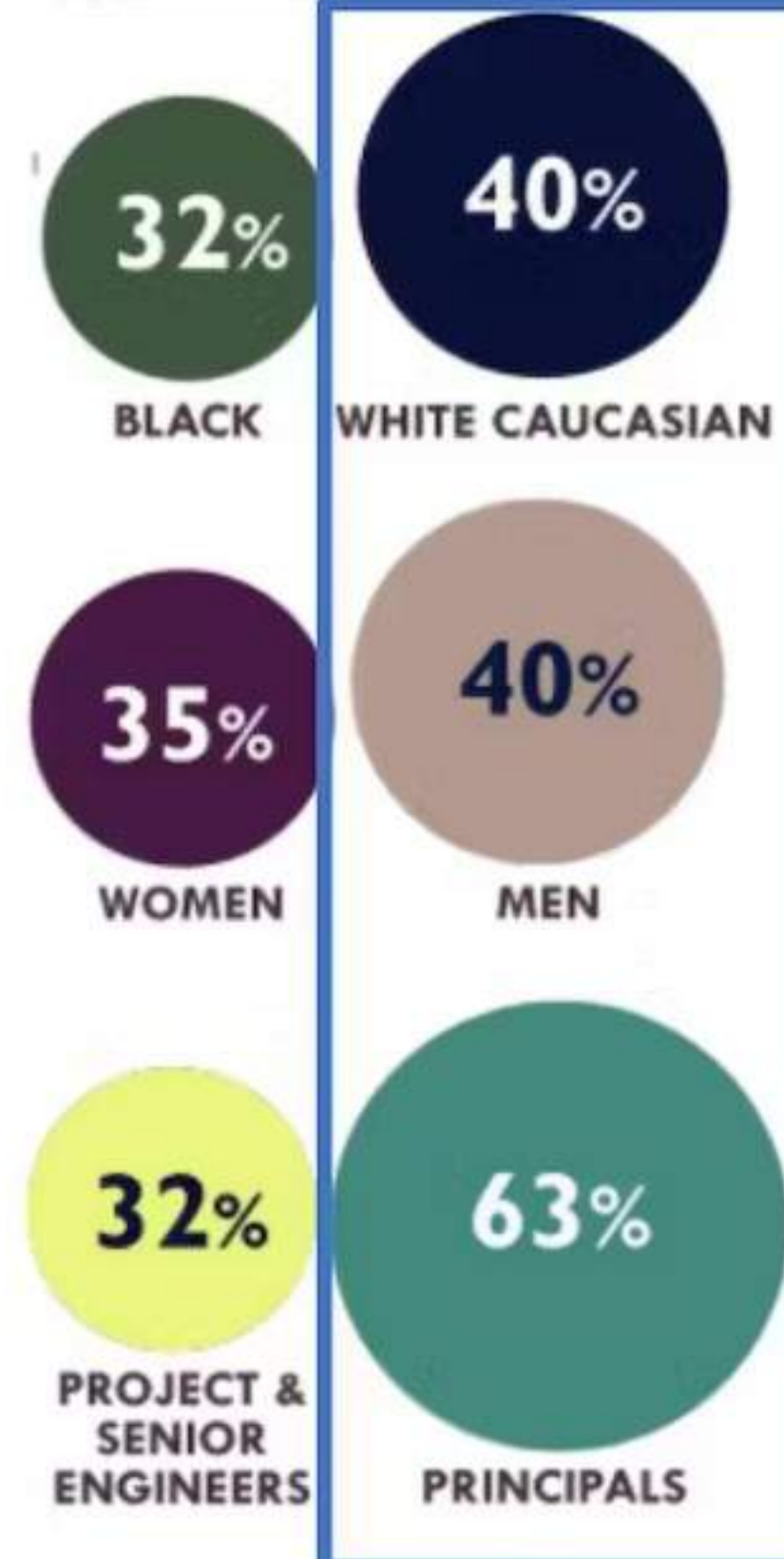
Do you think expectations are clearly communicated?



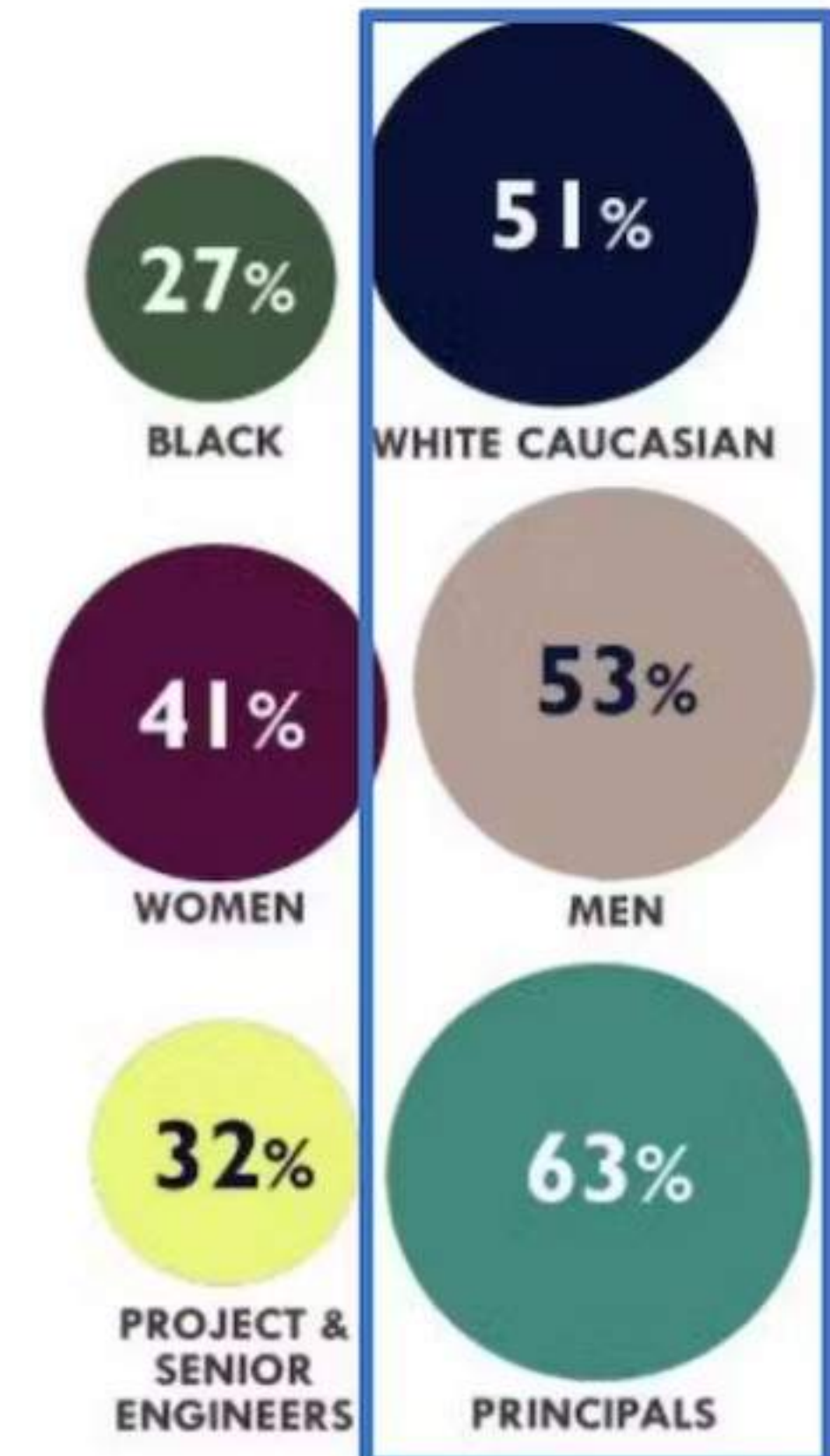
Career Aspirations: Career Advancement & The Promotion Process

- NCSEA SE3 Survey Results on career advancement and the promotion process:

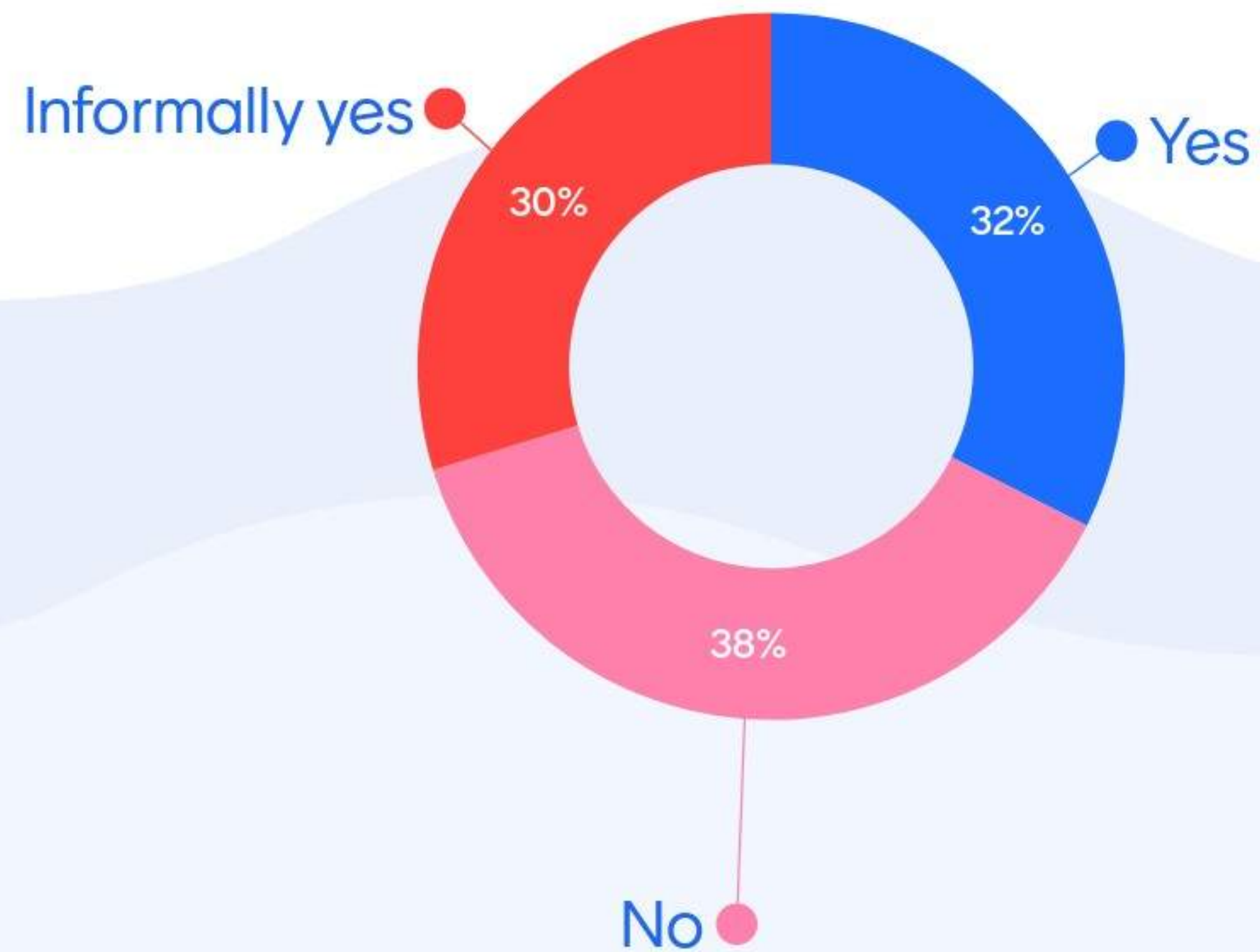
BELIEVE EXPECTATIONS FOR
ADVANCEMENT ARE CLEARLY
COMMUNICATED



BELIEVE THE PROMOTION
PROCESS IS FAIR



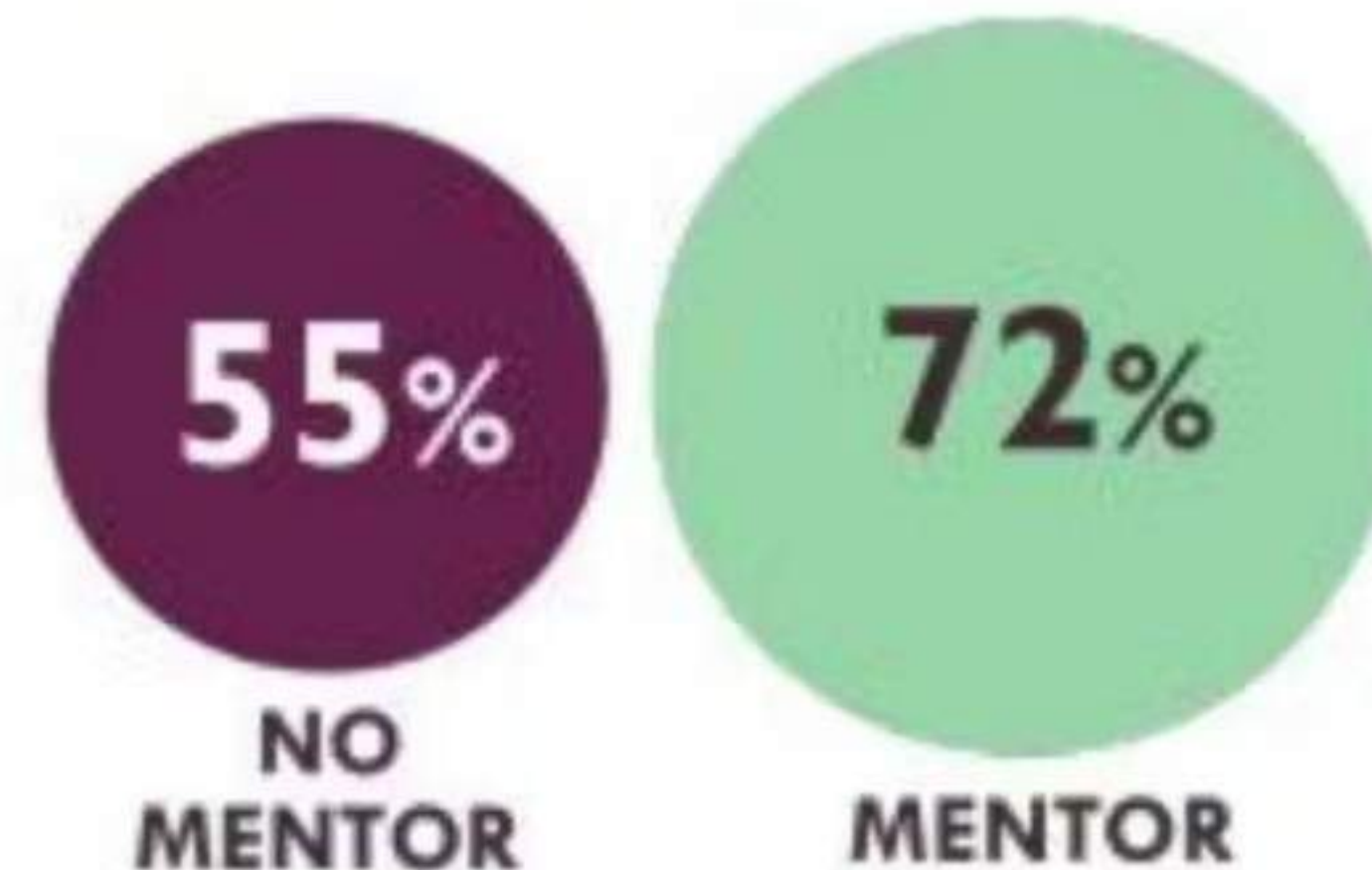
Do you have a mentor?



Career Aspirations: Career Advancement & The Role of Mentors

- NCSEA SE3 Survey Results on career advancement and the role of mentors:

PERCENTAGE OF RESPONDENTS WHO ARE SATISFIED WITH CAREER ADVANCEMENT BY MENTORSHIP



Strategies for Providing and Receiving Feedback



What is Performance Management?

Performance management is the system managers use to provide employee development.



Why is Performance Feedback Important?

- Helps employees build skills and become more effective in their roles
- Helps team members stay engaged
- Builds trust and empathy within teams
- Increases employee retention
- Creates opportunity

Types of Performance Feedback

- Formal Employee Appraisal
- Development & Informal Feedback
- 360-degree Feedback/Peer Review
- Coaching Session

Developing a Healthy Feedback Mindset

- Maintain a healthy team environment built around trust
- Listen for emotions and show empathy
- Know your team member's goals and aspirations
- View feedback as an opportunity
 - Reframe feedback as a learning experience that develops both the person and the firm
- Two-way conversation
 - Consider feedback a partnership rather than a feedback hierarchy model

Strategies for Effective Performance Management

Formal Employee Appraisal

- **Formal Performance Review**

- ☐ Goal should be a two-way motivational tool
- ☐ Don't use the review:
 - To present stored up critiques you have been saving for months (i.e. don't blindside the person)
 - For disciplinary action
 - To talk about money
- ☐ Do use the review to:
 - Assess if the employee is fulfilling their job requirements
 - Set clear expectations
 - Tie performance to overall career path
 - Review goals made at the last review and set new goals for the new year
 - Learn about the employee's perspective and improve communication

Strategies for Effective Feedback

Informal Development Feedback

- **Giving Feedback:**
- Challenge Directly
 - Be direct, clear and specific
 - If you have not set clear expectations, you cannot hold them accountable.
 - Avoid the “Praise Sandwich”
 - Don’t forget to give specific positive feedback, just do so in a separate conversation.
 - Conflict avoidance/silence is harmful.
 - Stop trying to be nice, be respectful instead.



Source: Radical Candor by Kim Scott.

Strategies for Effective Feedback

Informal Development Feedback

- **Giving Feedback:**
- Care Personally -
 - Motivation: Framing your motivation for giving feedback as wanting them to grow and be successful shows that it is coming from a caring place.
 - Understand your team member's goals, aspirations, motivators and emotions.
 - Remember people listen to those they trust and know care about them.
 - Get recipient involved in the solution using prompt questions to engage and produce results:
 - What have you learned about yourself from working on this project?
 - What has been challenging for you on this team?
 - Have you tried to resolve this challenge, and what happened as a result?
 - Who have you helped recently, and what difference did that make in their work and yours?
 - Do not shame, bully, back-stab or front-stab anyone. Ever.

Strategies for Effective Feedback

Informal Development Feedback

- **Giving Feedback:**
- Timeliness
 - Frequency and timeliness of feedback are critical.
 - Strive for frequent, real-time coaching and feedback.
 - Do not wait until the time is right.
 - Do not blindside or ambush anyone with stored up criticism.

Strategies for Effective Feedback

Informal Development Feedback

- **Receiving Feedback:**
- Stop thinking of feedback as criticism or a personal attack. Stop, listen, and consider it a learning experience that develops both the person and the firm.
- Focus on learning moving forward rather than defending past failure.
- Self-awareness and responsibility over our own bias is required to make the most of feedback received and solicited.
- Bias affects how we receive feedback – We tend to accept feedback that aligns with our self image and reject or deny feedback that is inconsistent with the way we see ourselves. Successful people tend to have a positive self-image.

“The power of feedback belongs to the receiver.”
- Sheila Heen

Strategies for Effective Feedback

Informal Development Feedback

- **Soliciting Feedback:**
- Solicit (or pull) feedback from all ranks
 - Do not underestimate the power of youth to find innovative ideas and solutions.
- 360 Reviews
 - Gain information and learn from multiple sources with varying experiences.
- SKS Feedback Model
 - What should I STOP/KEEP/START doing?
 - The SKS Feedback model is a tool to help us sidestep our own bias and illusions of ourselves
- Manager feedback survey
 - Example: [re:Work - Guide: Give feedback to managers \(rework.withgoogle.com\)](https://rework.withgoogle.com/guide/give-feedback-to-managers/)

How Diversity Impacts Feedback

- We are less likely to give candid feedback to those that are different from ourselves. Gender, racial and cultural differences DO make giving feedback harder.
 - Let's Explore Why?
 - Afraid of moving out of comfort zone – Need to get comfortable with the uncomfortable.
 - Afraid of how other person may react – Need to give other person benefit of the doubt and find commonalities.
 - Afraid you might say the wrong thing – Need to educate yourself: Read, attend workshop, just talk to people.

How Diversity Impacts Feedback

- People are evaluated differently, and content of feedback is less accurate when influenced by bias and prejudice.
 - Assessment of individual may be **under**estimated or **over**estimated, or both at the same time.
 - Individual unique talents are overlooked when your evaluation is based on similarity to yourself. Focus on developing **them**, not **cloning** you. No Mini-Me's please!

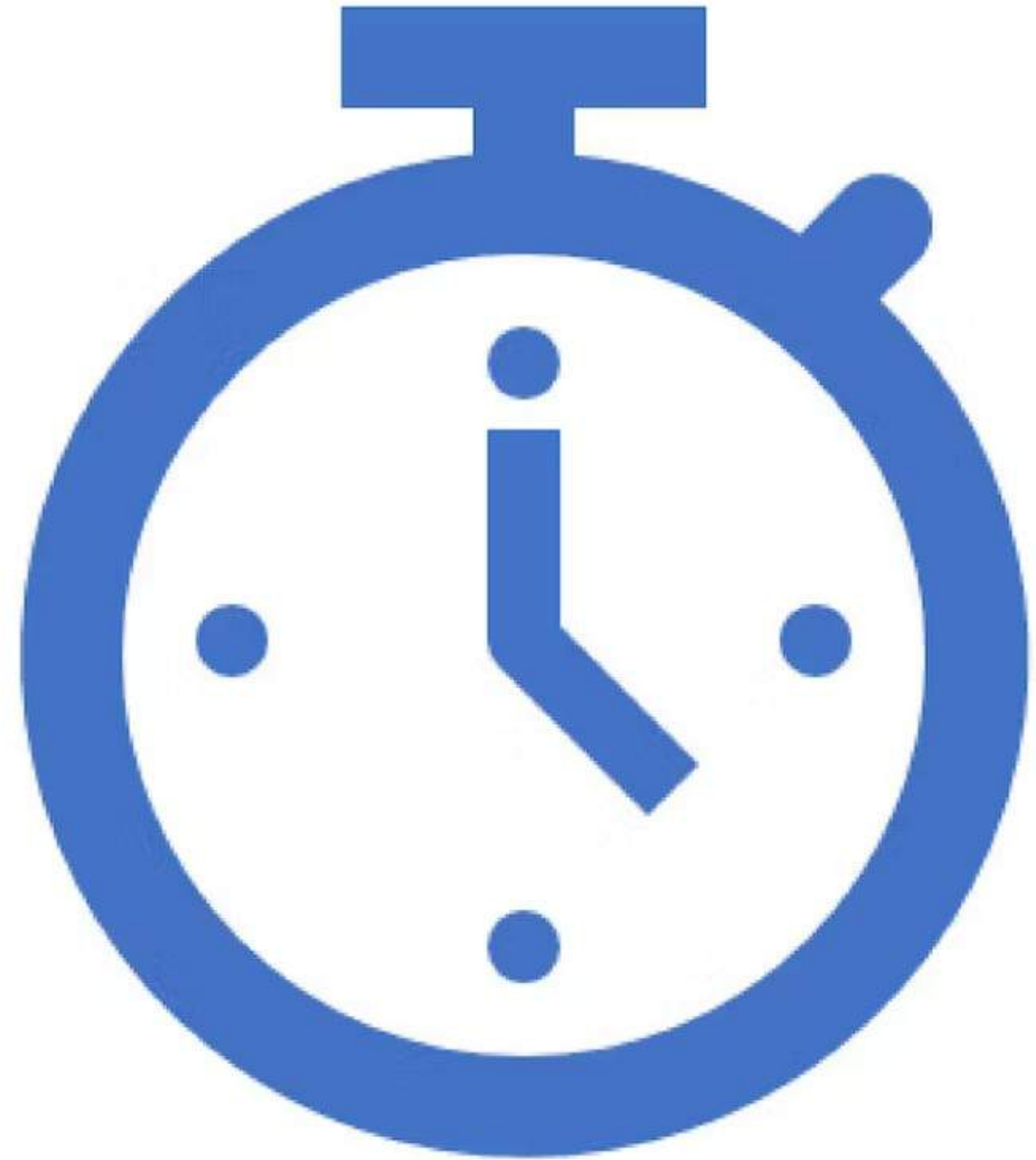
Conclusion

- Managing people is hard and it will never be perfect. If we show up with good intentions, work with our people to facilitate growth, and provide continuous, clear feedback in a caring manner, then we are on the right track.
- Managing tools and techniques are constantly changing as new generations enter the workforce with varying world views, goals, learning styles and expectations of their managers. Focus on timeless recommendations that address human nature.
- This is an area of continued learning and education for all levels of managers, not a set it and forget it process.

Resources/Dig Deeper

- *Radical Candor*, by Kim Scott
- *Just Work: Get Sh*t Done, Fast & Fair*, by Kim Scott
- *Performance Reviews That Build Loyalty*, TrainHR
- *Harvard Business Review* newsletter
- *The Zweig Letter* newsletter
- SE3 Committee Publications (www.se3committee.com)

Speed-Mentoring



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Structural Engineering
Engagement and Equity

Speed-Mentoring

Guidelines:

- Please come with an open mind. One reason for joining speed mentoring is to have positive, knowledgeable, and enlightening conversations with others. Therefore, please be open-minded about the different opinions that members express during the conversation.
- Be Respectful. When others speak, try not to interrupt. It is both respectful on your part and allows members to not lose their chain of thought. If you want to add onto a comment, make a note of it and bring it up when they finish.

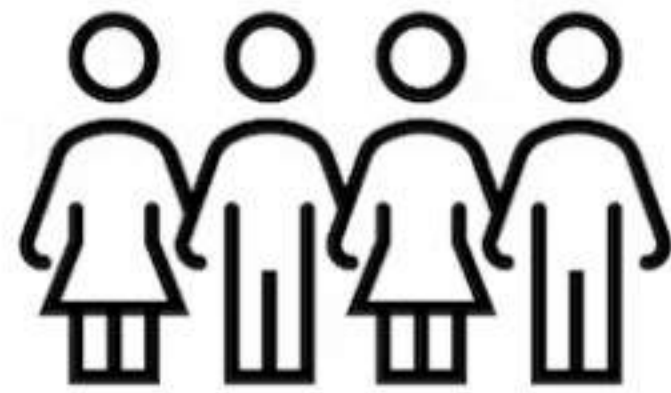
Group Format:

- 25 Mentors
- 25 Mentee

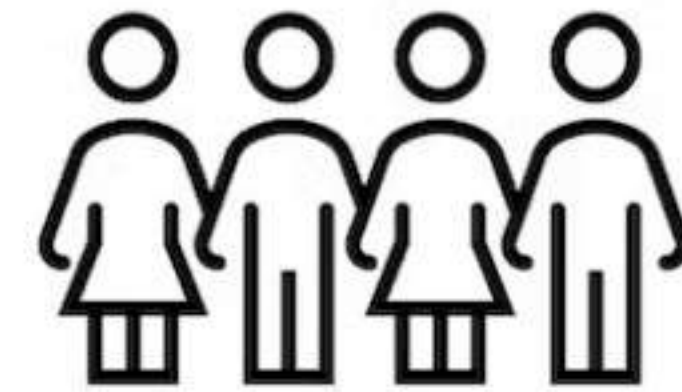
Timeline:

- 50 minutes

Speed-Mentoring



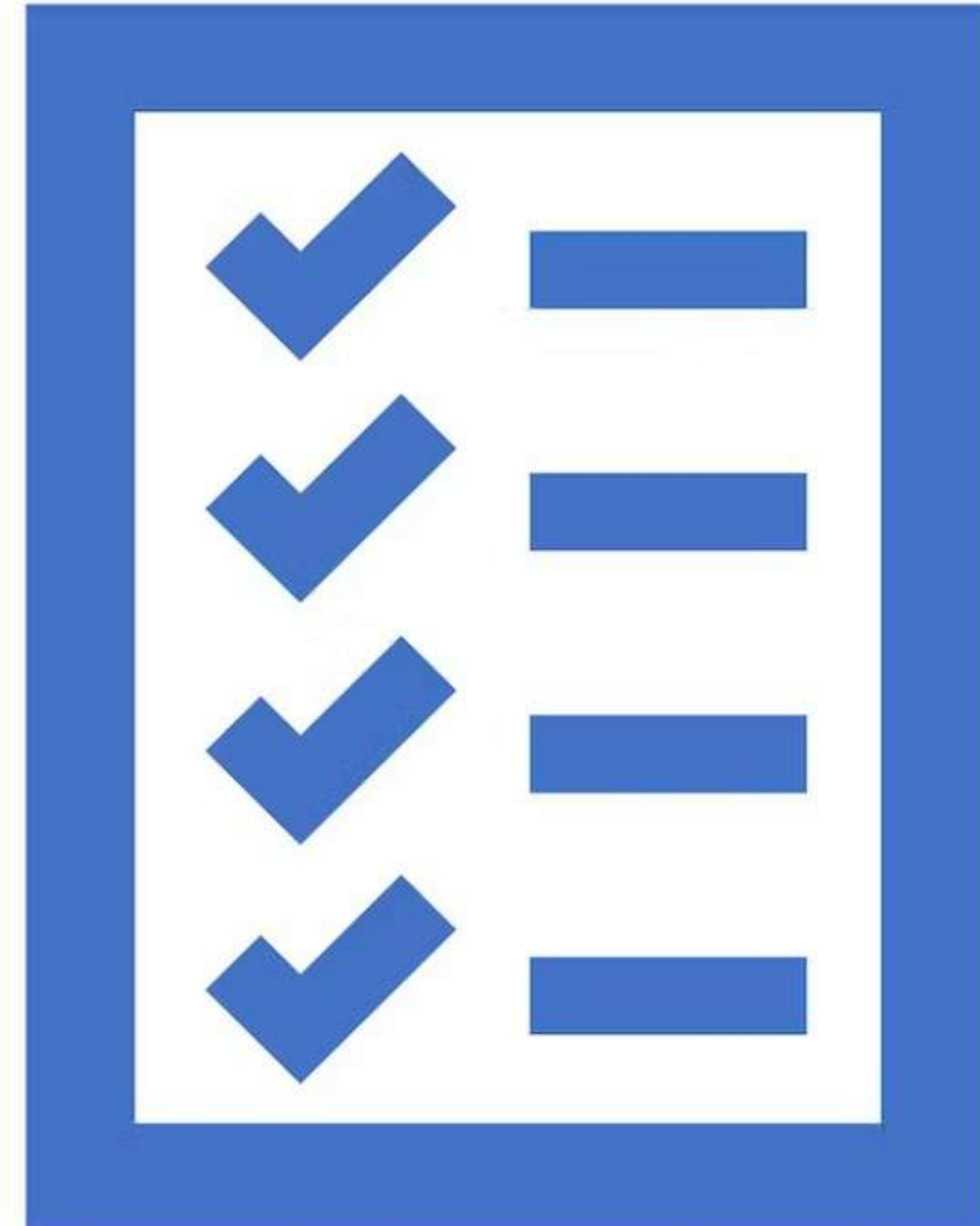
Long Table



Long Table



Wrap-Up



Thanks!

Presented by:

SEA-MW Structural Engineering
Engagement & Equity (SE3) Committee