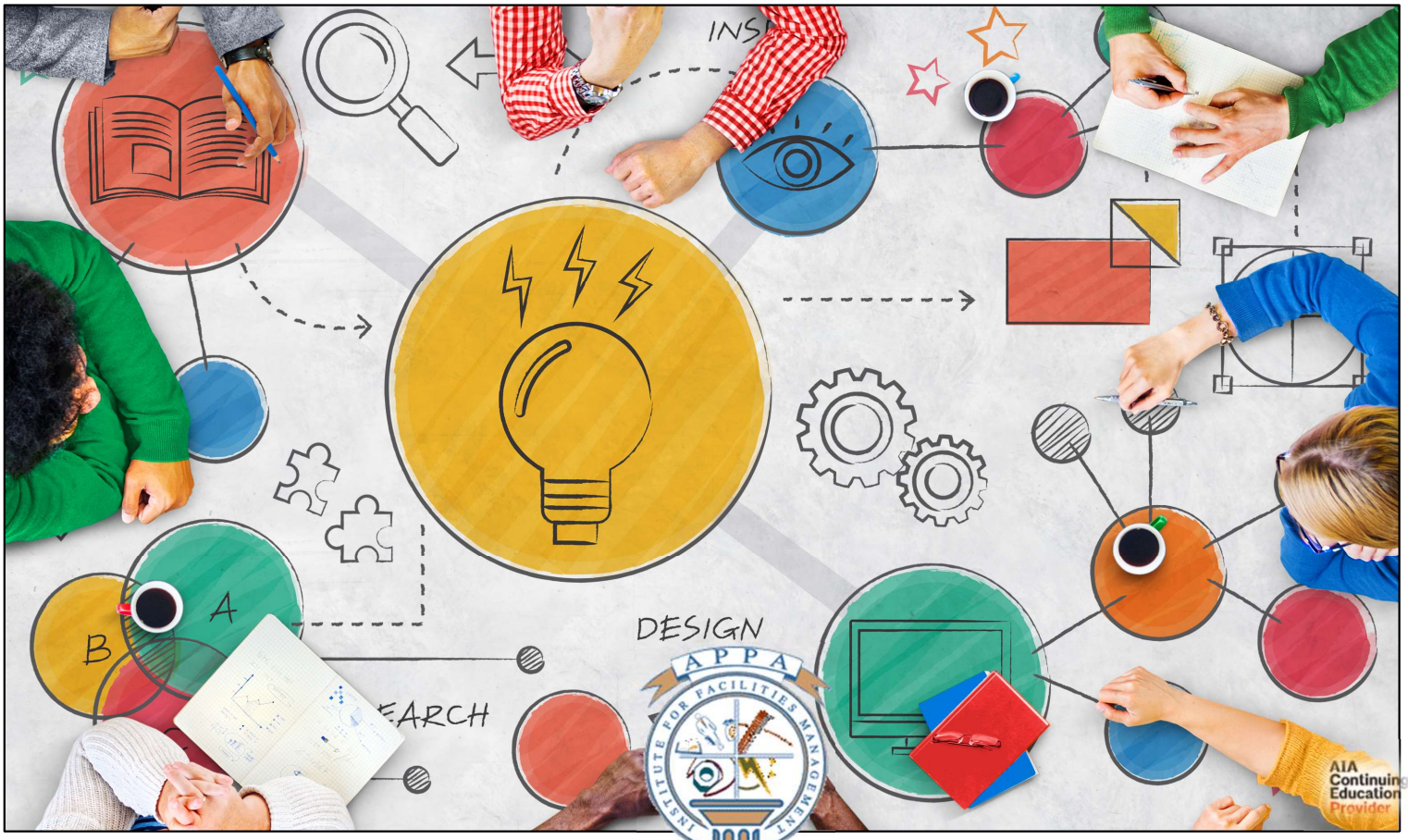
Creating a Learning Environment in Facilities



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Questions related to specific materials, methods, and services will be addressed at the conclusion of this presentation.

2

Course Description

With budgets being cut and employees being expected to do more with less, organizations are having to find effective and inexpensive ways to develop employees and prepare them for new roles. This session will explore a variety of creative and cost-effective ways to create a learning environment where staff are expected to learn and grow.

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3

Learning Objectives

- Learn how to develop employees and prepare them for new roles
- Learn how to develop staff to learn and grow
- Share success stories of learning opportunities preparing the organization for the future
- Learn how organizations experiencing budget cuts are asking employees to do more with less by finding effective and inexpensive ways to motivate them

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4

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Background

Training and development opportunities assure employees have the necessary **knowledge**, **skills** and **abilities** to improve their performance in their jobs and carry out the mission and vision of the organization.

5

Benefits

For **EMPLOYEE**

- Competency as self-directed learners.
- Prepare for future roles in the organization
- Internal motivation to learn, participate and achieve.
- Effective integration between theory and practice.
- Clear perceptions and expectations about the job.
- Focus on forward progress.
- Ability to define and set measurable goals.

For **ORGANIZATION**

- Effective use of limited resources (people, time and money).
- Succession Planning
- Improved communication.
- Identification of relevant training and developmental opportunities.
- Positive attitudes toward training and development.
- Strong connection between the individual and the organization.

6

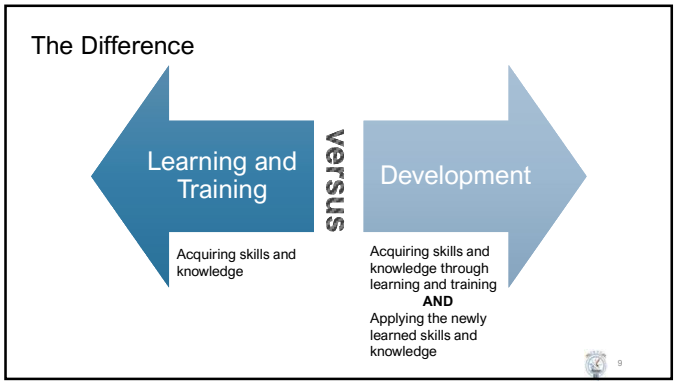
Succession Planning

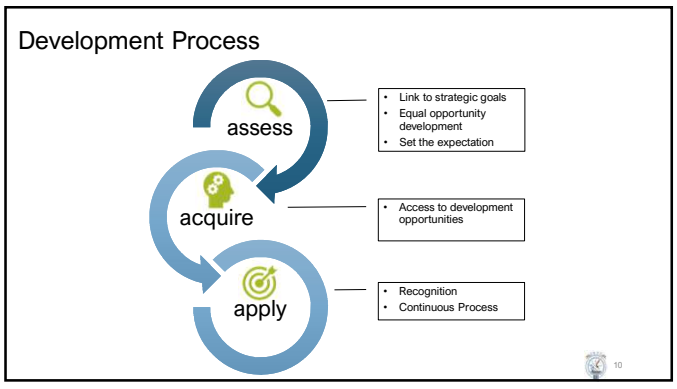
A deliberate and systematic effort by an organization to ensure leadership continuity in key positions, retain and develop intellectual and knowledge capital for the future, and encourage individual advancement.

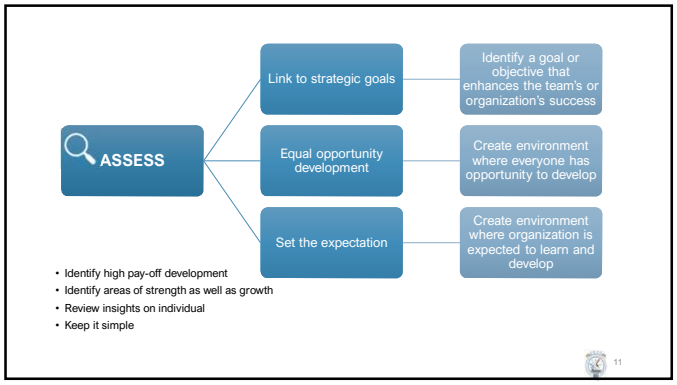
- Ensures that employees are recruited and/or developed to fill each key role
- Ensures that organization operates effectively when individuals occupying critical positions depart
- May be used for managerial positions or unique or hard-to fill roles

7

Communication
Access to development opportunities
Continuous process
Link to strategic goals
Supportive Leadership
Learning Environment
Set the expectation
Equal opportunity development
Recognition
8

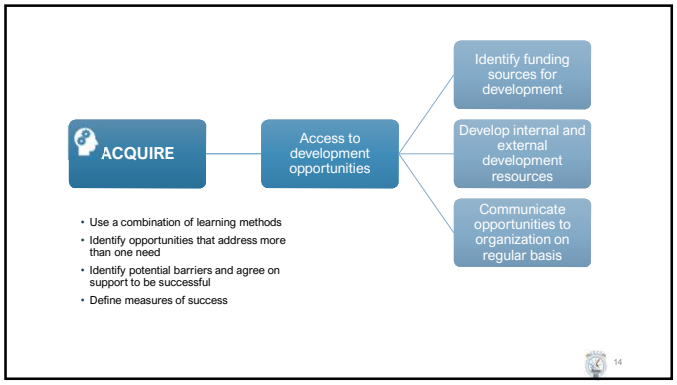

The Difference
Learning and Training
versus
Development
Acquiring skills and knowledge
Acquiring skills and knowledge through learning and training
AND
Applying the newly learned skills and knowledge
9

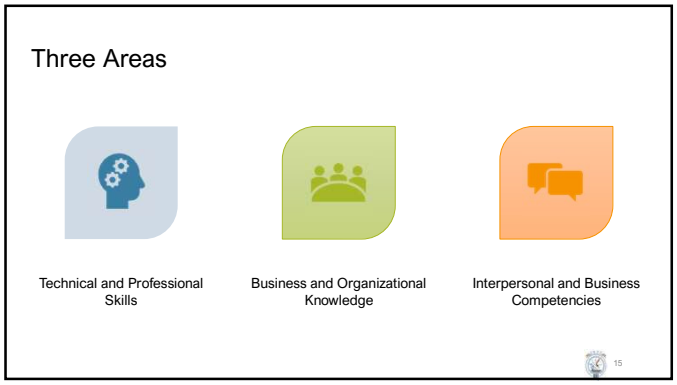

Development Process
assess
acquire
apply
Link to strategic goals
Equal opportunity development
Set the expectation
Access to development opportunities
Recognition
Continuous Process
10

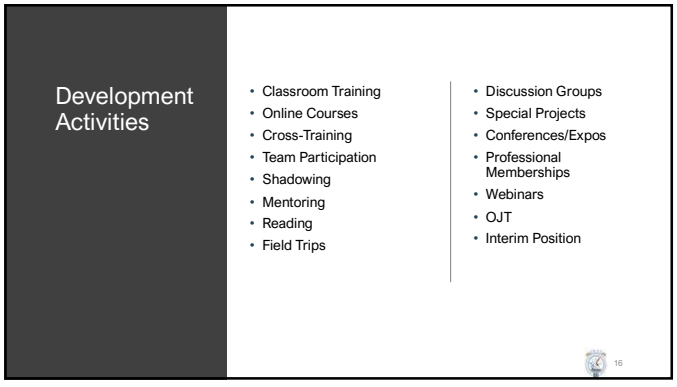

ASSESS
Link to strategic goals
Identify a goal or objective that enhances the team's or organization's success
Equal opportunity development
Create environment where everyone has opportunity to develop
Set the expectation
Create environment where organization is expected to learn and develop
• Identify high pay-off development
• Identify areas of strength as well as growth
• Review insights on individual
• Keep it simple
11

High Pay-Off Development
PERSONAL GOALS/NEEDS
Development
ORGANIZATION GOALS/NEEDS
GROUP GOALS/NEEDS
12

Ask Yourself…
• How will the organization benefit?
• How will the individual benefit?
• What information can I provide that will help the individual create a comprehensive plan?
13


ACQUIRE
Access to development opportunities
Identify funding sources for development
Develop internal and external development resources
Communicate opportunities to organization on regular basis
• Use a combination of learning methods
• Identify opportunities that address more than one need
• Identify potential barriers and agree on support to be successful
• Define measures of success
14


Three Areas
Technical and Professional Skills
Business and Organizational Knowledge
Interpersonal and Business Competencies
15


Development Activities
• Classroom Training
• Online Courses
• Cross-Training
• Team Participation
• Shadowing
• Mentoring
• Reading
• Field Trips
• Discussion Groups
• Special Projects
• Conferences/Expos
• Professional Memberships
• Webinars
• OJT
• Interim Position
16

Professional Development at AU

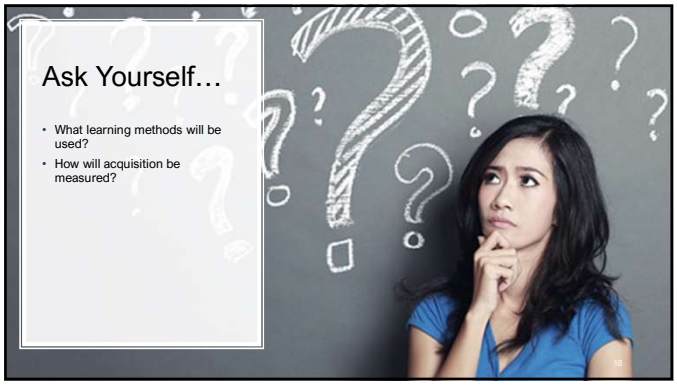
ACTIVITIES
- Mentoring Program
- LEED GA Study Group
- 7-B Operators Prep Group
- Driver Safety
- Book Club
- Lunch and Learns

COMMUNICATIONS
- Promotion of Opportunities
  - Internal
  - External
- Scholarship Information
- Resources available to develop

17

Ask Yourself…

- What learning methods will be used?
- How will acquisition be measured?



18

APPLY

- Ensure application happens as soon as possible
- Agree on progress indicators and monitor
- Start with easy to develop areas
- Anticipate barriers
- Identify application opportunities with multiple benefits

Recognition
- Recognition for achieving professional development goals
- Opportunities to apply new skills and abilities

Continuous Process
- Learning is not a one-time event

19

Applying Methods

- Leading Task Force
- Handling committee assignment
- Working on short-term assignments
- Making a lateral move
- Trading jobs
- "Acting" roles in leadership
- Expanding current role
- Taking on a special project
- Volunteering
- Orienting new staff
- Conducting customer tours
- Representing teams at meetings or events

20

Development Examples

- Read (3) books on Leadership to produce a recommended reading list for Facilities Finance
- Be a mentor in the Facilities Mentoring Program to share my knowledge and skills in my professional field to develop communication and coaching skills
- Participate on the Facilities Vision Team in support of Facilities vision and strategic goals by attending team meetings and being an active member implementing the vision
- Increase proficiency with AutoCAD 14 by completing 2 small projects using AutoCAD 14 to be able to complete larger projects using AutoCAD
- Satisfy OSHA and Facilities safety requirement by attending Hazard Communication and enforcing AU policy and procedure and train and communicate to staff how to use MSDS online
- Work on University Staff Council in order to better understand organizational and administrative aspects of the university by serving as Chairman for AY 01-02

21

Ways to Measure

PROGRESS MEASURES

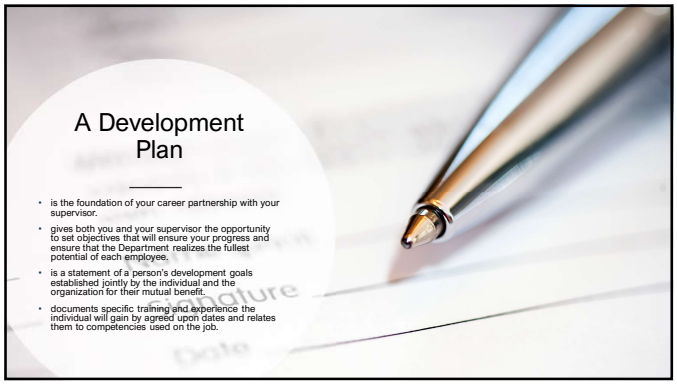
- Leader's observations
- Peer's feedback about use of new skills
- Customer feedback
- Knowledge check/competency test

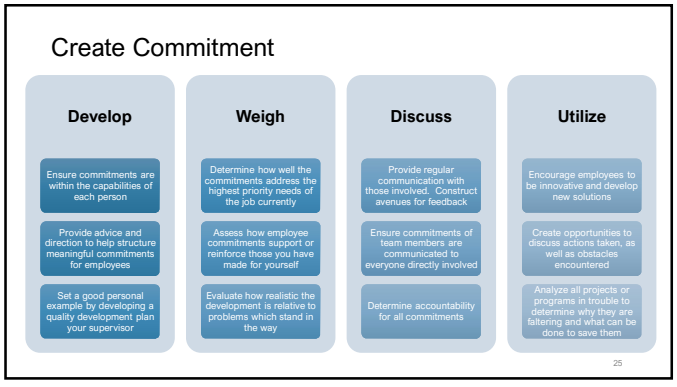
OUTCOME MEASURES

- Project Assignment
- Productivity numbers
- Quality
- Safety

22

Ask Yourself…
• How will learning be applied?
• What measures will be used to track progress toward achieving goals?
• What coaching and support can I provide to help the individual?
23


A Development Plan
• is the foundation of your career partnership with your supervisor.
• gives both you and your supervisor the opportunity to set objectives that will ensure your progress and ensure that the Department realizes the fullest potential of each employee.
• is a statement of a person's development goals established jointly by the individual and the organization for their mutual benefit.
• documents specific training and experience the individual will gain by agreed upon dates and relates them to competencies used on the job.


Create Commitment
Develop
Ensure commitments are within the capabilities of each person
Provide advice and direction to help structure meaningful commitments for employees
Set a good personal example by developing a quality development plan your supervisor
Weigh
Determine how well the commitments address the highest priority needs of the job currently
Assess how employee commitments support or reinforce those you have made for yourself
Evaluate how realistic the development is relative to problems which stand in the way
Discuss
Provide regular communication with those involved. Construct avenues for feedback
Ensure commitments of team members are communicated to everyone directly involved
Determine accountability for all commitments
Utilize
Encourage employees to be innovative and develop new solutions
Create opportunities to discuss actions taken, as well as obstacles encountered
Analyze all projects or programs in trouble to determine why they are faltering and what can be done to save them
25

Tips for the Learning Environment

SUPPORTING

- Place development discussions high on the to-do list
- Collaborate with other teams or departments to take advantage of development opportunities
- Provide specific feedback that encourages and motivates
- Follow up on individual's development
- Develop yourself

AVOID

- Dictating individual's development
- Not providing needed resources and support needed to develop
- Mixing performance or work habits problems with a development opportunity
- Not providing individuals with specific and insightful feedback

26

Summary

- Can create on a shoe-string budget
- Leadership support
- Linked to strategic goals of organization
- Think outside the box, development can happen outside of a classroom
- Learning is not a one-time event

27

This concludes The American Institute of Architects Continuing Education Systems Course

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INSTRUCTIONS: Almost all opportunities to develop fall into three categories. List examples for each category.

Three Areas

Technical/Professional Skills	Business/Organizational Knowledge	Interpersonal/Business Competencies

Acquire and Assess

Development Activity	Three Areas	Application Method

Measurement Activity

Instructions: Using the development area assigned to your team, brainstorm one or two progress measures and one or two outcome measures appropriate for that area. Use the spaces below to note your assigned development area and ideas.

Development Area:

Progress Measures:

Outcome Measures:

Case Studies

You manage a group of professionals who are individual contributors. While they are considered a team, each one functions separately to meet individual and team goals. They have varying degrees of skill (ability) and will (motivation). Yesterday you conducted midyear evaluations.

Alec, one of your least effective team members requested that he be allowed to attend an APPA conference. While you feel that attending the conference would give him additional knowledge and visibility, you were not satisfied that he has the basic abilities required to meet current expectations. You really think that he needs to focus on improving his performance. When you suggest this, Alec gets angry and accuses you of being conservative and not in step with the new aims of the organization.

What would you SAY to Alec?

What would you DO?

You have just completed midyear reviews of your team, and you are concerned. Your team functions marvelously and all team members were told that they were meeting and exceeding expectations. The problem is that each of them came up with development goals. Development goals like attending conferences and receiving certifications. You certainly want to support their development, but you are concerned about the ability of your budget to handle their requests.

What would you SAY when discussing at your next staff meeting?

What would you DO (if applicable)?

You have a team of 5 managers. All do a good job and meet expectations. However, Vivian is outstanding. She exceeds expectations in every competency and meets job goals more than expected. When you met with Vivian for the mid-year discussion, she expressed a desire to be CEFP certified. She asked that the department support her financially, and that she would use her vacation time to attend classes. Your budget will not allow you to pay for her total certification. You are concerned that in taking time off, she might incur resentment from the team.

You certainly wish to support her in her quest for advancement, thereby meeting your competency to “Develop Talent”. You are not sure of how to handle this.

What would you SAY to Vivian?

What would you DO (if applicable)?

Strategies for Supervisors

EMPLOYEE ISSUE	COACHING STRATEGY	RESOURCES/SUPPORT
Job performance needs to improve	Give feedback, analyze performance problem: ❑ Lack of skill/knowledge provide training ❑ Lack of motivation provide incentives, rewards or disincentives ❑ Obstacles in the work environment or poor processes remove obstacles or improve processes	▪ In-house training ▪ External training ▪ Awards programs
Job performance is good	Maintain good performance: ❑ Reward, recognize, give feedback ❑ Enhance, broaden skills, expertise	▪ Awards program ▪ In-house training ▪ External training ▪ Academic programs
Job is changing, evolving	❑ Identify gaps in knowledge, skills and abilities ❑ Provide training, developmental assignments	▪ In-house training ▪ External training
Job is becoming obsolete	❑ Help identify other positions in organization ❑ Re-tool employee with needed skills	▪ HR Specialist ▪ Training opportunities
Employee has “topped out” wants a promotion or job change	❑ Help identify options ❑ Provide development	▪ HR Specialist ▪ Rotational assignments ▪ Training opportunities ▪ Academic programs ▪ Career counseling ▪ Career mgmt courses
Employee has “burned out” from overwork, exhaustion	❑ Relieve pressure by off-loading some duties ❑ Consider fresh assignment ❑ Encourage time-off ❑ Refer to Faculty & Staff Assistance Program	▪ Faculty & Staff Assistance Program ▪ Sabbaticals ▪ Vacation/time-off
Employee wants to broaden skills, expertise to be more flexible for future moves	❑ Help identify areas of interest ❑ Provide training & development	▪ HR Specialist ▪ Training opportunities ▪ Academic programs

EMPLOYEE ISSUE	COACHING STRATEGY	RESOURCES/SUPPORT
Employee wants to change careers	❑ Help identify areas of interest	▪ HR Specialist ▪ Career Counselor ▪ Career mgmt course
Employee wants to leave the organization	❑ Refer employee to Human Resources for proper guidance	▪ Human Resources
Employee wants to retire	❑ Help identify options for retirement	▪ Pre-retirement Planning Seminar ▪ Human Resources

Career Concept Coaching Techniques

CAREER CONCEPT/MOTIVATORS	ISSUE	STRATEGIES
Linear-power achievement	❑ Lack of upward mobility	▪ Assign as Group Leader ▪ Task Force assignments ▪ Short-term projects
Steady States-expertise, security	❑ Job obsolescence ❑ Staying current in the field ❑ Involvement in own area	▪ Encourage to redirect expertise ▪ Long-term specialized assignments ▪ Graduate Study programs ▪ Professional conferences
Spirals-personal growth, nurturance	❑ Flexibility ❑ Willingness to let go of person or trade ❑ Identify new opportunities	▪ Assign as mentor ▪ Cross-training ▪ Rotational job assignment ▪ Job enrichment ▪ Task force assignment
Transitions-change independence	❑ Willingness to let go of person or trade	▪ Assign to high change areas ▪ Start-up or creative short-term assignment ▪ Facilitate moves ▪ Variety in assignments
Employee wants to retire	❑ Help identify options for retirement	▪ Pre-retirement Planning Seminar ▪ Human Resources

INSTRUCTIONS: Take 10 minutes to fill the Action Plan and use it when you return to work.

Learning Environment Action Plan

Based on what you know now about creating a learning environment, what are three things you can begin to do to create the environment in your organization?

1.

2.

3.