

Creating a Learning Environment in Facilities

Credit(s) earned on completion of this course will be reported to American Institute of Architects (AIA) Continuing Education Session (CES) for AIA members.

Certificates of Completion for both AIA members and non-AIA members are available upon request.

This course is registered with AIA CES for continuing professional education. As such, it does not include content that may be deemed or construed to be an approval or endorsement by the AIA of any material of construction or any method or manner of handling, using, distributing, or dealing in any material or product.



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



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.



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





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.

Benefits

<p>For EMPLOYEE</p> <ul style="list-style-type: none">• 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.	<p>For ORGANIZATION</p> <ul style="list-style-type: none">• 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.
--	---



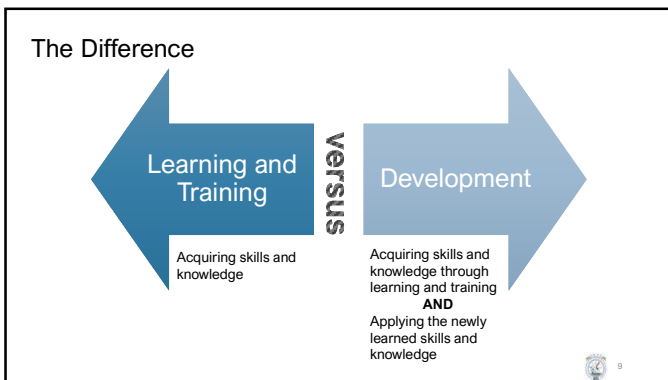
Succession Planning

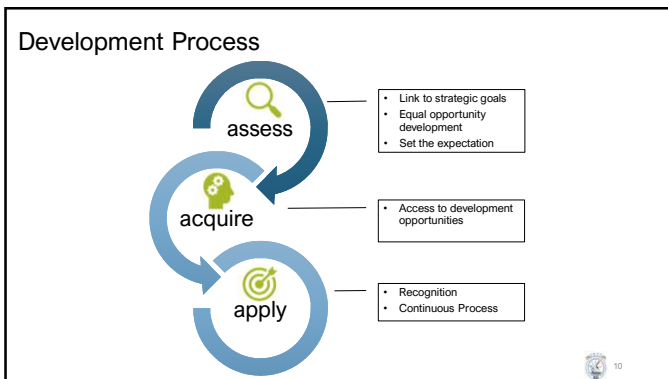
A deliberate and systematic effort by an organization to ensure leadership continuity in key positions, retain and develop intellectual and knowledge capital for the future, and encourage individual advancement.

- 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

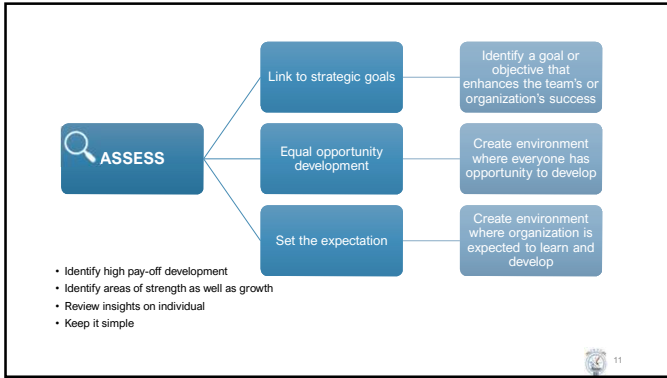
Creating a Learning Environment in Facilities

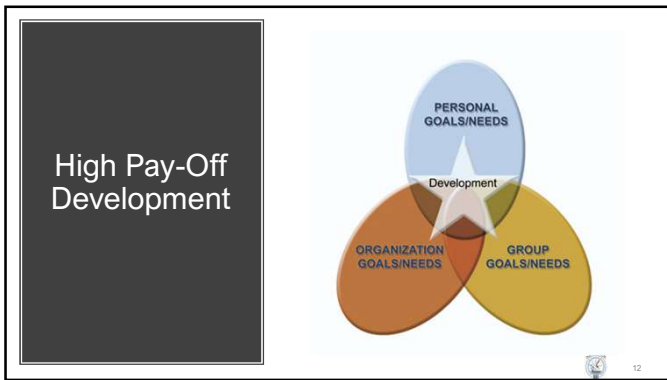






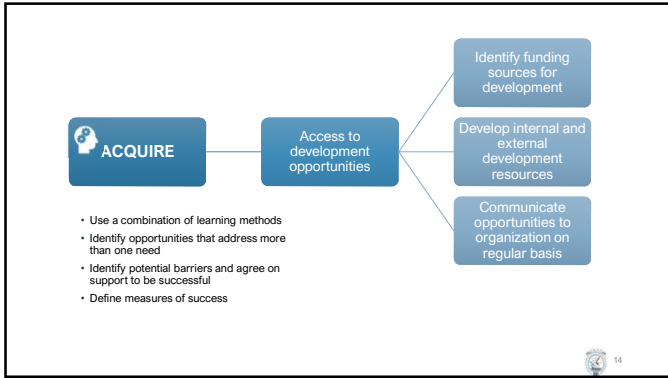
Creating a Learning Environment in Facilities



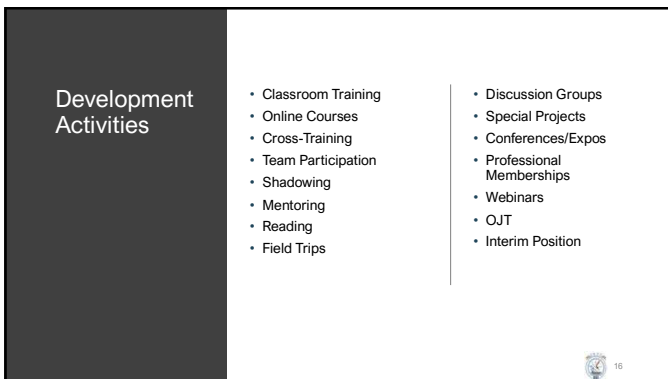


The image shows a woman's face looking upwards against a green chalkboard background filled with white question marks. A white text box on the left contains the heading 'Ask Yourself...' and three bullet points: 'How will the organization benefit?', 'How will the individual benefit?', and 'What information can I provide that will help the individual create a comprehensive plan?'. A small logo and the number '13' are in the bottom right corner.

Creating a Learning Environment in Facilities







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

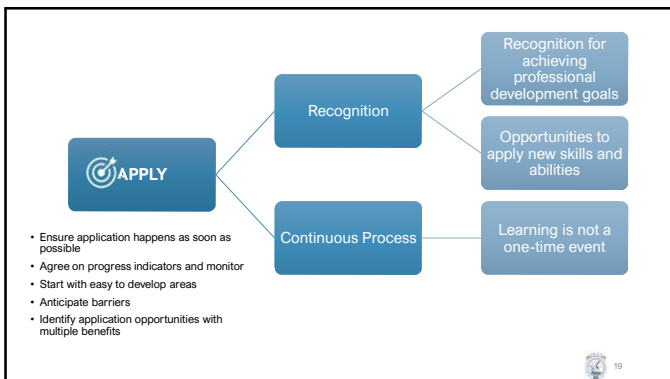
17

Ask Yourself...

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




18



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

Creating a Learning Environment in Facilities

Ask Yourself...

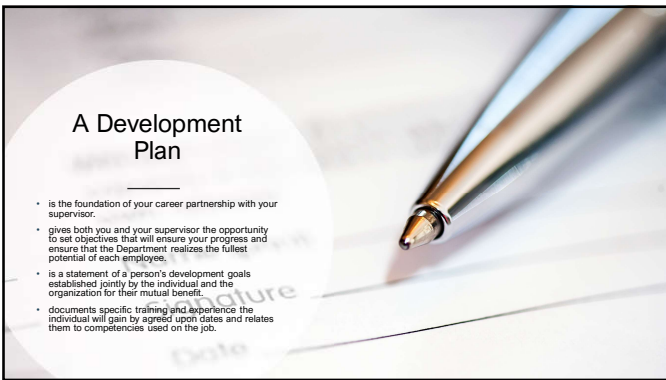
- How will learning be applied?
- What measures will be used to track progress toward achieving goals?
- What coaching and support can I provide to help the individual?



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.



24

Create Commitment

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

Thank You!

Michelle Frederick
American University
mfrederi@american.edu

DESIGN

ARCH

This concludes The American Institute of
Architects Continuing Education Systems
Course

AIA
Continuing
Education
Provider

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: <ul style="list-style-type: none"> <input type="checkbox"/> Lack of skill/knowledge provide training <input type="checkbox"/> Lack of motivation provide incentives, rewards or disincentives <input type="checkbox"/> Obstacles in the work environment or poor processes remove obstacles or improve processes 	<ul style="list-style-type: none"> ▪ In-house training ▪ External training ▪ Awards programs
Job performance is good	Maintain good performance: <ul style="list-style-type: none"> <input type="checkbox"/> Reward, recognize, give feedback <input type="checkbox"/> Enhance, broaden skills, expertise 	<ul style="list-style-type: none"> ▪ Awards program ▪ In-house training ▪ External training ▪ Academic programs
Job is changing, evolving	<ul style="list-style-type: none"> <input type="checkbox"/> Identify gaps in knowledge, skills and abilities <input type="checkbox"/> Provide training, developmental assignments 	<ul style="list-style-type: none"> ▪ In-house training ▪ External training
Job is becoming obsolete	<ul style="list-style-type: none"> <input type="checkbox"/> Help identify other positions in organization <input type="checkbox"/> Re-tool employee with needed skills 	<ul style="list-style-type: none"> ▪ HR Specialist ▪ Training opportunities
Employee has “topped out” wants a promotion or job change	<ul style="list-style-type: none"> <input type="checkbox"/> Help identify options <input type="checkbox"/> Provide development 	<ul style="list-style-type: none"> ▪ HR Specialist ▪ Rotational assignments ▪ Training opportunities ▪ Academic programs ▪ Career counseling ▪ Career mgmt courses
Employee has “burned out” from overwork, exhaustion	<ul style="list-style-type: none"> <input type="checkbox"/> Relieve pressure by off-loading some duties <input type="checkbox"/> Consider fresh assignment <input type="checkbox"/> Encourage time-off <input type="checkbox"/> Refer to Faculty & Staff Assistance Program 	<ul style="list-style-type: none"> ▪ Faculty & Staff Assistance Program ▪ Sabbaticals ▪ Vacation/time-off
Employee wants to broaden skills, expertise to be more flexible for future moves	<ul style="list-style-type: none"> <input type="checkbox"/> Help identify areas of interest <input type="checkbox"/> Provide training & development 	<ul style="list-style-type: none"> ▪ HR Specialist ▪ Training opportunities ▪ Academic programs

EMPLOYEE ISSUE	COACHING STRATEGY	RESOURCES/SUPPORT
Employee wants to change careers	<input type="checkbox"/> Help identify areas of interest	<ul style="list-style-type: none"> ▪ HR Specialist ▪ Career Counselor ▪ Career mgmt course
Employee wants to leave the organization	<input type="checkbox"/> Refer employee to Human Resources for proper guidance	<ul style="list-style-type: none"> ▪ Human Resources
Employee wants to retire	<input type="checkbox"/> Help identify options for retirement	<ul style="list-style-type: none"> ▪ Pre-retirement Planning Seminar ▪ Human Resources

Career Concept Coaching Techniques

CAREER CONCEPT/MOTIVATORS	ISSUE	STRATEGIES
Linear-power achievement	<input type="checkbox"/> Lack of upward mobility	<ul style="list-style-type: none"> ▪ Assign as Group Leader ▪ Task Force assignments ▪ Short-term projects
Steady States-expertise, security	<ul style="list-style-type: none"> <input type="checkbox"/> Job obsolescence <input type="checkbox"/> Staying current in the field <input type="checkbox"/> Involvement in own area 	<ul style="list-style-type: none"> ▪ Encourage to redirect expertise ▪ Long-term specialized assignments ▪ Graduate Study programs ▪ Professional conferences
Spirals-personal growth, nurturance	<ul style="list-style-type: none"> <input type="checkbox"/> Flexibility <input type="checkbox"/> Willingness to let go of person or trade <input type="checkbox"/> Identify new opportunities 	<ul style="list-style-type: none"> ▪ Assign as mentor ▪ Cross-training ▪ Rotational job assignment ▪ Job enrichment ▪ Task force assignment
Transitions-change independence	<input type="checkbox"/> Willingness to let go of person or trade	<ul style="list-style-type: none"> ▪ Assign to high change areas ▪ Start-up or creative short-term assignment ▪ Facilitate moves ▪ Variety in assignments
Employee wants to retire	<input type="checkbox"/> Help identify options for retirement	<ul style="list-style-type: none"> ▪ 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.

