
Instructor Manual

FMLP Course 5: Capstone Study in Facility Management

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INTRODUCTION

Capstone Study in Facility Management

OVERVIEW

Introduction to the Course

Capstone in Facility Management is the final course in a five-part, year-long course of study, the Facility Manager Leaders Program (FMLP). This one-week course will focus on specific competencies that future leaders in facility management need to develop. The Capstone course will provide student learning on:

- The complex nature of policy and trends that affect facility management, as presented from the perspective of the National Park Service policy offices based in the Washington Area Service Office (WASO) that support the 400-plus parks, including but not limited to:
 - Cultural and natural resource issues and trends,
 - Community and partnerships role in parks and civic engagement,
 - Climate change, environmental leadership, and green parks programs,
 - Legislative and Congressional Affairs programs,
 - Workforce issues, services, and strategies,
 - Park Planning, Facilities, and Lands priorities, and
 - Commercial Services Program issues and trends;
- Service (organization) wide systems guidance and program issues affecting the park facility units throughout the nation;
- Power and influence implications (political realities) and their impact on facility management and on the NPS as a whole;
- The facility management division's critical role in NPS mission activities, and the application of the facility management profession to the NPS;
- Behavioral benchmarks and observations related to these benchmarks over the year of the FMLP; and
- Systems approaches that are utilized in the NPS focusing on development of a learning organization framework.

The Problem and Need

Over the past 40 years, the National Park Service (NPS) facility management profession has evolved into a complex, mission-critical discipline. Being a facility manager in the 21st century requires insights, choices, and actions within a very complex and interconnected environment of overall park management. Facility management in the Federal sector enjoys a much higher profile than ever before. In-depth studies conducted by the National Academy of Sciences' Federal Facilities Council Report state:

[...] facilities managers can no longer be regarded only as caretakers who bring unwelcome news about deteriorating facilities and the need for investments. As facilities management has evolved from tactical, building-oriented activities to a

strategic, portfolio-based approach, the skills required by facilities management organizations have similarly evolved. ... [This evolution] requires not only the technical skills (e.g., engineering, architecture, and mechanical, electrical, contracting) found in traditional facilities engineering organizations but also business acumen and communication skills.

Both the Department of the Interior (DOI) and the NPS have targeted the facility management profession as “mission-critical” because of the importance of maintaining the built environment and the high numbers of facility managers eligible to retire in the near future. In anticipation of the growing need for competent, able facility managers, the NPS Park Facility Management Division has developed a comprehensive set of facility manager competencies to form a roadmap for development of our facility management workforce. Additionally, the Division has created a sequence of courses to develop facility managers including learning related to:

1. Asset management fundamentals,
2. Facility Management Software System (FMSS) guidance,
3. Supervisor and foreman responsibilities,
4. Superintendent asset management key performance indicators, and
5. The Facility Manager Leaders Program (FMLP).

FMLP is composed of five separate learning events and has an overall goal to build a core group of competent, development-focused, high-performing, capable facility managers to serve as leaders of facility management in the NPS in the years to come.

The Audience

The Capstone in Facility Management (Capstone) course audience is those individuals charged with the facility management and maintenance functions in the NPS. Students are deliberately selected to provide geographically dispersed, entry- to mid-level facility management supervision level from parks across the country. Each FMLP cohort is different but always represents various parks, regions, genders, backgrounds, and experience levels in order to build effective peer-to-peer learning and, upon graduation, a national community of facility management practice.

Other audience members for Capstone include FMLP Mentors, who are also selected to enhance diversity of the FMLP yearlong course of study. Mentors provide a critical enhancement of the program by guiding experiential learning, “learn-by-doing” activities, and mentor-protégé learning, as well as adding to the development of a robust community of practice. The anticipated audience members include the following:

- New facility managers and facility managers who are new to the Service,
- Those in the Service who want to build experience in order to apply for a facility management position and/or those seeking promotions to a facility management position,
- Individuals who may be in other disciplines in the NPS but wish to pursue a career in facility management, and



- Long-term chiefs of maintenance or facility management specialists who could benefit from facility management updates.

CAPSTONE STUDY IN FACILITY MANAGEMENT: COURSE OBJECTIVES

This course has nine main objectives that will be covered in various sessions and several activities. Each main objective is listed below.

Describe the role facility managers have in understanding other program areas within PFMD and other divisions.

Identify elements that make up a profession, and apply them to the field of facility management.

Identify your responsibilities in Environmental Leadership.

Discuss the importance of community outreach and partnerships.

Discuss the implications of influence and power (AKA “political realities”) as they apply to the National Park Service.

Explore, understand, and apply advanced principles of leadership.

Express the personal outcomes of FMLP in a yearlong portfolio of experiences and summary poster presentation.

Demonstrate new knowledge gained as a result of the Facility Manager Leaders Program.



COURSE REQUIREMENTS

Grading will be on an 800-point scale. Each requirement is assigned a point value.

1. Completion of a portfolio exhibiting a body of work **[200 points]**
2. Poster Presentation **[200 points]**
3. Leadership Character Presentation **[150 points]**
4. Case Study Analysis **[150 points]**
5. Class participation **[100 points]**

Portfolios will be evaluated using the following rubric:

Portfolio Presentation Rubric

Objective	Criteria			Points	Comments
	Poor	Average	Excellent		
Demographic Sheet	Statement is not relevant to student or his/her experience. Nothing is learned about the student in the statement.	Statement is merely a listing of activities and involvements. Material is general and reader has no sense of the individuality of the student.	Statement reflects the activities and interests of the student in a compelling and interesting way.	10	
Introduction	Introduction is vague, and primary thesis is absent. No theme is present.	Introduction is weakly developed and ideas are vague and general in nature. Portfolio theme is loosely established.	Introduction thoroughly explains presented ideas and strongly links to the contents of the portfolio. A theme is clearly established.	25	
Artifact (Framing) Statements	Statement is unclear in revealing why it was selected for inclusion. Statement is not tied to portfolio theme and does not refer to any learning.	Statement is confusing and/or loosely linked to the theme of the portfolio. Learning is alluded to but not overtly stated and/or does not show reflection on the learning.	Statement clearly identifies why the artifact was chosen, how it demonstrates learning, and reflects on that learning. The statement clearly connects the artifact to the portfolio theme.	10 points each	1. 2. 3. 4. 5.
Resume	Resume is obviously outdated and not currently relevant to the experience and status of the student.	Resume is partially updated but may not reflect the FMLP experiences. The document is not readily useable for a job posting.	Resume is fully updated and reflects current employee status. Document is usable in a job application context.	15	
Total				100	

Poster presentations will be evaluated using the following rubric:

Poster Presentation Rubric

Name of Evaluator: _____

Each question is worth a total of 50 points. The equivalent grade breakdown is shown below.

A	A-/B+	B	B-/C+	C	C-	D	F
50	45	43	40	38	35	33	30

Student	How well defined is the poster's theme?	How well does the text support the main ideas of the poster?	How effectively did the student describe the poster content?	How effective was the student in answering specific questions?	General Comments
(last name, first)					
(last name, first)					
(last name, first)					
(last name, first)					
(last name, first)					

Leadership Character Presentation Rubric

Objective	Criteria			Points	Comments
	Poor	Average	Excellent		
Theme/Organization	Presentation is disjointed and no clear theme can be identified. The story becomes the presentation rather than a story to exemplify a theme/point.	The presentation has elements of a strong theme but wanders between presenters. Lack of organization is evident in the delivery and content.	Presentation main point is highly refined and the presentation is well organized, holding the theme and main points throughout.	30	
Introduction	Introduction is vague, and primary thesis is absent. No theme is present.	Introduction is weakly developed and ideas are vague and general in nature. Theme is loosely established.	Introduction thoroughly explains presented ideas and strongly links to the contents of the Badarocco chapter. A theme is clearly established.	30	
Description of Assigned Reading	Summary of reading is confusing and disjointed, and understanding the character issues is difficult.	Reading knowledge can be identified in all presenters; summary of the story is strong but character issues, ethical issues and outcomes are only identifiable through additional explanation and questions/answers.	The description contains clearly defined and well thought out components including, but not limited to, story description, leader character challenges, follower interactions, ethical-moral issue summary, outcome of story.	30	
Leadership Lesson	No lesson for leaders is discernible in the presentation other than a summary from the book. No effort to apply the lesson can be found.	The lesson learned is summarized poorly and confused. No NPS example or application is provided.	Presentation provides a clear and concise summary of the character lesson that leaders must be aware of in their interactions. Application to NPS is provided in presentation.	30	
Presentation Mechanics	Some members dominate the time and content; one or more presenters demonstrate(s) poor oratory skills and appear unprepared or confused.	The majority of group members are well prepared, demonstrate solid oratory skills, and appear prepared and knowledgeable.	All group members participate equally in a unique shared presentation that fits within the time frame allowed. Powerful oratory skills demonstrated by all group members.	30	
Total				150	

Case Study Analysis Rubric

Objective	Criteria			Points	Comments
	Poor	Average	Excellent		
Links to Course Readings and Additional Research	Introduction is vague, and primary thesis is absent. No theme is present.	Introduction is weakly developed and ideas are vague and general in nature.	Introduction thoroughly explains presented ideas and strongly links to the contents of the Case Study. A theme is clearly established.	30	
Identification and/or Proposal of Effective Solutions/Strategies	Little or no action suggested and/or inappropriate solutions to all of the issues in the case study.	Appropriate, well thought out comments about solutions, or proposals for solutions, to most of the issues in the case study.	Well documented, reasoned, and pedagogically appropriate comments on solutions, or proposals for solutions, to all issues in the case study.	30	
Identifies Issues/Problems Specific to NPS Systems and Operations	Demonstrates superficial understanding of an issue/problem in the case study.	Demonstrates limited/surface understanding of an issue/problem in the case study.	Demonstrates a clear and deep understanding of an issue/problem in the case study.	60	
Involvement of the Class	Questions and discussion address the topic superficially. Limited use of activities to clarify understanding.	Questions and discussion address important information that develops understanding. Appropriate activities used to clarify understanding.	Excellent and salient discussion points that elucidate material to develop deep understanding. Appropriate and imaginative activities used to extend understanding in a creative manner.	30	
Total				150	



Poster presentations will be evaluated using the following rubric:

Poster Presentation Rubric

Name of Evaluator: _____

Each question is worth a total of 50 points. The equivalent grade breakdown is shown below.

A	A-/B+	B	B-/C+	C	C-	D	F
50	45	43	40	38	35	33	30

Student	How well defined is the poster's theme?	How well does the text support the main ideas the poster?	How effectively did the student describe the poster content?	How effective was the student in answering specific questions?	General Comments
Blair, Kate					
Bradley, Chip					
Bramble, Diana					
Bruce, Beverly					

Crutchfield, James					
DeYoung, Jeri					
Doerrer, William					
Hallett, Dan					
Kochanowski, Amnesty					
Morgan, Matthew					
Obirek, Jeffrey					
Reynolds, Sean					



Romportl, Chris					
Sacchi,Ron					
Soviak, Kevin					
Springer, Joy					
Wagner, Caleb					
Wilson, Nathan					
Ziolkowski, Jim					

INSTRUCTOR RESOURCES

Outlines and Lesson Plans

This instructor manual provides you with an outline and lesson plans for each course session. The outline provides an overview of the different elements you will need to cover during the module. It also provides you with objectives, training aids and handouts, facilitator notes, and other points to remember.

The lesson plans are designed to guide you through the main elements and learning objectives introduced in each module. Here you will find much greater informational depth about specific activities and learning objectives as well as instructional techniques and tips for leading the learners.

Session Length

Each lesson plan lists an *approximate* session length for instructor or guest speaker consideration. Because this is a survey course covering a number of topics, it is important to review the session lengths and attempt to stay within the allotted time. However, session length can be adjusted to a small degree to fit instructor style, learner personalities and needs, and other factors.

Handouts and Instructor Materials

Also included in this course are various training aids, such as hard copies of handouts and other materials. The Student Workbook contains most of the handouts, documents, and worksheets needed for the course. Each course unit and session lists the handouts and other training materials you will need for it. Please make yourself familiar with these resources and their content.



COURSE AGENDA

Monday, April 13, 2015 – Embassy Suites, 1250 22nd Street NW

Time	Session	Speaker (s)
8:00am-9:30 am	Course Introduction and Welcome	Course Coordinators Mike Seibert Bill Thompson
9:30 am-9:45 am	Break	
9:45 am-10:45 am	Leadership Mastery: Personal, Group, and Organizational Systems Character Introduction	Steve Wolter Austin Hochstetler
9:45 am-12:00 pm	Mentor Workshop: Part 1	Christy McCormick Mark Tezel Sandy Pusey-Cameron
10:45 am-12:00 pm	Leader Character Briefings	Steve Wolter Austin Hochstetler
12:00 pm-1:30 pm	Lunch	
1:30 pm-4:00 pm	Leadership Case Study	Steve Wolter
1:30 pm-3:30 pm	Mentor Workshop: Part 2 Address Mailing Labels	Christy McCormick Mark Tezel Sandy Pusey-Cameron
4:00 pm-4:30 pm	Wrap-up of the Day: Organizational Leadership Conversation	Steve Wolter Course Coordinators
4:30 pm-5:00 pm	Address Mailing Labels	Students

Tuesday, April 14, 2015 – Department of Interior

Time	Session	Speaker (s)
8:00am-8:30 am	Start of the Day	Course Coordinators
8:30 am-9:30 am	PPFL Priorities	Patrick Gregerson
9:30 am-10:30 am	Leadership and Political Realities	Jennifer Madello
10:30 am-10:45 am	Break	
10:45 am-11:45 am	Accessibility	Jeremy Buzzell
11:45 am-12:30 pm	Lunch	
12:30 pm-1:30 pm	Cultural Resources	Sande McDermott Molly Russell
1:30 pm-2:30 pm	Commercial Services and Facilities	Deb Harvey
2:30 pm-2:45 pm	Break	
2:45 pm-3:45 pm	Community Programs and Partnerships	Reginald Chapple
3:45 pm-4:45 pm	Congressional and Legislative Affairs	Don Hellmann
4:45 pm-5:15 pm	Wrap-up of the Day: Organizational Leadership Conversation	Steve Wolter Course Coordinators

Wednesday, April 15, 2015 – Department of Interior

Time	Session	Speaker (s)
8:00am-8:30 am	Start of the Day	Course Coordinators
8:30 am-10:00 am	Environmental Leadership	Fred Sturniolo
10:00 am-10:15 am	Break	
10:15 am-11:15 am	Structural Fire	Hal Spencer
11:15 am-12:15 pm	Workforce, Relevancy and Inclusion	David Moore
12:15 pm-1:15 pm	Lunch	
1:15 pm-1:30 pm	Organizational Leadership Conversation	Steve Wolter
1:30 pm-2:30 pm	Defining a Profession	Jim Foster Mark Tezel Sandy Pusey-Cameron
2:30 pm-2:45 pm	Break	
2:45 pm-4:00 pm	Interviewing Skills	Steve Sims
4:00 pm-4:15 pm	Break	
4:15 pm-5:00 pm	Poster Practice	Course Coordinators
5:00 pm-5:15 pm	Wrap-up of the Day	Course Coordinators

Thursday, April 16, 2015 – Department of Interior, Main Interior and South Annex

Time	Session	Speaker (s)
8:00 am-8:30 am	Start of the Day Set Up Posters (Main Interior)	Course Coordinators
8:30 am-9:30 am	Poster Presentation: Preview and Evaluation (Main Interior)	Students
9:45 am-11:00 am	Graduation Run-Through (South Annex)	
11:00 am-12:00 pm	Lunch	
12:00 pm-1:30 pm	Poster Presentation (General Audience)	
1:30 pm-2:00 pm	Take Down Posters	
2:00 pm-3:30 pm	Graduation Ceremony	
3:30 pm-4:00 pm	Pictures (MIB Steps)	
4:30 pm-7:30 pm	Graduation Celebration (Mr. Smith's)	

Friday, April 17, 2015 – Embassy Suites

Time	Session	Speaker (s)
8:15am-8:30am	Course Evaluation	
8:35am-11:30 am	Exit Interviews Goal Setting with Mentors	
11:30 am-12:30 pm	Lunch	
12:30 pm	Meet in Lobby	
1:00 pm	Tour of Lincoln Memorial and WWII Memorial	Sean Kenneally



CHAPTER ONE

Lesson Plans



COURSE INTRODUCTION AND WELCOME

INSTRUCTORS/SPEAKERS: Course Coordinators

SESSION LENGTH: 45 minutes

OBJECTIVES: *At the end of this session, students should be able to:*

- Describe the overall goals and objectives of the course

TRAINING AIDS:

- PowerPoint Presentation
- Master List of Attendees at graduation
- Remote Polling Devices

HANDOUTS:



- Capstone Introduction and Objectives (student manual)
- Course Agenda (student manual)
- Welcome to Washington, DC! (student manual)
- Instructor Evaluation (Booklet)
- Course Evaluation (Booklet)
- Syllabus and Grading Sheet for Capstone (student manual)
- Student Work Portfolios (Hand-in)
- Blank Self-Assessments and Individual Development Plans (student manual)

FACILITATOR NOTES:

- This session will serve as an introduction to the Capstone course, as well as a reconvening of the students in the FMLP. Students will receive information about course goals and objectives and an overview of the week.
- The students should also be permitted to reflect on the overall course goals and their growth during the past year.

POINTS TO REMEMBER:

- Consider the concept of "Capstone" in construction terms as contrasted with academic terms.

	METHOD	CONTENT	TIME
	Presentation	<ul style="list-style-type: none"> • Review of agenda and logistics. • Discuss facilities, lunch plans, and evening plans (homework, events, evening sessions, graduation). • Review the exit interview. • Review field experience (optional). • Reception money • Have students turn in portfolios. • Refer to syllabus and grading sheet for Capstone in student manual. <p>Overview of Course Goals</p> <ul style="list-style-type: none"> • Review the course goals for the entire FMLP. • Solicitation of comments from the students on course goals. • Refer students to manual. <p>Introduction to the Course and Course Objectives</p> <ul style="list-style-type: none"> • Describe overall purpose and objectives of course. • Course Objectives: Refer students to manual. <p>What Is a Capstone?</p> <ul style="list-style-type: none"> • A construction term vs. the academic model. 	15 min.
	Activity	<p>Class Activity: My Little Known Fact, One Year Later</p> <ul style="list-style-type: none"> • Introduce the activity. • Award a prize. 	15 min.



Paired Teams (on a PPT slide)

Kate Blair-Keith Johnston
Chip Bradley-Ralph Bell
Diana Bramble-Matt Henderson
Beverly Bruce-Jim Foster
James Crutchfield-Dave Crotty
Jeri DeYoung-Steve Kovar
Bill Doerrer-John Chekan
Dan Hallett-Sandy Taylor
Amnesty Kochanowski-Vicki Garrett
Matt Morgan-Chris Finlay
Jeff Obirek-Steve Homan
Sean Reynolds-Dave Brouillette
Chris Romportl-Barney Riley
Ron Sacchi-Kirk DeSermia
Kevin Soviak-Tim Jarrell
Joy Springer-Bill Thompson
Caleb Wagner-Lissa Spomer
Nathan Wilson-Steve Homan
Jim Ziolkowski-Rick Shireman

WASO PERSPECTIVE

INSTRUCTORS/SPEAKERS: Bill Thompson, Mike Seibert

SESSION LENGTH: 45 minutes

OBJECTIVES: *At the end of this session, students should be able to:*

- Articulate any new initiatives pertaining to the Park Facility Management Branch, particularly at the WASO level

TRAINING AIDS:

- None

HANDOUTS:

- None

FACILITATOR NOTES:

- This session will allow the leadership of PFMD to communicate new initiatives to the students and mentors.
- This is also the opportunity for students to explore concepts of further professional development.

POINTS TO REMEMBER:

- Since the mentors will be attending this session, ensure that they do not “take over” the session with questions or comments. Allow the students sufficient time to articulate questions and ideas.
- This is the first actual session of the Capstone Study in Facility Management, and many individuals in a leadership capacity in the NPS will be addressing the students and mentors. Ensure that this is reinforced to the group.



Class Activity: Little-Known Fact Answer Key

1. B
2. C
3. A
4. B
5. D
6. B
7. A
8. D
9. C
10. A
11. A
12. B
13. C
14. A
15. C
16. D
17. D
18. B
19. A
20. C
21. C
22. A
23. D
24. A
25. B
26. B
27. C
28. A
29. D
30. C
31. D
32. B
33. C
34. A
35. B
36. B
37. A
38. B

LEADERSHIP MASTERY: PERSONAL, GROUP, AND SYSTEMS

INSTRUCTORS/SPEAKERS: Steve Wolter

SESSION LENGTH: 5 hours

OBJECTIVES: *At the end of this session, students should be able to:*

-

TRAINING AIDS:

-

HANDOUTS:

-

FACILITATOR NOTES:

-

POINTS TO REMEMBER:

-



MENTOR WORKSHOP: COMPLETING THE MENTORING JOURNEY: INTRODUCTION

INSTRUCTORS/SPEAKERS: Christy McCormick

SESSION LENGTH: 1 hour, 30 minutes

OBJECTIVES: *At the end of this session, mentors should be able to:*

- Learn from other mentors through a Quick Look Back
- Reflect on the mentor competencies gained during the year
- Develop an action plan for mentoring others and strengthening competencies

TRAINING AIDS:

- Flipchart
- Markers

HANDOUTS:

- Mentoring: A Quick Look Back (HO)
- Mentoring Icebreaker Slips of Paper
- Mentor Competencies
- Mentor Self-Assessment

FACILITATOR NOTES:

This session



- Allows the mentors a chance to re-group and explore their own personal growth during the year
- The icebreaker is meant to be fun, but also instructive

POINTS TO REMEMBER:

- When the mentors arrive, give each one the "Quick Look Back"-Ensure that these are collected after they introduce themselves
- For the icebreaker give each group 4 minutes to generate responses
- When reviewing the mentor competencies, tell them that they will be working on their own competency development along with the students
- How well they measure their own abilities will help them to advise the students and have them "walk a mile in their protégé's shoes."

	METHOD	CONTENT	TIME
	Activity	<p><i>Christy McCormick</i></p> <p>Introductions</p> <p>“We all know that you know each other, but we would like you to introduce yourself by answering the Questions on a Quick Look Back. Some of you are repeat mentors, but you have probably learned something more this year.”</p> <ul style="list-style-type: none"> • Give each mentor the opportunity to provide answers to their questions 	20 min
	Presentation Icebreaker	<p><i>Christy McCormick</i></p> <p>How many hats do you wear?</p> <ul style="list-style-type: none"> • Divide mentors into 5 groups by counting off • Give each mentor group a flip chart sheet and a marker • Give each group a question on a slip of paper <ul style="list-style-type: none"> ○ How is a mentor like a tightrope walker? ○ How is a mentor like a tour guide? ○ How is a mentor like a surgeon? ○ How is a mentor like a firefighter? ○ How is a mentor like a gardener? • Directions: Generate a list of responses to the question you are given-Write them on the flipchart-Nominate a spokesperson-Spokesperson present to the group 	20 min



	METHOD	CONTENT	TIME
	Presentation	<p><i>Christy McCormick</i></p> <p>Revisiting the Mentor Competencies</p> <ul style="list-style-type: none"> • Ask the mentors to first review the model • Ask them to fill out their self-assessment • Ask them to “star” where they feel they have grown the most • Ask them to circle the competency area they feel they need to grow more • Ask them to assemble in their groups from the Icebreaker and do the following: <ul style="list-style-type: none"> ○ Putting themselves in their protégé's shoes by filling out another assessment- How did that feel? Could they be self-aware enough to really assess their competence? ○ Where did they grow the most? ○ Which competency did they feel they still need to work on? ○ Action Planning: Generate some ideas for ways to grow in that competency area 	30 min
	Discussion	Ask the mentors to share their thoughts conclusions with the group- Conclude the session by asking for questions	20 min

MENTOR WORKSHOP: YOUR STUDENT'S SELF-ASSESSMENT, INDIVIDUAL DEVELOPMENT PLAN, AND FIVE YEAR GOAL SETTING-PURSUING THE DREAM

INSTRUCTORS/SPEAKERS: Sandy Pusey and Mark Tezel

SESSION LENGTH: 45 minutes (before lunch) 45 minutes (after lunch)

OBJECTIVES: *At the end of this session, mentors should be able to:*

- Be able to guide their protégé's through the final self-assessment process
- Be able to guide their protégé's through the IDP and Five Year Goal Setting
- Assist their protégé in translating dreams into focused tasks and activities

TRAINING AIDS:

- Flipchart
- Markers

HANDOUTS:

- Facility Manager Competencies
- Blank Self-Assessment Form-FM Competencies (In Mentor Guide)
- Original Self-Assessment Form that the protégé uploaded after Principles

FACILITATOR NOTES:

This session

- Helps the mentor to do more long-term planning with the protégé on Friday



The flow of the session should be as follows:



- Introduce the different tools used to do planning
- Discuss the sequence to get the protégé's to long-term planning
- Allow the mentors to practice this or ask questions about the process

POINTS TO REMEMBER:



- The mentors should be give sufficient time to review their protégé's original self-assessment
- NOTE: VERY IMPORTANT! The updated self-assessment must be uploaded to the Capstone e-portfolio site during the time with the protégé
- The use of personal stories will probably be very helpful to the mentors
- Since this is the first time presenting the session, someone on the Instructor Team should take notes as to how long everything took
- The 5 Year Goal Setting may take longer than the 40 minutes planned



	METHOD	CONTENT	TIME
	Presentation	<p><i>Sandy Pusey</i></p> <p>Goal Setting</p> <ul style="list-style-type: none"> • Talk briefly about goal setting and the IDP in six-month time slots. • Long-range planning is different. In addition to being longer, it is more complex because it requires more steps to “get there.” • Remember the SMART goal setting we talked about in Principles <ul style="list-style-type: none"> • SMART approach – set up and documentation: Specific, Measurable, Attainable, Realistic, Time oriented • Instructor may wish to share a personal story about goal setting to highlight this 	10 min
	Presentation	<p><i>Sandy Pusey</i></p> <p>Goal Setting: Step 1: Your protégé’s self-assessment</p> <ul style="list-style-type: none"> • Using the competency document as a guide and your protégé’s original self-assessment, work through all the competency areas and guide them through the scoring process • Remember to engage in Constructive Confrontation when going through this process. They should be able to provide concrete proof or examples of a skill level. At times, some students do not give themselves enough credit-For those, get them to provide examples. • Do not rush through this important step! • Have them upload it to the E-portfolio site when done • Take some time to celebrate their growth this year and encourage them to keep it up yearly 	10 min

	METHOD	CONTENT	TIME
	Presentation	<p><i>Sandy Pusey</i></p> <p>Goal Setting: Step 2: Current Career Issues</p> <ul style="list-style-type: none"> • Why do you think it is important for your protégé to define current career issues? Allow the mentors to give their perspective • Take a few minutes to review this portion and see if there are some that pertain to your protégé and how you might address them- (Ask the mentors for some examples and mitigations) • Are there any career issues that might be missing? (Write down on a flipchart) 	10 min
	Presentation and Activity	<p><i>Sandy Pusey</i></p> <p>Goal Setting: Step 3: Expanding on the Self-Assessment</p> <ul style="list-style-type: none"> • As mentors, you have probably already talked to your protégé's about their interests and their strengths to pursue those interests. Also, what they value in their current work. • This is the opportunity to make these ideas and conversations concrete by writing them down and talking them out. • After this, talk to them about "must-haves" in a job and what limitations they have <p>Activity</p> <ul style="list-style-type: none"> • In groups of two or three, discuss strategies you might use (or have used) with your protégé to get them to think about interests, strengths, values, "must haves" and limitations- • Write some ideas on a flip chart and present to the group 	15 min
	LUNCH	BREAK	



	METHOD	CONTENT	TIME
	Presentation	<p><i>Mark Tezel</i></p> <p>Goal Setting: Step 4: Action Steps</p> <ul style="list-style-type: none"> • Where do I want to be and how to I get there • Prioritizing the list (Now-Mid-Range-Long Term) 	5 min
	Presentation and Activity	<p><i>Mark Tezel</i></p> <p>Goal Setting: Step 5: Professional Development Planning</p> <ul style="list-style-type: none"> • By this time, the students should have a good idea of where they want to be. • Help them to articulate a five-year goal and map out the steps to get them there. • The steps should be fairly specific and make sure you take the time to identify all the barriers that they may encounter along the way. <p>Activity</p> <ul style="list-style-type: none"> • Put the mentors into four different groups. Each group gets a scenario • Ask them to map out a five year plan to help them get there • Ask them to put the information on flipcharts. Nominate a spokesperson and present a quick synopsis of the scenario and the yearly action plans they developed <p>Debrief</p> <ul style="list-style-type: none"> • Ask them what they learned about the experience of goal setting with their protégé. What things did you notice about the process? 	40 min

MENTOR WORKSHOP: THE EXIT INTERVIEW PROCESS

INSTRUCTORS/SPEAKERS: Sandy Pusey, Mark Tezel

SESSION LENGTH: 30 minutes

OBJECTIVES: *At the end of this session, mentors should be able to*

- Articulate the process and their role in the Exit Interview

TRAINING AIDS:

- None

HANDOUTS:

- Copy of their protégé's exit interview

FACILITATOR NOTES:

- This is more of a briefing and answering any questions they might have regarding the process
- This will also be the time they will have to review the exit interview
- The whole team will need to be available for questions from the mentors

POINTS TO REMEMBER:

During this session, emphasize that

- They are there to advocate for the student, but also to provide their own observations about their progress this year



	METHOD	CONTENT	TIME
☺	Discussion	<p><i>Sandy and Mark</i></p> <p>The Exit Interview: What it is and why we do it</p> <ul style="list-style-type: none"> • The exit interview is meant to provide closure for the candidate as well as help to provide a path forward regarding professional development • This should work along with the goal setting that you will be doing with your protégé • It is a review of their grades throughout the program as well as observations by the Instructor team • The interview lasts for 20 minutes or so 	10 min
☺	Discussion	<p>Your Role in the Exit Interview</p> <ul style="list-style-type: none"> • You had the opportunity to review and make comments on the forms • We expect you to advocate for the student, but also to provide your observations. • Last year some of the mentors asked to see the interviews ahead of time. We are taking the time in this session to allow you to review them, revise as necessary • The rest of the time is for you to review them and ask questions of the team <p>Hand out Exit Interviews for review-We will be asking for them back so they don't get lost.</p>	20 min

MENTOR WORKSHOP: THE MENTORING CONTINUUM AND WORKSHOP CLOSEOUT

INSTRUCTORS/SPEAKERS: Christy McCormick

SESSION LENGTH: 30 min

OBJECTIVES: *At the end of this session, mentors should be able to:*

- Describe the mentoring continuum
- Articulate the path forward for closure of the formal relationship

TRAINING AIDS:

- None

HANDOUTS:

- The mentoring continuum
- Student Workbook
- Clipboard and envelope for the celebration

FACILITATOR NOTES:


This session will introduce the continuum and closure of the formal program

POINTS TO REMEMBER:

During this session, emphasize that

- There is no one best way to close the formal relationship



	METHOD	CONTENT	TIME
☺	Discussion	<p><i>Christy McCormick</i></p> <p>The Mentoring Continuum</p> <ul style="list-style-type: none"> • Review the continuum • Talk about closure <p>Repeat Mentors</p> <ul style="list-style-type: none"> • Ask for their input 	10 min
☺	Discussion	<p>What is happening for the rest of the week</p> <ul style="list-style-type: none"> • Unless you are participating in SMAC, you are expected to attend all the classroom sessions • Review the agenda • Ask them for money for the celebration 	10 min
	Activity	<p>Workshop Evaluation</p> <ul style="list-style-type: none"> • Ask the mentors to fill out the workshop evaluation • There will be another evaluation at the end of the week 	10 min

SYSTEMS LEADERSHIP CONVERSATION

INSTRUCTORS/SPEAKERS: Steve Wolter

SESSION LENGTH: 15 minutes

OBJECTIVES: *At the end of this session, students should be able to:*

- Summarize the previous session's main theme
- Synthesize an action plan to implement the main idea in the park unit
- Analyze the results of implementation across systems of varying proximity to the system

TRAINING AIDS:

- Flipcharts
- Hat with names



HANDOUTS:

- Systems Level Worksheet

FACILITATOR NOTES:

- The background of this should have been introduced during the Leadership Mastery session – time is short, so don't spend time on reiterating directions.
- This session provides students with a vehicle to immediately apply concepts learned from previous sessions and then allows them to discover together what the results of implementation would be. This should give students a wider view of leadership and the impacts it has in the short and long term.
- The facilitator should help to guide conversations, not direct them. Students and mentors should be able to direct their own higher-level critical-thinking process.



	METHOD	CONTENT	TIME
	Activity	Systems Level Worksheet <ul style="list-style-type: none">• Have student complete the worksheet – be very mindful of time.	7 min.
	Debrief	Systems Level Worksheet Debrief <ul style="list-style-type: none">• Pull three names out of a hat (student and mentors).• Have students/mentors report out on main theme (discuss with group as necessary).• Have students/mentors report out on action plan (discuss with group as necessary).• Have students/mentors report out on affected systems (discuss with group as necessary).	8 min.

END OF DAY

INSTRUCTORS/SPEAKERS: Steve Wolter

SESSION LENGTH: 15 minutes

OBJECTIVES: *At the end of this session, students should be able to:*

- Complete instructor evaluations
- Review Tuesday sessions and expectations

TRAINING AIDS:

- None

HANDOUTS:

- None

FACILITATOR NOTES:

- Remind students to fill out their instructor evaluations

Remind students that class will be at South Interior Annex and that it is approximately at 30 minute walk



START OF THE DAY

INSTRUCTORS/SPEAKERS: Course Coordinators

SESSION LENGTH: 30 minutes

TRAINING AIDS:

- Video: FMLP: "A Year in the Life"
- Speakers

HANDOUTS:

- None

FACILITATOR NOTES:

- None

POINTS TO REMEMBER:

- Make any announcements (dinner \$, etc.)

	METHOD	CONTENT	TIME
☺	Discussion	<i>Mark Tezel</i> Announcements <ul style="list-style-type: none"> • Make any announcements. • Review the agenda for the day. 	10 min.
📺	Video	<i>Mark Tezel</i> <ul style="list-style-type: none"> • Play video for class. 	15 min.

PPFL PRIORITIES

INSTRUCTORS/SPEAKERS: Patrick Gregerson

SESSION LENGTH: 1 hour

OBJECTIVES: *At the end of this session, students should be able to:*

- Define the PPFL Priorities
- Estimate how these priorities fit within the students' current position

TRAINING AIDS:

- PPT if the guest speaker requests it

HANDOUTS:

- Handouts if the speaker requests them

	METHOD	CONTENT	TIME
🗣️ 😊	Presentation Discussion	Patrick Gregerson will provide his own notes	1 hour



LEADERSHIP AND POLITICAL REALITIES

INSTRUCTORS/SPEAKERS: Jennifer Madello

SESSION LENGTH: 1 hour

OBJECTIVES: *At the end of this session, students should be able to:*

- Explain how political realities articulated at the national level impact the NPS as a whole
- Explain how political realities articulated at the national level impact facility management in the NPS
- Explain how political realities articulated at the national level impact employees and programs at the park level
- Summarize a perspective on leadership

TRAINING AIDS:

- PPT if the guest speaker requests

HANDOUTS:

- Handouts if the speaker requests

	METHOD	CONTENT	TIME
	Presentation	Jennifer Madello will provide her own materials.	1 hour, 30 min.
	Discussion		

ACCESSIBILITY

INSTRUCTORS/SPEAKERS: Jeremy Buzzell

SESSION LENGTH: 1 hour, 30 minutes

OBJECTIVES: *At the end of this session, students should be able to:*

- Explain how the accessibility branch fits with facility management priorities
- Explain how accessibility mandates articulated at the national level impact facility management in the NPS
- Explain how accessibility mandates articulated at the national level impact employees and programs at the park level
- Summarize a perspective on leadership

TRAINING AIDS:

- PPT if the guest speaker requests

HANDOUTS:

- Handouts if the speaker requests

	METHOD	CONTENT	TIME
	Presentation	Jeremy Buzzell will provide his own materials.	1 hour
	Discussion		



CULTURAL RESOURCES

INSTRUCTORS/SPEAKERS: Sande McDermott and Molly Russell

SESSION LENGTH: 1 hour

OBJECTIVES: *At the end of this session, students should be able to:*

- Explain how the cultural resources fits with facility management priorities
- Explain how cultural resources articulated at the national level impact facility management in the NPS
- Explain how cultural resource policies and mandates articulated at the national level impact employees and programs at the park level
- Summarize a perspective on leadership

TRAINING AIDS:

- PPT if the guest speaker requests

HANDOUTS:

- Handouts if the speaker requests

	METHOD	CONTENT	TIME
	Presentation	Speakers will provide their own materials.	1 hour
	Discussion		

COMMERCIAL SERVICES AND FACILITIES: PARTNERS IN ASSET MANAGEMENT

INSTRUCTORS/SPEAKERS: Deb Harvey

SESSION LENGTH: 1 hour

OBJECTIVES: *At the end of this session, students should be able to:*

- Articulate the relationship between the NPS Commercial Services Program and the Facility Management Division
- Describe relationship issues between concessions and the NPS
- Summarize a perspective on leadership

TRAINING AIDS:

- PPT if the guest speaker requests it

HANDOUTS:

- Handouts if the speaker requests them

	METHOD	CONTENT	TIME
🗣️	Presentation	Deb Harvey will provide her own materials.	1 hour
😊	Discussion		



COMMUNITY OUTREACH AND PARTNERSHIPS

INSTRUCTORS/SPEAKERS: Reginald Chapple

SESSION LENGTH: 1 hour

OBJECTIVES: *At the end of this session, students should be able to:*



- Define community outreach and partnerships in the NPS
- Describe how a manager can play a role in creating and maintaining partnerships
- Summarize a perspective on leadership

TRAINING AIDS:

- PPT if the guest speaker requests it

HANDOUTS:

- Handouts if the speaker requests them

	METHOD	CONTENT	TIME
 	Presentation Discussion	Chapple will provide his own materials.	1 hour, 30 min

CONGRESSIONAL AND LEGISLATIVE AFFAIRS

INSTRUCTORS/SPEAKERS: Don Hellman – Deputy Assistant Director for Legislative and Congressional Affairs
SESSION LENGTH: 1 hour

OBJECTIVES: *At the end of this session, students should be able to:*

- Articulate the legislative process between the NPS and Congress
- Discuss political realities of the job as a liaison or facilitator between the bureau and Congress
- Articulate the office’s relationship with the parks

TRAINING AIDS:

- PPT if the guest speaker requests it

HANDOUTS:

- Handouts if the speaker requests them

	METHOD	CONTENT	TIME
	Presentation	Don Hellman will provide his own materials.	1 hour
	Discussion		



SYSTEMS LEADERSHIP CONVERSATION AND WRAP UP

INSTRUCTORS/SPEAKERS: Steve Wolter

SESSION LENGTH: 15 minutes

OBJECTIVES: *At the end of this session, students should be able to:*

- Summarize the previous session's main theme
- Synthesize an action plan to implement the main idea in the park unit
- Analyze the results of implementation across systems of varying proximity to the system

TRAINING AIDS:



- Flipcharts
- Hat with names

HANDOUTS:

- Systems Level Worksheet

FACILITATOR NOTES:

- The background of this should have been introduced during the Leadership Mastery session – time is short, so don't spend time on reiterating directions.
- This session provides students with a vehicle to immediately apply concepts learned from previous sessions and then allows them to discover together what the results of implementation would be. This should give students a wider view of leadership and the impacts it has in the short and long term.
- The facilitator should help to guide conversations, not direct them. Students and mentors should be able to direct their own higher-level critical-thinking process.

	METHOD	CONTENT	TIME
	Activity	Systems Level Worksheet <ul style="list-style-type: none"> Have student complete the worksheets for Structural Fire and Cultural Resources – be very mindful of time. 	10 min.
	Debrief	Systems Level Worksheet Debrief <ul style="list-style-type: none"> Pull five names out of a hat (student and mentors). Have students/mentors report out on main theme (discuss with group as necessary). Have students/mentors report out on action plan (discuss with group as necessary). Have students/mentors report out affected systems (discuss with group as necessary). 	10 min.



END OF DAY

Steve Wolter

INSTRUCTORS/SPEAKERS:

SESSION LENGTH: 15 minutes

OBJECTIVES: *At the end of this session, students should be able to:*

- Complete instructor evaluations
- Review Tuesday sessions and expectations

TRAINING AIDS:




- None

HANDOUTS:

- None

FACILITATOR NOTES:

- Remind students to fill out their instructor evaluations
- Remind students that class will be at South Interior Annex and that it is approximately at 30 minute walk

	METHOD	CONTENT	TIME
	Presentation	Announcements <ul style="list-style-type: none"> • Review Wednesday's agenda. • Add additional remarks if necessary. 	5 min.
	Activity	Instructor Evaluations <ul style="list-style-type: none"> • Have students complete instructor evaluations in their booklets 	5 min.
	Discussion	Leadership Systems Debrief If time allows, have students/mentors discuss the system level debrief and if they think it was beneficial.	5 min.

START OF THE DAY

INSTRUCTORS/SPEAKERS: Christy McCormick
Sandy Pusey

SESSION LENGTH: 30 minutes

HANDOUTS:

- Instructor evaluations for the day
- Large “stand by your quote” stickies around the room




FACILITATOR NOTES:

- Before the class begins, place stickies around the wall with the students' quotes that they used on their posters.
- Facilitator should use a quote of his/her own
- Mentors will stand with students and also explain what the quote means to them.

POINTS TO REMEMBER:

- Make any announcements (dinner \$, etc.).



	METHOD	CONTENT	TIME
	Instructor Management	<ul style="list-style-type: none">Place quotes around the room before the session begins.	
	Discussion	<ul style="list-style-type: none">Make any announcements.Review the agenda for the day.Hand out instructor evaluations.	10 min.
	Activity	<ul style="list-style-type: none">Explain the activity<ul style="list-style-type: none">All the quotes around the walls are from the poster presentations.In 60 seconds, tell us why this quote is so meaningful to you.	20 min.

ENVIRONMENTAL LEADERSHIP**INSTRUCTORS/SPEAKERS:** Shawn Norton**SESSION LENGTH:** 1 hour, 30 minutes**OBJECTIVES:** *At the end of this session, students should be able to:*

- Recognize the magnitude of the rules and regulations affecting the facility function in the environmental arena
- Know how to locate environmental policies, rules, and regulations
- Appreciate the liability associated with non-compliance
- Demonstrate seeing beyond the consequences to the opportunities (sustainability)
- Recognize the driving forces behind the sustainable movement (Executive Order, DOI and NPS Initiatives, etc.)
- Articulate the key principles of environmental leadership
- Appreciate the value and importance of incorporating best practices into their park management actions

TRAINING AIDS:

- Web access to display online resources
- Websites
 - <http://www.nps.gov/climatefriendlyparks/>
 - <http://www.nature.nps.gov/sustainability/>
 - <http://inside.nps.gov/waso/waso.cfm?prg=515&lv=3> (Green Energy Parks)
 - <http://www.doi.gov/greening/>
 - <http://www1.eere.energy.gov/femp/about/index.html> (FEMP)
 - <http://www.usgbc.org/>
 - <http://www.nps.gov/renew/> [Is Kent still keeping this current?]
 - EPA 2005 Renewable Energy Spreadsheet
<http://165.83.71.10/maintenance/greenenergy/06EnergyDataFeb07.xls> (PWR's Green Maintenance Page)

HANDOUTS:

- PWR's FM Compliance Guide (handout)
- Sustainability News (handout)
- Best Practice: "Continuous Improvement Key to College's Sustainability Efforts"
(<http://www.facilitiesnet.com/bom/article.asp?id=7360&keywords=sustainability>)








FACILITATOR NOTES:

- Provide an overview of facility manager competencies as they relate to sustainability issues. Then introduce rules and regulations that affect sustainability decision-making and the consequences of noncompliance.
- Share the tools and concepts that will assist in accomplishing sustainability goals.






POINTS TO REMEMBER:

- Sustainability, carbon-neutral operations, greening of the government, and global warming are hot topics. All are driving rapidly evolving technology and generating new opportunities.
- To succeed it is vital to stay abreast of developments.

	METHOD	CONTENT	TIME
	Presentation	<p>Shawn Norton</p> <p>Facility Manager Competencies – Reflective Tool</p> <ul style="list-style-type: none"> • Ask students to take out their copy of the competencies and follow along. <ul style="list-style-type: none"> ◦ Resource stewardship, environmental leadership, tasks, conditions, and criteria. • Promote a climate of environmental leadership within the park unit. • Build knowledge and use of proven sustainable practices for conserving energy and other resources through facility management. • Introduce the use of proven sustainable practices into planning, design, construction, and rehabilitation. • Integrate sustainable practices into operations and maintenance. • Briefly mention the power of reflective learning to set goals for self-development. 	15 min.
 	Presentation Discussion	<p>Rules and Regulations (RCRA, CERCLA, OSHA, etc.)</p> <ul style="list-style-type: none"> • Overview of environmental rules that affect facility operations. • Liability considerations - Ignorance does not equal innocence. 	15 min.
 	Presentation Discussion	<p>Systems for Managing Environmental Performance</p> <ul style="list-style-type: none"> • Environmental Auditing • Environmental Management Program (CoEMP) • Environmental Management Systems (EMS) • Environmental, Safety, and Health Audit (ESH) 	15 min.
 	Presentation Discussion	<p>How Do I Get There?</p> <ul style="list-style-type: none"> • Resources to consult to improve environmental performance. • Resources for sustainability. 	15 min.



	METHOD	CONTENT	TIME
 	Presentation Discussion	Why Go Green? <ul style="list-style-type: none"> • What is environmental leadership? • What are the drivers for sustainability in the federal sector? • What are the challenges? • Climate change • Climate Friendly Parks (CFP) program 	15 min.
	Presentation	Conclusion <ul style="list-style-type: none"> • The student should be able to: <ul style="list-style-type: none"> ○ List the key environmental compliance requirements for facilities. ○ List the drivers for better environmental performance and key systems to achieve these improvements. 	15 min.

STRUCTURAL FIRE AND FACILITIES RELATIONSHIP

INSTRUCTORS/SPEAKERS: Hal Spencer

SESSION LENGTH: 1 hour

OBJECTIVES: *At the end of this session, students should be able to:*

- Articulate the relationship between the Structural Fire Program and the Facility Management Division
- Describe relationship issues between Structural Fire and the NPS
- Summarize a perspective on leadership

TRAINING AIDS:

- PPT if the guest speaker requests it

HANDOUTS:

- Handouts if the speaker requests them

	METHOD	CONTENT	TIME
🗣️	Presentation	Hal Spencer will provide his own materials.	1 hour
😊	Discussion		



WORKFORCE DEVELOPMENT

INSTRUCTORS/SPEAKERS: David Moore

SESSION LENGTH: 1 hour

OBJECTIVES: *At the end of this session, students should be able to:*

- Articulate the relationship between Workforce Development and the Facility Management Division
- Describe relationship issues between Workforce Development and the NPS
- Summarize a perspective on leadership

TRAINING AIDS:

- PPT if the guest speaker requests it

HANDOUTS:

- Handouts if the speaker requests them

	METHOD	CONTENT	TIME
🗣️	Presentation	David Moore will provide his own materials.	1 hour
😊	Discussion		

NPS SYSTEMS LEADERSHIP AND FACILITY MANAGEMENT

INSTRUCTORS/SPEAKERS: Steve Wolter

SESSION LENGTH: 15 minutes

OBJECTIVES: *At the end of this session, students should be able to:*

- Identify the various systems in the NPS that affect Facility Management functions
- Determine how and to what extent these systems affect FM functions
- List ways in which a facility manager can influence these systems through leadership approaches to create crew, division, and/or unit change

TRAINING AIDS:

- Flip chart




HANDOUTS:

- NPS Systems Leadership and Facility Management (student workbook)
- Quenching the Thirst for Sustainability at Zion National Park (student workbook)

FACILITATOR NOTES:

- This activity is designed to allow mentors and students to use their shared experiences and knowledge to create a list of systems and identify how they may affect FM functions in the NPS, as well as the ways in which a facility manager can utilize leadership techniques and approaches to influence these systems. The peer-learning approach is further enhanced by the group reporting process and the three-column reporting format that creates a large group resource on FM systems in the NPS.



	METHOD	CONTENT	TIME
	Presentation	<p><i>Steve Wolter</i></p> <p>Introduction to the Session</p> <ul style="list-style-type: none"> Discuss the NPS from a mental model and systems perspective; review one or two examples by using the "IT Systems" page from Inside NPS. 	1 min.
	Activity	<p>Group Assignment Review</p> <ul style="list-style-type: none"> Divide class into mentor-protégé pairs and describe the assignment, expectations, and peer learning activity. Review the form in which the pair will report out their work (using two columns and large post-it notes to create a three-column effect). Allow pairs to work in the classroom or wherever they would like to complete their assignment. 	5 min.
		<p>Report Out</p> <ul style="list-style-type: none"> Each pair provides a five-minute report of their findings using their flip-chart record and post-it notes. 	8 min.
	Debrief	Debrief and Concluding Comments	1 min.

DEFINING A PROFESSION

INSTRUCTORS/SPEAKERS: Jim Foster
Sandy Pusey
Mark Tezel

SESSION LENGTH: 1 hour

OBJECTIVES: *At the end of this session, students should be able to:*

- Describe profession
- Identify unique elements in the Facility Management profession in the NPS
- Incorporate the competency framework into activity
- Incorporate elements of the Workforce Development program to advance the profession of facility management in the NPS
- Identify goals and plans for lifelong learning

HANDOUTS:

- Competency Document (students supply)
- What is a Profession? (student manual)
- The Future of Your Lifelong Learning (student manual)
- Self-Assessment and IDP (student manual)

FACILITATOR NOTES:



- This session provides a basic foundation for the participants in their understanding of facility management as a profession and their roles as potential change agents in the NPS.
- This is also the opportunity for students to explore concepts of further professional development and lifelong learning.






POINTS TO REMEMBER:

- During the initial lecture, involve the participants by asking them to give a personal definition of a profession.
- After the initial lecture, it is important for the facilitator to allow the participants to define and discover the information on their own.
- Use the following quote when tying competencies to professionalization: "A defined set of competencies is a hallmark of a true profession, and the practice of creating and supporting a competency model is a key role of a professional association" (Tony Bingham ASTD CEO).
- Provide examples or definitions of the parameters of professionalization as necessary.
- When the participants are in the personalization portion of the activity, ensure that they are able to make concrete connections to actual practice within the NPS. For example, if they chose *Concern among the members to clarify mission and function*, make them identify it in terms of everyday practice.
- The interviewing portion should be highly collaborative – i.e., acknowledge that your audience likely has some good insights into this issue.
- In the "Tell a Story" segments, keep the information tight and focused.



- Share your own personal experiences as a lifelong learner.

	METHOD	CONTENT	TIME
	Discussion	<p>What Is a Profession?</p> <ul style="list-style-type: none"> • How would you define a profession? • Common definitions and elements. • How does it relate to the competencies? • Professional organizations. • Introduce “What Is a Profession?” in student notebook. 	15 min.
	Activity	<p>Activity – Applying “What Is a Profession?” to your profession as a facility manager</p> <ul style="list-style-type: none"> ○ Directions: Using the handout provided, break into groups and brainstorm the elements on the list that “fit” with the professionalization of NPS Facility Management. ○ Provide examples or applicability of each. <ul style="list-style-type: none"> ○ Give an example (shows loyalty to a body of principles – use the example of Preventive Maintenance). 	15 min.

	METHOD	CONTENT	TIME
 	Presentation Discussion	<p><i>Don Mannel</i></p> <p>Segue: Professionalism also means a commitment to continuous improvement, service to the profession, and lifelong learning.</p> <p>Professional Associations in Facility Management</p> <ul style="list-style-type: none"> • International Facility Management Association <ul style="list-style-type: none"> ○ ANPME? ○ What is your responsibility as a professional? ○ How will you go forward as a professional in the field? • Segue into lifelong learning. <ul style="list-style-type: none"> ○ Define: Lifelong learning is attitudinal—the belief that one can and should be open to new ideas, decisions, skills, or behaviors. ○ Professionals that acknowledge their value to an organization understand that lifelong learning is a must. Conversely, organizations must recognize people as their most valuable assets and promote lifelong learning. 	10 min.
 	Activity Discussion	<p>Lifelong Learning Activity</p> <ul style="list-style-type: none"> • Refer to The Who, The What, The How, and The Why in Student Manual, and ask the students to reflect on their most memorable learning experience. • Ask students to fill out worksheet. • Facilitate discussion with their findings. 	10 min.
	Debrief	<p>Debrief</p> <ul style="list-style-type: none"> • Ask some students to share their findings. • Share a personal experience of your own. • Ask them how some of these stories relate. • Focus on the “why” aspect of the exercise. 	10 min.



INTERVIEWING SKILLS

INSTRUCTORS/SPEAKERS: Steve Sims

SESSION LENGTH: 1 hour, 15 minutes

OBJECTIVES: *At the end of this session, students should be able to:*

- Describe the difference between a “profession” and “professionalism”
- Practice good interviewing skills

TRAINING AIDS:

- Flipcharts and markers for all students

HANDOUTS:



- Sample Interview Questions (student workbook)
- “Answer cards” to be given out after the session

FACILITATOR NOTES:


- This session provides a basic foundation for the participants in their understanding of facility management as a profession and their roles as potential change agents in the NPS.
- This is also the opportunity for students to explore concepts of further professional development and lifelong learning.



POINTS TO REMEMBER:

- The interviewing portion should be highly collaborative – i.e., acknowledge that your audience likely has some good insights into this issue.
- In the “Tell a Story” segments, keep the information tight and focused.
- Share your own personal experiences in interviewing.

	METHOD	CONTENT	TIME
 	<p>Discussion</p> <p>Flip Chart</p>	<p>Steve Sims</p> <p>Segue from “What Is a Profession?” to “What Is Professionalism?”</p> <ul style="list-style-type: none"> • Question the students first. • Profession as a qualification through demonstration of expertise vs. an individual behavior that commands trust and respect. • Personal reflection on the issue followed by conversation. 	<p>5 min.</p>



	METHOD	CONTENT	TIME
	Presentation	<p>Steve Sims</p> <p>Demonstrating Your Expertise in the Profession through Professional Behavior – The Dreaded Job Interview</p> <ul style="list-style-type: none"> • Share a personal experience with a job interview. • How is a promotional interview different from other types of interviews? • Insider; understanding the organizational culture. • Flip side is that people may know you or know someone that knows you. How do you bridge the gap between what they think they know and who you really are? • Breaking it down: Before the Interview, During the Interview, Closing the Interview. • Before the Interview: Be ready! <ul style="list-style-type: none"> ○ Mine your sources. ○ Draw a picture (get to know the assets and what challenges you might face). ○ Find a champion: mentor, classmate, or instructor who can help you. ○ Dress for the job you want. • During the Interview <ul style="list-style-type: none"> ○ Enthusiasm! – Let them know you want this job. ○ Types of Questions – Problem Solving /Critical Thinking, Experience, Previous Jobs, Thought Process, Stress Management, Track Record, etc. 	10 min.

	METHOD	CONTENT	TIME
	Activity	<p>Activity – Interview Question and Answer</p> <p>Directions: Hand out one interview question to each student pre-printed on index cards. Encourage the students to walk around and talk to each other about their question. On the flip side, have each student jot down a couple of answers or key talking points. Ask anyone if they would like to share. Debrief using points below.</p>	45 min.
	Debrief	<p>Activity Cards: Interview Questions</p> <ol style="list-style-type: none"> 1. Give me an example of a problem you faced on the job and how you handled it. <ul style="list-style-type: none"> • This is a critical thinking question that tests problem-solving skills. Give them an example and walk them through it, briefly and with relevance. For example, “situation was X, action was Y, and positive outcome was Z.” Another tactic is to first talk about how you approach a problem (cause, gather information, clarify, and then solve). 2. What did you like best and least about your previous (or current) job? <p>This gets at your personality a bit more than other questions. On the positive aspects, focus on competency development (specifically the competencies the interviewer is looking for) in leadership and management. This may also be a time to talk about your supervisor’s leadership or management style (if it is positive) that allowed you to develop professionally. What you liked least should be short and not too negative.</p>	

	METHOD	CONTENT	TIME
		<p>3. What have you learned from your mistakes?</p> <ul style="list-style-type: none"> • The key here is to show that you have learned from your mistakes, but don't offer up too many of them. I learned (X), which resulted in outcome (Y). <p>4. Describe a situation where you had to work in a team setting on a project.</p> <ul style="list-style-type: none"> • The key aspect of this question is to demonstrate how well you work with others, how effective your listening skills are, and how effective you are at persuading others. 	

METHOD	CONTENT	TIME
	<p>5. Describe a time when you were faced with problems or stresses at work that tested your coping skills.</p> <ul style="list-style-type: none"> • Workplace stress happens to everyone, so it is best to not pretend that you never get stressed out. Consider the following options: <ul style="list-style-type: none"> ○ I lengthen the time between the occurrence and addressing it (to cool down). ○ I control my response to the situation by putting myself in the other person's shoes. ○ I try to avoid stress as much as possible by advance planning and open communication. <p>6. What was your role in your park's most recent success?</p> <ul style="list-style-type: none"> • You want to be very specific, describing exactly what you did to help achieve this. Try using an example that demonstrates efficiency (time and money) as well as a human element (increased visitor satisfaction). 	

		<p>7. Why did you pursue a career with the Park Service?</p> <ul style="list-style-type: none">• This should be an easy one, but consider it carefully before going into the interview. Develop talking points about stewardship, culture, history, and the outdoors (whatever it is that made you choose the NPS) <p>8. What did you choose the profession of Facility Management?</p> <ul style="list-style-type: none">• Again, this should be an easy one, but consider why you think Facility Management's contribution to the operations of a park is so important.	
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		<p>9. What do you expect from a supervisor?</p> <ul style="list-style-type: none">• Think about the situations that allowed you to thrive as an employee. Maybe you value honesty, ethical behavior, guidance and support without micromanagement, a philosophy of open communication, etc. <p>10. Tell me about yourself?</p> <ul style="list-style-type: none">• The worst! Do not “wing” this one. The question seems to be disarming and informal, but remember that you are in a professional interview and you don't want to answer this question with a thoughtless ramble. Develop a personal statement that is short and sharp:<ul style="list-style-type: none">○ One sentence on who you are○ One sentence on your biggest strength○ One sentence on how the park/unit you applied for will benefit	
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11. What interests you about this job?



- The best answer is to talk about the job's competencies/requirements and tie them to your skills and experience. Here is your chance to show enthusiasm for the job as well as your ability to do it well.

12. What is your leadership/management philosophy?

- If you can't answer this one, then the FMLP has been in vain! ☺ Again, think about how you like to lead, coupling this with how you like to be led. Specifically state your ideas about a good management and leadership philosophy and why you believe this philosophy would work for this job.

13. If you were the superintendent of this park, what would be your top two priorities?
- Be careful on this one. You do not want to come off as judgmental or critical about what a superintendent's duties entail; nor do you want to rely on obsequious flattery. If you have done your homework, your answer may come from the GMP (something that was planned but not done) or have to do with a foundation or friends group, projects, customer satisfaction (FM related), etc.
14. What are your long-term goals?
- You can be very specific (superintendent or promotion through the ranks of facility management) or general (read your audience here), such as being part of an agency where you can continue to grow and support the mission.



 	Presentation Discussion	Steve Sims Closing the Interview <ul style="list-style-type: none">• This is your chance to interview and find out more about the job! ALWAYS have some questions prepared.<ul style="list-style-type: none">○ How large is the maintenance division/budget?○ What is your management style? (If the interviewer will ultimately be your supervisor.)○ How do you feel the division chiefs function as a team?○ How do you view the role and importance of the facility management/maintenance division?○ What do you consider to be your park/unit's most important assets?○ What do you consider to be the most important aspects of this job?○ Have I answered everything to your satisfaction?• Ask for questions from students.	15 min.
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Interview Questions

The Following Are Sample Questions and Corresponding Answer Approaches

1. Please tell us about yourself.

**Looking for a concise and relevant history of education and past experiences.*

2. What interests you about this position at SEOT?

**Looking for how well the candidate researched the park. Knowledge of complex facility operations equal to a small city or municipality. Candidate should show a wide understanding of the business of the organization and the practices that enhance business success.*

3. Please describe the principles of asset management and how you would plan daily operations and maintenance as well as long term planning.

**Looking for knowledge and experience in asset management principles. Key concepts are PAMP, FMSS, PMIS, and Annual Work Plan.*

4. Describe your experience in establishing positive, collaborative relationships with a senior management team. What are some specific examples of your success? How have you handled reaching consensus on contentious or complex matters?

**Fosters mutually beneficial networks of personal and professional relationships inside the organization.*

5. What will you do to ensure the efficiency and success of your maintenance team? What would you do within the first 100 days?

**Demonstrates that the candidate has developed some thought or plan on transitioning to this position.*

6. A good deal of the work is time sensitive. How do you respond to deadlines and dealing with managing multiple tasks and assignments concurrently?

**Demonstrates organizational skills. A highly functioning individual would be able to describe the process they use to prioritize and schedule their work.*

7. Please describe the most complex historic preservation project you've managed and what made it so. How did you apply the Secretary of the Interior's Standards for Historic Preservation on this project?



**Looking for project/construction management skills, experience with cultural resources, compliance, etc.*

- 8. The incumbent of this position will be frequently working with partners on a variety of projects that impact resources. In your past work experiences explain how you have handled partners with their own agendas or ideas.**

**Looking for experience with politically sensitive projects.*

- 9. Many of the facility managers and first line supervisors may lack one or more of the asset management proficiencies necessary for success. Moreover, many supervisors and staff appear reluctant to accept recent advances in FM business practices, competencies and specialized data system requirements. How would you assess the core facility management competencies of all FM supervisory staff in order to accurately assess and identify the strengths and weaknesses of each employee, then build appropriate individual and organizational development training plans?**

**Looking for experience dealing with underperforming first line supervisors.*

- 10. If one of your divisions was cited for numerous OSHA violations, some of them repeat, what action(s) would you take?**

**A good answer would include ensuring appropriate safety programs are in place at the park such as: Respiratory, Bloodborne, Powered industrial trucks, lockout tagout, permit required confined space, PPE, Asbestos awareness, lead awareness, Hazcom, CPR/FA, Electrical, CPR/FA, electrical, hazwoper, fall protection, fire extinguishers, hearing conservation, lead abatement, asbestos abatement, ladders, scaffolding, OSHA general safety. Provide training; lead by example.*

- 11. Give me an example of a problem you faced on the job and how you handled it?**

**This is a critical thinking question that tests problem solving skills.*

- 12. What have you learned from your mistakes?**

**Looking for how the candidate has learned from their mistakes.*

- 13. What do you expect from a supervisor?**

**Looking for an answer that demonstrates compatibility with the supervisors work philosophy/leadership style.*

- 14. What is your leadership/management style?**

**Looking for someone that has a collaborative management style and a situational leadership style.*

15. How do you handle conflict between employees? Between yourself and an employee?

**Looking for compatibility with the park culture.*

16. Please describe your experience working with Union employees.

**This experience is not critical, but shows a depth of one's experience and working with others that may have a different agenda.*

17. What is your experience with leading organizational change? How would you lead employees to new and different ways of accomplishing tasks?

**Looking for someone that can lead transformational change.*

18. What is your experience working in a public urban park maintaining its historic structures, landscapes, and infrastructures?

**A good answer will include examples of specific work, including addressing the Secretary's Standards for Historic Preservation, Section 106, and NEPA.*

19. What was your role in your park's most recent success?

20. Why do you want this job?



POSTER PRACTICE AND WRAP UP OF THE DAY

INSTRUCTORS/SPEAKERS: Christy McCormick

SESSION LENGTH: 45 minutes

OBJECTIVES: *At the end of this session, students should be able to:*

- Articulate the importance of preparing for poster presentations
- List tips and tricks for engaging the audience in the content of the poster
- Fill out instructor evaluations
- Review Thursday

TRAINING AIDS:

- List of groups of three (Poster Partners)
- Index cards for preparing notes
- Poster rack cards

HANDOUTS:





- Tips and tricks to engage your audience (student manual)
- DOs and DO NOTs of a poster presentation (student manual)
- Poster Presentation Rubric (student manual)



FACILITATOR NOTES:

- This session should be highly interactive and participatory.
- The students should be allowed to spend some time practicing with their poster buddies in a 60- to 120-second presentation.

POINTS TO REMEMBER:

- The instruction should be limited to just five minutes, allowing the students sufficient time to practice.
- Mentors should ensure they are rotating through the groups and observing and commenting.

	METHOD	CONTENT	TIME
 	Presentation Discussion	Discussion of Poster Presentations <ul style="list-style-type: none"> • What is a poster session? • If you were an attendee (as opposed to a presenter) what would you want to see in a poster presentation? • Preparing • Practicing • Handling Questions 	5 min.
	Activity	Poster Practice Workshop <ul style="list-style-type: none"> • Pass out index cards. • Divide class into groups of three • Explain the purpose of the rest of the workshop: <ul style="list-style-type: none"> ○ To allow time for students to jot down notes. ○ To allow time for students to deliver, receive, and observe a presentation. ○ To allow different groups of students to work together. 	10 min.
	Activity	Poster Practice Workshop <ul style="list-style-type: none"> • Students should first jot down notes on an index card and decide what points to highlight. • Students should practice by delivering a 60- to 120-second presentation to another student. The third member of the group should be the observer. • Each member of the group should have an opportunity to be the speaker, the audience, and the observer. • Critique on the rubric. • Mentors will provide feedback. 	15 min.

	METHOD	CONTENT	TIME
	Activity	Instructor Evaluations <ul style="list-style-type: none"> Give students sufficient time to fill out instructor evaluations. 	10 min.
	Discussion	Group Discussion <ul style="list-style-type: none"> Review poster session and graduation information. 	5 min

POSTER PRESENTATIONS

INSTRUCTORS/EVALUATORS

FMLP Students

Merle Dickinson
Meg Leffel
Carl Wang
Steve Sims
Tim Harvey
Dan Hodgson
Melissa Axtman
Chris Robinson
Sarah Polzin

SESSION LENGTH:

3.5 hours (1 hour to set up, 1 hour for evaluators, and 1.5 hours for the general public)

OBJECTIVES: *At the end of this session, students should be able to:*

- Present a body of work through a written portfolio to evaluators
- Articulate new knowledge gained as a result of the FMLP through an oral and poster presentation

TRAINING AIDS:

- Posters
- Portfolios
- Clipboards
- Pens

HANDOUTS:

- Rubric for posters (handout)



FACILITATOR NOTES:

- This activity allows the students to present a one- to two-minute oral presentation to attendees of the poster session.
- Evaluators will have the opportunity to visit each poster presentation before others are allowed into the area.

POINTS TO REMEMBER:

- The students may be nervous. Ensure that the instructors are available to them.
- The mentor's role is to be supportive and a sounding board if the students wish to practice.



	<p>Activity</p>	<p><i>FMLP Students</i> Preparation Process</p> <ul style="list-style-type: none"> • Students will have the opportunity to mentally and physically prepare for their presentations. • Instructors and mentors should be available to help. 	<p>1 hr</p>
	<p>Activity</p>	<p><i>FMLP Students</i> Poster Presentations</p> <ul style="list-style-type: none"> • Students will have two and a half hours to greet attendees and share their experiences. • Evaluator teams will visit each student and listen to their oral presentation before lunch. After lunch, it will be a general session. 	<p>2.5 hrs</p>

GRADUATION

INSTRUCTORS/SPEAKERS: Mike Seibert
Bill Thompson
Steve Wolter
Mike Reynolds
Sandy Pusey
Mark Tezel

SESSION LENGTH: 1 hour, 30 minutes

OBJECTIVES: *At the end of this session, students should be able to:*

- GRADUATE!




TRAINING AIDS:


- FMLP "A Year in the Life" video
- Student Awards - best in classes and excellence award
- American and DOI flags behind
- IU SPHB pins
- CEU certificate s
- Completion certificates
- Student plaques
- Mentor gifts

HANDOUTS:




- Graduation Logistics (to course coordinators)




	METHOD	CONTENT	TIME
	Video	Pre-Ceremony <ul style="list-style-type: none"> • Play FMLP “A Year in the Life” video 	
	Presentation	<i>Mike Seibert</i> Welcome and Introduction <ul style="list-style-type: none"> • Introduction <ul style="list-style-type: none"> • Welcome! • It has been a long challenging journey... • As I look out on you now, I can’t help but remember the first time I stood in front of you at Principles, one year ago. • How did FMLP become a reality? • Like you, the FMLP Program had a challenging journey to get to this point. <ul style="list-style-type: none"> ▪ The need and initial idea ▪ Planning the curriculum ▪ Assembling SMEs for FM and SMEs for training ▪ Partnership with Eppley ▪ Pilot year ▪ The evolution of the program ▪ Responding to needs in the field • Intro: Steve Wolter 	
	Presentation	<i>Steve Wolter</i> FMLP’s Educational Partnership (Wolter to provide his own content.)	


	METHOD	CONTENT	TIME
	Presentation	<p><i>Bill Thompson</i></p> <p>Facility Management Officer Remarks</p> <ul style="list-style-type: none"> • Introduction <ul style="list-style-type: none"> • FMLP's position in the PFMD Training Strategy. • Investment in human capital. • FMLP is one of the most ambitious steps in the PFMD Training Strategy. • FMLP has reputation of excellence. • PFMD Perspective <ul style="list-style-type: none"> • FMLP fulfills a desperate need in the PFMD, and that need is you. • Past <ul style="list-style-type: none"> • "If it ain't broke, don't fix it." – This idea carried over into PM and RM. • Present <ul style="list-style-type: none"> • Mike mentioned how FMLP was a challenging journey; for the Service as a whole, it's just beginning. • More than \$9.6 billion of DM. • \$4.5 billion in Critical Systems DM. • As graduates of the FMLP, this is your inheritance. • There will never be enough resources. • Although these figures are intimidating, we still have hope because of you. 	




	METHOD	CONTENT	TIME
	Presentation	<p><i>Bill Thompson, continued</i></p> <ul style="list-style-type: none"> • Future <ul style="list-style-type: none"> • You are agents of culture shift in the NPS. • Away from reactive, to proactive. • You are agents of sustainable business practices in the NPS. • You are agents of data-driven decision making in the NPS. • You are agents of change. • Conclusion <ul style="list-style-type: none"> • It is not an overstatement to say that the American people are counting on you. So now, when I think about the future of the Park Facility Management Division, it is with optimism. 	
	Presentation	<p><i>Steve Wolter</i></p> <p>Presentation of Awards</p> <ul style="list-style-type: none"> • Introductory remarks about the rigor of the course of study and grading procedure. • Steve invites Tim to take a place by podium. • Steve assists him by reading award; Tim will shake hands and present gift/plaque (with a pose stop for photographer) to each award winner. • Top of Each Class <ul style="list-style-type: none"> ○ Principles – ○ DLS 1 – ○ AFMP – ○ DLS2 – • Excellence in Leadership Award – Jim Ziolkowski • Introduce Keynote Speaker: Mike Reynolds 	
	Presentation	<p><i>Mike Reynolds</i></p> <p>Keynote Address (See speech in Graduation Logistics for text.)</p>	

	METHOD	CONTENT	TIME
	Presentation	<p>Presentation of Certificates <i>Mark Tezel, Christy McCormick</i></p> <ul style="list-style-type: none"> • As names are read, students come up to stage in the following process: <ul style="list-style-type: none"> ○ Student name read (Mark first row, Christy second row). ○ Mentor enters from stage right when name is announced. ○ Students enter stage left; Steve shakes hands and present IU pin. ○ Bill shakes hands, presents with certificate. ○ Mike shakes hands, present with plaque. ○ Photo taken with student and all three. ○ Mentor approaches stage. ○ Student walks over to mentor off stage, shakes hands, presents gift, and picture is taken. ○ Student and mentor exit off stage right. ○ New student introduced; repeat process. 	



	Presentation	<p><i>Bill Thompson</i></p> <p>Closing Remarks and Charge to the Class</p> <p>I. Intro:</p> <ul style="list-style-type: none">a. Although this graduation marks the end of your journey as an FMLP student, your journey as a facility management leader is just beginning.b. It will be a difficult journey, but you now have the tools to succeed.<ul style="list-style-type: none">• Technical knowledge of asset management tools and concepts• A philosophy of leadership and leadership skills• Most importantly, your colleagues <p>II. Share a Secret</p> <ul style="list-style-type: none">a. FMLP is so rigorous for two reasons:<ul style="list-style-type: none">1. If you are held to a high standard, then you will raise yourself to that standard.2. Shared challenge brings people together (e.g., boot camp, backcountry trails) <p>III. Your Charge</p> <ul style="list-style-type: none">a. Many people had to sacrifice for you to be where you are today.<ul style="list-style-type: none">1. Your families, your parks, and of course YOU.b. Your change is simple: make that sacrifice worth it. Honor that sacrifice by putting your knowledge and skills into action.c. And remember that sacrifice has been made not only for you, but also for everyone in this great country because they are the ones who will ultimately benefit from your training.d. Although it's easy to get caught up in our own little worlds, I want you to keep that end-user in mind as you go back to your home parks and beyond.	
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	Presentation	<p>e. It's for them that the National Park Service preserves unimpaired the natural and cultural resources and values of the national park system for the enjoyment, education, and inspiration of this and future generations.</p> <p>f. Thank you.</p>	
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APPENDIX



INDIVIDUAL DEVELOPMENT PLAN (IDP)

EMPLOYEE NAME:	
PRESENT TITLE, SERIES, GRADE:	

COMPETENCY GOAL	ACTIVITY	TARGET COMPLETION DATE	NUMBER OF HOURS OF T&D	COMMENTS	COMPLETED DATE	COST

EMPLOYEE'S SIGNATURE DATE

SUPERVISOR'S SIGNATURE DATE

MENTOR'S SIGNATURE DATE

TRAINING OFFICER DATE

FMLP SELF-ASSESSMENT

Assess your skills in the facility manager competency areas and place a check mark in the box below your skill level. Use this information to select learning goals and opportunities in your individual development plan.

I. Asset Management															
	No Skill			Conceptual			Experienced			Expert			Can Teach Others		
A. Planning and Procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Property and Structure Ownership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Life Cycle Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Inventory and Condition Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II. Operations and Maintenance															
	No Skill			Conceptual			Experienced			Expert			Can Teach Others		
A. Service Scheduling, Performance, and Tracking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Facility Management Software	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Health, Safety, and Environmental Factors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Emergency Preparedness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III. Project Management															
	No Skill			Conceptual			Experienced			Expert			Can Teach Others		
A. Project Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Programming and Design	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Construction and Relocations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



III. Resource Stewardship														
	No Skill			Conceptual			Experienced			Expert			Can Teach Others	
A. Cultural Resources														
B. Natural Resources														
C. Environmental Stewardship														
V. Business Management														
	No Skill			Conceptual			Experienced			Expert			Can Teach Others	
A. Plan and Organize the Facility Function														
B. Budget and Finance														
C. Assessment and Innovation														
D. Human Resource Management														
E. Technology														
VI. Supervision, Management, and Leadership														
	No Skill			Conceptual			Experienced			Expert			Can Teach Others	
FUN 1. Interpersonal Skills														
FUN 2. Oral Communication														
FUN 3. Integrity and Honesty														
FUN 4. Written Communication														
FUN 5. Continual Learning														
FUN 6. Public Service Motivation														
A. Leading Change														
B. Leading People														
C. Results Driven														
D. Business Acumen														

E. Building Coalitions and Communications															
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