
Facility Manager Leaders Program

Principles of Asset Management

Instructor Manual

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INTRODUCTION

Principles of Asset Management 2011

WELCOME TO MT. VERNON, WASHINGTON

About the Town of Mt. Vernon, Washington

Mt. Vernon is the county seat of Skagit County and is host to the annual Tulip Festival Street Fair, which is part of the Skagit Valley Tulip Festival. During the festival visitors can enjoy over 300 acres of brightly colored tulips!

In 1998, this town of just under 32,000 people was rated #1 Best Small City in America" by the *New Rating Guide to Life in America's Small Cities*.

The area has a rich Native American history, which extends back 11,000 years. The Skagit River basin, including the city of Mount Vernon, is the ancestral land of the Skagit Tribe.

Mt. Vernon: The History

Mount Vernon was first settled in 1870, and was named after the plantation estate and resting place of George Washington. With its proximity to the Skagit River, the primary industries in Mount Vernon were logging, mining, and farming. The railroad's arrival caused great commotion in Mount Vernon, bringing hundreds of new businesses and residents. Mount Vernon was officially incorporated on July 5, 1893. That same year, a large brick courthouse was built on Main Street, which still stands today.

The Skagit River has been the one constant in the life of Mount Vernon, for good and for ill. The relationship was fraught from the beginning and has remained so ever since. After the massive logjams were cleared in the 1870s, frequent floods bedeviled the city, including the serious floods that came in 1917, 1921, 1951, 1975, 1990, 2003, and 2006. The city has steadily refined its efforts to hold back the waters, including the purchase in 2007 of a 1,500-foot portable flood wall that could be erected by fewer than a dozen people in about four hours.



The city recently has become more proactive, and began a major flood-control project in 2010 with the goal of permanently protecting the urban core from Skagit's rampant waters. Plans include revitalization of the city's urban center and a riverwalk urban trail that will run the length of downtown.
 Excerpted from historylink.org

Did You Know?

Notable Mt. Vernon residents include Glenn Beck (Fox News Channel host), Jim Caviezel (actor starring in *Passion of the Christ*), and starting pitcher for the Philadelphia Phillies, Kyle Kendrick.

Climate & Weather

Mt. Vernon experiences a marine west-coast climate, with cool, wet winters and warm, distinctly drier summers.

Month	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Year
Average high °F	45.7	49.5	53.4	58.1	64.0	68.4	73.0	74.1	69.1	60.0	50.9	46.0	59.35
Daily mean °F	39.9	42.7	45.7	49.3	54.7	58.9	62.3	62.9	58.3	50.9	44.5	40.3	50.87
Average low °F	34.1	35.9	37.9	40.5	45.4	49.4	51.5	51.6	47.5	41.8	38.1	34.6	42.36
Precipitation	4.22	2.85	2.81	2.53	2.42	1.95	1.20	1.34	1.70	2.89	4.83	3.96	32.7

Source: NOAA

Mt. Vernon Dining

Calico Cupboard Old Town Café (Breakfast & Lunch)
121-B Freeway Drive
Mt Vernon, WA 98273-2816
(360) 336-3107

La Casita
102 South 10th Street
Mt Vernon, WA 98274 (360) 419-0933

Pacioni's Pizzeria
606 South 1st Street
Mt Vernon, WA 98273-3811
(360) 336-3314

Porterhouse
416 West Gates Street
Mt Vernon, WA 98273-3835
(360) 336-9989

Skagit River Brewing Co
404 South 3rd Street
Mt Vernon, WA 98273-3824
(360) 336-2884

Trumpeter Public House
416 Myrtle Street
Mt Vernon, WA 98273-3850
(360) 588-4515



Nearby Excursions

Deception Pass State Park

This park includes rugged cliffs that drop to meet the turbulent waters of Deception Pass. The park is outstanding for its breathtaking views, old-growth forests, and abundant wildlife.

Here, in Washington's favorite state park, visitors flock to see the spectacular bridge and Pass. Because of Whidbey Island's temperate climate, many birds and waterfowl winter here, including an abundance of bald eagles.

Padilla Bay National Estuarine Research Reserve

10441 Bayview-Edison Road
Mount Vernon, WA 98273-9668

The center includes multiple trails, and shoreline access, with opportunities for bird watching. The trails and parking lot are always open and free of charge.

Prime Outlets at Burlington

448 Fashion Way
Burlington, WA 98233

For a complete listing of the shops and mall hours, visit <http://www.horizongroup.com/our-centers/burlington/>.

Roozengarde Display Garden

15867 Beaver Marsh Rd
Mount Vernon, WA 98273

The Roozen family business of growing Tulips, Daffodils, and Irises is the largest in the world, covering Skagit Valley with more than 1,000 acres of field blooms and 16 acres of greenhouses.



STUDENT BIOGRAPHIES

Lisa Ann Cassidy

Park: KLGO Klondike Gold Rush NHP

Position: Preservationist

Before my current position, I worked... in my woodshop as a furniture/ cabinet maker.

I applied to the Facility Manager Leaders Program because... I want to move my Preservation skills to the next level.

I love working for the NPS because...It's "good work." It gives me a deep sense of accomplishment knowing that I am part of an organization that Preserves nature and our heritage.

I spend my free time...Playing outdoors, playing music, and making great meals with friends.

What is a little-known fact that you would like to share? I rowed the Charles River in Boston in the regatta.

Vernon E. Cody

Park: Grand Canyon National Park

Position: Maintenance Mechanic Supervisor – Housing/Quarters

Before my current position, I worked...

I have had the pleasure of working for the National Park Service for the past 21 years in Facility Management at Glen Canyon National Recreation Area (GLCA), Flagstaff Area National Monuments (FLAG), and Grand Canyon National Park (GRCA). I began my career as a Maintenance Laborer at GLCA and presently a Maintenance Mechanic Supervisor at Grand Canyon (GRCA). I have been blessed with the opportunities in which the National Park Service has afforded me throughout my career.

I applied to the Facility Manager Leaders Program because....

The FMLP program would provide the education and training necessary to better manage and maintain our complex



maintenance issues from a proactive style of management, rather than reactive. The FMLP program would help me make better leadership and management decisions that are crucial to our NPS mission to gain more knowledge and grow to become a creative organization, and continue to make improvements and challenge our thinking model by utilizing modernized industry standards.

I love working for the NPS because...

of the diversity of challenging work that could be accomplished outdoors, while protecting and preserving our National Parks.

I spend all my free time...

hiking, fishing, hunting, and enjoying the great outdoors with my family.

What is a little-known fact that you would like to share?

I love to garden and plant trees around my home in Flagstaff.

Chris Cook

Park: Glen Canyon NRA

Position: Facility Manager

Before my current position, I worked... I was the Building and Utilities Supervisor for the Down Lake District at Glen Canyon NRA.

I applied to the Facility Manager Leaders Program because...To become a more effective member of the Facilities Division team and to better understand the overall operations of facilities as it applies to the overall NPS mission.

I love working for the NPS because...We get to work in the most scenic places in the world and we are the stewards for the public to protect these lands for everyone's enjoyment.

I spend my free time...I enjoy hunting, fishing, camping, golf, poker, football, and hanging with friends and family.

What is a little-known fact that you would like to share? I am kind of an open book but not a lot of people know that I do yoga.

Kerri Cook

Park: North Cascades National Park Complex (NOCA)

Position: Supervisory Facility Operations Specialist

Before my current position, I worked... every summer throughout college on the NOCA trail crew, then transitioned to the YOSE trail crew and eventually the YOSE utility shop managing water and wastewater processes in Yosemite Valley before attending graduate school in California. During grad school, I worked part time developing databases and screen graphics for Supervisory Control and Data Acquisition (SCADA) systems used for remote operation of water and wastewater processes, a system I have become familiar with while working at YOSE. Before finishing grad school, I returned to NOCA as an Engineering Tech to work on assessment and re-design of backcountry composting toilets and was hired into my current position through the SCEP program.

I applied to the Facility Manager Leaders Program because... I think it's an amazing opportunity to develop effective, educated leaders who will shift the trajectory of NPS facility management towards more proactive planning and creative problem solving. I love the opportunities and challenges that come with mastering these types of skills, and I'm continually impressed by how much support I've received as a female working in a typically male-dominated field when I know how different my experience would have been had I pursued this path just a generation or two ago.

I love working for the NPS because... it's like family to me. When I was growing up, both of my parents worked for the park, which was, to me, an extension of my own backyard. Our community was essentially a park community, and as I grew older, I began to realize that it wasn't so much that everyone showed up for work at the same place; rather, it was more a shared foundation of core values that was reflected by a consistently strong sense of place. Even when I travel to other parks, I find that NPS employees have a dedication and loyalty to the NPS mission that typically manifests itself in a deep connection to their park and its unique history as well as to each other.

I spend my free time... at home, whether I'm working around the house or yard, gardening, organizing my life (I'm the kind of person who enjoys planning a vacation almost as much as the vacation itself!), sitting out on the deck with a glass of wine and a good book or an interesting conversationalist, or hosting dinner parties (as long



as my husband does the cooking!) with friends and family. My greatest pleasure for mental and spiritual clarity is commuting to work on my road bike when the days are long and the weather is warm, or backcountry hikes in the North Cascades (rain or shine).

What is a little-known fact that you would like to share?

In 2010, my husband and I ran the Big Sur Trail Marathon for our anniversary, covering 5,000 feet of elevation gain in approximately 6 hours, and I received a ribbon for finishing third in my female age group (because there were only three in my age group who finished, I'm sure!).

John Finnegan

Park: Minute Man National Historical Park

Position: Facility Manager

Before my current position, I worked... as a Facility Management Systems Specialist.

I applied to the Facility Manager Leaders Program because...

The National Park Service has created a comprehensive facilities management program. I look forward to contributing to future growth, and future improvement in the National Park Service and its facilities management program.

I love working for the NPS because...

Working for the National Park Service, to help manage and maintain our country's national treasures for the enjoyment of people everywhere, is a privilege and honor.

I spend my free time...

Exercising, hiking, mountain biking, and golfing.

What is a little-known fact that you would like to share?

While standing on scaffolding and holding sheetrock above our heads, screw gun ready to install a ceiling, we heard a very loud crack. We looked around to see what the noise was and discovered that we were now standing inside the scaffolding. The plank had snapped and in an instant we fell about six feet and were standing on the ground in the exact same position, sheetrock overhead and screw gun ready to install the ceiling.

Nate Krohn

Park: Lake Roosevelt National Recreation Area

Position: Landscape Architect (9/2010-10/2011 Acting Facility Manager)

Before my current position, I worked...

for a design/build landscape contractor. I also had my own business doing landscape design and consultation. I started working in the landscape construction field over twenty years ago and have worked with several large firms designing and constructing landscapes for residential and commercial developments all over Washington State.

I did an internship with the City of Spokane Parks Department while going to college, which made me realize that I really wanted to work in the public sector of the profession; it just took me a little while to get here.

I applied to the Facility Manager Leaders Program because...

I worked directly under LARO's facility manager for ten years and saw first-hand how that position can make a difference in park operations and the NPS as a whole. I feel I have many of the skills critical to the position, but am hoping to learn more of the technical aspects, such as budget, fleet management, and supervising for leaders. I am hoping the program will sharpen my knowledge and skills required to be a future manager within the NPS.

I love working for the NPS because...

I believe in the mission of the NPS. I spend much of my free time recreating, camping, and enjoying our National Parks. The employees of the NPS, at least at LARO, have a strong passion for what they do and also believe in the mission of the NPS. The work ethic of the people around me and the places I get to help protect make my job very enjoyable.

I spend my free time...

Moving, always moving. I have a wonderful wife and two boys (7 and 4) that I spend as much as time as possible with. I coach soccer and baseball for my 7-year-old. I fish at least 80 times a year, usually with one or both of my boys and often the whole family. We spend most summer weekends camping or playing on the lake on the boat or jet-ski. When fall rolls around I spend countless hours in the woods chasing deer and elk with family and friends. Spring time is spent walleye fishing and shed horn hunting. We have 25 acres out of town that take up the rest of my "free" time.



What is a little-known fact that you would like to share?

I like to cook and am actually pretty good at it ☺

James Brian Ludwig

Park: Abraham Lincoln Birthplace NHP

Position: Maintenance Chief

Before my current position, I worked....

as a seasonal maintenance worker at Abraham Lincoln Birthplace and then a term carpenter at Mammoth Cave National Park. I worked in between these positions for a total of ten months between the two parks. Prior to these two positions I spent 21 years in the United States Air Force, in which I was assigned to a Civil Engineering Unit as the Operations Chief.

I applied to the Facility Manager Leaders Program because...

I have acquired a great deal of experience within the facility maintenance, facility management, and project management specialties while working with the Department of Defense and would like to gain a better understanding of these functions within a different agency. Upon completion I would like to put my previous and newly acquired knowledge to good use by enhancing my contribution to the overall mission of the NPS by incorporating best asset management practices and communicating the importance of these practices to others.

I love working for the NPS because...

I am in an environment that promotes learning, preservation of our country's natural and cultural resources, and outdoor recreation. The NPS is submerged in history and promotes the understanding of the roles of all National Parks as to the development of this great nation.

I spend my free time...

working in my greenhouse and garden, helping my children with their homework, creating computer programs and electronic graphic imaging. I also ride horses and help my children with their riding techniques.

What is a little-known fact that you would like to share?

A little-known fact about me that I would like to share is that I play the banjo.

Joseph “Dan” McCarthy

Park: Olmsted Center for Landscape Preservation (OCLP)

Position: Gardener Supervisor WS-5003-08

Before my current position, I worked... at Boston National Historical Park as a Gardener for 9 ½ years.

I applied to the Facility Manager Leaders Program because...

I have wanted to become a facility manager for years. I wasn't in a position to obtain the training through traditional ways (i.e., college) and this program seemed to be the perfect solution in helping me reach my career goals.

I love working for the NPS because...

in my job, I have the privilege of working at many different National Parks throughout the country. In doing so, I have the chance to meet a lot of interesting and dedicated people and work at a lot of special places, rich in history and natural beauty. These experiences have helped me to realize just how important the mission of the National Park Service is to preserve our National treasures and how lucky I am to be a part of it.

I spend my free time...

what little I have, doing many things like spending time with my family (a luxury when you are traveling for work as much as I do), working on my independent study course to become a facility maintenance mechanic, riding/working on my motorcycle, and listening to music.

What is a little-known fact that you would like to share?

I was a professional photographer by trade before joining the National Park Service.

Greg Wolcott

Park: Harry S Truman National Historic Site

Position: Facility Operations Specialist

Before my current position, I worked...

I previously worked at Pea Ridge National Military Park in Pea Ridge Arkansas. My position there was a Maintenance Worker.

I applied to the Facility Manager Leaders Program because...



I believe that the Facility Managers Leaders Program will assist me by providing the knowledge and ability that I will need to advance in the Park Service in the facility manager position and possibly higher.

I love working for the NPS because...

We are preserving parts of our nation's history for generations to come. I take pride in working for the Park Service and the job we do.

I spend my free time...

Most of my free time is spent with my family. We like to take family trips (big or small) together. If I get a little me time without my family I like to hunt and fish; however, my four-year-old daughter has discovered she likes to fish with me.

What is a little-known fact that you would like to share?

While in the military I was assigned as a guard for President George H.W. Bush.

MENTOR BIOGRAPHIES

Mark Denker

Park: Herbert Hoover National Historic Site, West Branch, IA

Job Title/Description: Facility Manager

Job History:

- National Park Service, Herbert Hoover National Historic Site, IA (Facility Manager)
- National Park Service, St. Croix Nat'l Scenic Riverway, Pine City, MN (Maintenance Worker)
- National Park Service, Yellowstone National Park, WY, MT, ID, (Utility Systems Operator)
- Vilas County Forestry, Recreation and Land Dept., Vilas County, WI (Park Laborer)

My favorite funny Facility Management Story:

My first permanent position was in Yellowstone National Park. My supervisor called me on the radio to repair a toilet that was overflowing and asked me to bring two large pipe wrenches and a pair of hip boots to make the repair. When I arrived on scene to make the repair, he offered me the position of utility systems operator.

I am a mentor because:

I have a passion for caring for the facilities used by National Park Service visitors. As a park visitor, I want to help prepare future facility managers to care for our special places.

I spend my free time:

I spend my free time travelling, canoeing, motor boating, fishing, and spending time with my family.

Steve Herzog

Park: Shenandoah National Park

Job Title/Description: Chief of Facility Management

Job History:

1987 – 1991 Landscape Architect in private practice



1992 – 1997 Project Supervisor/ Contracting Officer's Representative with Denver Service Center

1997 – 2000 Landscape Architect/ Project Manager – Grand Canyon National Park
 2000 – 2002 Landscape Architect/ Project Manager – George Washington Memorial Parkway

2002 – 2004 Landscape Architect/ Project Manager – Shenandoah National Park
 2004 – Present Chief of Facility Management – Shenandoah National Park

My favorite funny Facility Management Story:

I am a mentor because:

I want to share my experiences with persons who are interested in working in facilities at our national parks. I supervise a graduate of the FMLP and have seen what a great deal of knowledge the program provides and I would like to help the program continue to be successful. I also anticipate learning from the instruction as well as from the students of the program.

I spend my free time:

With my family. My children are active in sports and I coach their recreational baseball and basketball teams.

Tim Jarrell

Park: Grand Canyon National Park

Job Title/Description: Chief, Facility Management and Engineering

Job History:

- Hot Springs National Park – 13 years – Engineering Technician
- Padre Island National Seashore – 6 years – Maintenance Mechanic Supervisor
- Chickasaw National Recreation Area – 6 years - Roads and Trails Supervisor
- Chickasaw National Recreation Area – 6-1/2 Years - Facility Manager
- Grand Tetons National Park – 4 Months - Acting Chief of Maintenance

- Washita Battlefield National Historic Site – 4 Months - Acting Superintendent
- Grand Canyon National Park – Chief of Maintenance – 1 year, 3 months and counting
- Facility Managers Development Program Graduate – 1989
 - In park Detail – National Capital Parks East – 5 - Weeks
- WASO Detail – Fee Management Program
- IMR Maintenance Advisory Committee – 8 Years – Chairman – 2 years – (currently serving)
- Servicewide Maintenance Advisory Committee – 2 Years
- FMSS/CESS Instructor – 8 Years
- FMLP Contributor – 4 Years

My favorite funny Facility Management Story:

“Bun Runs” at Padre Island (ask).

I am a mentor because:

I firmly believe in this program and the need to mentor employees within the Facility Management Division. There is a need to help create a pool of replacements for the “Old Timers” so that some of the institutional knowledge/lessons learned can be passed along to the next generation of leaders.

I spend my free time:

HA-HA free time, you must be kidding. No really, I spend my free time with my family and kids attending/supporting their activities, hiking, travel, golf, and yard work.

Elwood Lynn

Park: Denali National Park and Preserve

Job Title/Description: Assistant Superintendent - Operations

Job History:

1974 – 1977 – Trail Crew Laborer - RMNP
 1978 – 1978 – Automotive Servicer – CANY
 1978 – 1981 – Automotive Worker – RMNP
 1981 – 1985 – Automotive Mechanic – GLAC
 1985 – 1988 – Automotive Shop Foreman – GLAC
 1988 – 1991 – Facility Manager – GLAC
 1991 – 1996 – Facility Manager – CRRLA
 1996 – 2004 – Facility Manager – DENA
 2004 – 2011 – Assistant Superintendent - DENA



My favorite funny Facility Management Story:

We had a flood on Divide Creek on the East Side of GLAC, bordering the Black Feet Indian Reservation. I had our crews using a D-7 working in the creek to keep the water channeled so that it would not jump the banks and take out our housing area.

A month or so earlier I had just completed an equipment sharing MOU with the BIA a couple of weeks earlier. I had them bring their D-8 to Divide Creek and our crews were using it in Divide Creek as well.

Just as the flood waters were receding a truck from the Army Corps of Engineers pulled up and asked for the person in charge. I told them that I was – at that point they asked me for a copy of the permit that allowed us to have equipment in Divide Creek. I told them that I didn't have one. At that point they started filling out a citation, getting all of the pertinent information from me and on our equipment. At that point they pointed to the second bulldozer and asked for the information on it. I told them that it belonged to the BIA. When they heard that it belonged to the BIA they told me that they were only going to issue a warning and left.

Politics is alive and well where ever we turn!

I am a mentor because:

It's the right thing to do. I've come up through the school of hard knocks. I like to think that I have Common Sense. I like to question why we're doing what we're doing. I like to push the envelope and see how much we can get done. I like to set my sights several years out and work towards those goals. I'd like to share some of my experience and insight with others.

I spend my free time:

Doing Honey Do projects. I also like to hike, bike, ski, ski-jor, rock climb (mostly mountaineering these days).

Bill Osterhaus

Park: Montezuma Castle and Tuzigoot National Monuments

Job Title/Description: Chief, Facility Manager

Job History:

- Chief of Maintenance, Montezuma Castle and Tuzigoot National Monuments 08/2008 – Present



- Maintenance Supervisor, Theodore Roosevelt National Park 05/2006-08/2008
- Maintenance Supervisor, Sleeping Bear Dunes National Lakeshore 09/2002-05/2006
- Prior to coming to work with the National Park Service, I spent over 25 years working in the private sector as a construction supervisor and manager.
- I am a proud veteran of the US Navy 1972-1976.

Collateral Duties

- Instructor, Facility Management Software System and Business Management: First Line Supervision
- NPS Team Leader, Hurricane Katrina Support Detail 12/2005-3/2006

My favorite funny Facility Management Story:

We did receive a very nice visitor comment card regarding Montezuma Castle. The visitor stated that her family's Montezuma Castle experience was fantastic and she now understood why such a wonderful place was prominent in the Marine Corp Hymn. *"From the Halls of Montezuma....."*

I am a mentor because:

I enjoy utilizing my years of private sector and NPS experience to benefit the Park Service. A big part of that is sharing all that acquired knowledge with younger employees. Being an instructor and mentor is the fun part of my job and I get a big kick out of seeing people grow.

I spend my free time:

I love to travel. I spend much of my free time seeing the country with my travel trailer in tow. I recently began to enjoy quail hunting. I am a boating and sailing enthusiast, although in the Arizona desert, that pursuit has taken a back seat. I love spending time with my wife canning fruit and playing with our two dogs. I do not get enough time with my grandson to teach him all my bad habits.

Michele Proce

Park: Washington Office, Park Facility Management Division

Job Title/Description:

Supervisory Facility Manager, Branch Chief, Park Improvement Programs – Responsible for the effective management of the Repair/Rehab Program, Recreation Fee Program (Expenditures),

Regular Cyclic Maintenance Program, Housing Management Program, and Accessibility Program. Supervise 10 employees. Actively involved in various workgroups and initiatives, including the Financial Investment Strategy, Asset Management Advisory Council, and PMIS User Group.

Job History:

I began working as a seasonal laborer in 1978 at Roosevelt-Vanderbilt NHS. First permanent position was as a WG-1 at Fort Stanwix NM. Worked in numerous parks in various positions, such as laborer, gardener, tractor operator, motor vehicle operator, gardener supervisor, and maintenance mechanic supervisor. I was a graduate of the first Facility Manager Program held in 1988. I transferred to the Washington Office in 1998, under Dale Wilking's tenure.

My favorite funny Facility Management Story:

One of my favorite stories has to do with a python snake skin, carpenters, and the preservation of an historic cabin. The story would do best if spoken, so it will have to wait.

I am a mentor because:

I enjoy helping and guiding people in their careers, who are interested in asset management and passionate about the mission of the NPS.

I spend my free time:

I enjoy hiking, biking, white water rafting/kayaking, gardening, cooking, reading, spending time with my family, and enjoying the great outdoors. This past summer I spent a week at a guest/dude ranch riding horses 12-15 miles per day. It was incredible!

John Teichert

Park: Pacific West Region

Job Title/Description: Architect, Program Manager

Job History: Chief of Maintenance (OLYM) 1986 to 1994
 Acting Chief of Maintenance (GOGA/Presidio)
 1997-1998
 Facility Manager detail (HALE) May/June 2011

My favorite funny Facility Management Story: Top 10

eTIC,FMSS,ABAS,PMIS,GOVTRIPS,FAC-COTR,MABO,PM,Sharepoint,eOPF .



I am a mentor because:

The best part of any job is to help others to be better than you are.

I spend my free time:

gardening, hiking, sketching and watercolors, exploring.

INSTRUCTOR BIOGRAPHIES

Betsy Dodson

Park: Washington Area Service Office, Park Facility Management Division

Job Title/Description: Facility Management Specialist/Training Manager

Job History:

I have worked for almost every discipline in the NPS ranging from Interpreter, Curator, Resource Manager, and Administrative Support to Maintenance Worker at Valley Forge NP and Natchez Trace Parkway. I started my career in May of 1981 at Death Valley NM.

I am an instructor because:

I was raised by teachers and fell naturally into teaching. Along the way I found a passion for what the NPS stands for and the goals of the Facility Management Division. With all the software programs and new policies I realized that the best way to keep up with it all was to have to teach someone else about it, which led to my current position.

I spend my free time:

Caring for my parents and their “farm” as my husband calls the property in Santa Barbara, CA. When we can get away I also travel for pleasure, often to a desert retreat or to visit new park sites.

A little-known fact about me:

Not much is unknown. I do share an office with a 4-foot iguana named Iggy.

Zach Carnagey

Park: Eppley Institute for Parks and Public Lands

Job Title/Description: Project Manager

Job History:

Project Manager, Eppley Institute for Parks and Public Lands, 2009-present

Editor, Eppley Institute for Parks and Public Lands, 2008-2009

English Instructor, JDJ Bachaliski College, 2005-2007



Communications/Drama/Debate and Forensics Teacher, Riverton High School, 2004-2005

I am an instructor because:

I truly enjoy guiding people to realize how much they already know, but may not be aware of. Adult learners have experienced and learned so much already that they often simply need a nudge to transfer that experience to a new subject. My goal is to be that nudge for them, so they can say, "look what I figured out my own," or even better, "look what we all discovered together." Being able to do this for employees of the National Park Service, an organization whose mission I wholeheartedly believe, only heightens that enjoyment.

I spend my free time:

My year-and-a-half-old son consumes pretty much all "free time," but I've started being able to involve him in the recreational activities from my "former" life, mainly hiking with my wife and dog and Frisbee golf.

A little-known fact about me:

I'll find any excuse to make an Excel worksheet, no matter how complex and even at home, so long as there is a real purpose behind it.

Mike LeBorgne

Park: Washington Office

Job Title/Description: Chief, Construction Program Management Division, WASO

Job History:

- Chief, WASO Construction Program Management Division 1997 to present
- Chief, Office of Project Management 1995-1997 Denver Service Center
- Chief, Office of Value Engineering, Denver Service Center 1991-1995
- Regional Chief of Maintenance, Southeast Region 1989-1991
- Chief of Architecture and Roads, Intermountain Region 1979-1989
- Landscape Architect, Denver Service Center, 1974-1979
- Landscape Architect, State of California

I am an instructor because:

I enjoy utilizing my years of NPS experience to benefit the Park Service. I am highly interested in promoting younger employees to leadership roles within the Service. I see value in making myself available to employees outside the WASO office, so they may ask questions about policies, or how the WASO office works.

I spend my free time:

I spend as much time with my family as possible enjoying their fellowship and closeness. In my spare time I am rebuilding an older Porsche for pleasure and auto cross racing. I also enjoy custom woodworking and am a volunteer working on rebuilding railroad coaches at the Colorado Railroad Museum.

A little-known fact about me:

In 1964, I competed for a position on the HOBIE surfing team, and was an alternate team member for the main team. When I get the chance I still do some recreational surfing.

Christy McCormick

Park: The Eppley Institute for Parks and Public Lands, Indiana University

Job Title/Description: Deputy Director

Job History:

- Deputy Director-Present
- Regional Director of Marketing-Council of International Educational Exchange-Travel Division
- Travel Counselor- too numerous to mention
- Instructor: South Hills Business School-Travel

I am an instructor because:

I am passionate about lifelong learning and the creation and presentation of curriculum. I love working with the National Park Service because I have such respect for all that the employees do in the preservation and stewardship of our nation's most treasured assets.

I spend my free time:

I love to travel with my husband and daughters when I get the chance! My favorite spot, however, is a cottage on the shores of the Northumberland Strait, in Nova Scotia. I have also gotten into



soldering and jewelry making and have started to collect vintage luggage.

A little-known fact about me:

I am a sailor—or rather a really good first mate. I do occasionally get to skipper, but my preference is to do that on light wind days on the bay.

Jeri Mihalic

Park: Park Facility Management Division, WASO

Job Title/Description: PFMD Training Coordinator

Job History:

I started my career as a seasonal ranger in Yosemite National Park, then rose through the administrative ranks to become Chief Administrative Officer at Bandelier National Monument, Cape Cod National Seashore, and North Cascades National Park. Authored the reorganization plan for the budget and finance functions for the former Mid-Atlantic regional office. Served on a detail to the WASO Human Resource Management office, where I authored the NPS policies for dual careers and implementation of the Family-friendly Medical Leave legislation before joining the Park Facility Management Division in 1999 to assist with the implementation training effort for the FMSS.

I am an instructor because:

I love learning new things and then sharing that knowledge with the wonderful people who work for the National Park Service.

I spend my free time:

Now that our two children are in college I actually have some spare time. I enjoy quilting and traveling with my NPS-retired husband, Dave.

A little-known fact about me:

Three generations of my family have worked for the National Park Service.

Steve Wolter

Park: Epley Institute for Parks and Public Lands

Job Title/Description: Executive Director

Job History:

- Executive Director, Eppley Institute for Parks and Public Lands, 2001 - present
- Director, Assistant Director, and Project Manager, Eppley Institute for Parks and Public Lands, 1997-2001
- Park and Recreation Director, City of Bloomington, IN, 1995-1996
- Associate Director, Recreational Sports, Indiana University, 1993-1995
- Recreation and Park Director, Morro Bay Area Agencies, CA, 1982-1993
- Facility Manager, City of Santa Maria, CA, 1980-1982

I am an instructor because:

As if there was anything else that I could do; it is in my nature to help people learn through formal instruction, mentoring, leading, and managing. While I love the classroom, my biggest rewards are working with students in learning from each other, experiences (some good and some bad), and through process. I think that it is most important and critical that students understand that learning is a tool that transfers to every situation, every piece of data, and every decision; we should never stop learning.

I spend my free time:

I am a bit of a jack of all trades when it comes to free time. Love to be outdoors and 'work' the landscape either through gardening, home improvements, photography, hiking, canoeing, camping, fishing, hunting, or sitting by a fire talking. Have interest in live music, and sports too.

A little-known fact about me:

Some of my photographs adorn NPS web sites, manuals, and are in homes of many NPS friends.



FMLP PRINCIPLES OF ASSET MANAGEMENT AGENDA

Oct 17-21
North Cascades, WA

Monday, October 17, 2011

Time	Session Title	Speaker(s)
8:00-8:30	Welcome to North Cascades National Park	Chip Jenkins, SUPT and COM Paul Slinde
8:30-9:15	Course and Student Introductions	Course Coordinators
9:15-10:00	The Future of Facility Management	Michele Proce
10:00-10:10	Break	
10:10-10:45	Introduction to Objective One - The Changing Role and Guiding Principles of Facility Management in the NPS	Betsy Dodson
10:45-12:00	Revisiting the Past – History and Evolution of the Facility Management Mission in the NPS	Bill Osterhaus
12:00-1:00	Lunch	
1:00-2:15	Facility Management Today – The Guiding Principles of FM in the NPS	Michele Proce
2:15-2:30	Break	
2:30-3:45	Professional Development: Introduction to the Facility Manager Competencies and Lifelong Learning	Christy McCormick
3:45-4:30	Tips of the Trade: Professional Development, Part 1 – Effective Use of Power Point	Betsy Dodson Zach Carnagey
4:30 – 5:00	One-Minute Paper – Wrap Up the Day	Christy McCormick

Tuesday, October 18, 2011

Time	Session	Speaker(s)
8:00 – 8:15	Introduction to Objective Two – Understand the Application of Asset Management Principles in Your Park and the NPS	Betsy Dodson
8:15-12:30	Student Presentations	Jeri Mihalic and Students
12:30-1:30	Lunch	
1:30-2:30	Asset Management Principles – Park Planning	Bill Osterhaus
2:45-4:30	Asset Management Principles – Life Cycle Management – Ops and Maint Procedures	Steve Wolter and Mark Denker
4:30-4:45	One-Minute Paper – Wrap Up the Day	Christy McCormick

Wednesday, October 19, 2011

Time	Session	Speaker(s)
7:30-8:00	Opening of the Day	Course Coordinators
8:00-9:30	Asset Management Principles - Property and Structure Ownership	Mike LeBorgne, Chief, Construction Mgmt Div
9:30-9:45	Break	
9:45-10:30	Asset Management Principles – Condition Assessments	Mark Denker
10:30-11:30	Tips of the Trade: Professional Development, Part 2– Writing Workshop	Zach Carnagey
11:30-12:30	Lunch	
12:30-5:30	Field Experience – NOCA	
6:00-8:30	Evening Event – Student/Mentor Mixer and Dinner	



Thursday, October 20, 2011

Time	Session	Speaker(s)
7:30-8:00	Opening of the Day	Course Coordinators
8:00-8:30	Introduction to Objective Three – The Role of Facility Management in the NPS	Betsy Dodson
8:30-12:00	Developing Your Leadership Skills	Steve Wolter
8:30-2:30	Concurrent session for Mentors – What is a Mentor?	Christy McCormick and Jeri Mihalic
12:00-1:00	Lunch	
1:00- 2:30	Tips of the Trade: Professional Development, Part 2 – Public Speaking	Steve Wolter Zach Carnagey
2:30-2:45	Break	
2:45-4:00	Objective Four: Introduction to Distributed Learning Session (DLS) #1	Christy McCormick and Course Coordinators
4:00-4:30	One-Minute Paper and Wrap Up the Day	Jeri Mihalic
6:00-8:00	Dinner – Informal Student/Mentor Groups	

Friday, October 21, 2011

Time	Session	Speaker(s)
8:00-8:30	Introduction to Objectives Five and Six Personal Development Goals -	Jeri Mihalic
8:30-9:00	Course Evaluation	
9:00-11:30	Personal Development Goals - Mentor/Student Planning Meetings	Betsy Dodson and Steve Wolter
11:30-12:00	Closing, and Start of DLS #1	Betsy Dodson



CHAPTER ONE

Instructor Resources



WELCOME!

Introduction to the Course

The Principles of Asset Management course is the first course in the Facility Manager Leaders Program (FMLP). It is designed as a survey course, providing learners with a broad overview of key facility management principles, the history of asset management in the National Park Service (NPS), the facility manager as a leader, and the concept of self-initiated professional development.

The Problem and Need

Over the past 35 years, the 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 competitive environment. Facility management in the Federal sector enjoys a much higher profile than ever before. In-depth studies conducted by the National Academy of Science's 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, 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,' due to 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 has developed a comprehensive set of facility manager competencies to form a roadmap for development of our facility management workforce. Additionally, the FMLP, of which the Principles of Asset Management is the introductory course, aims to build a core group of competent, up-and-coming facility managers to serve as leaders of facility management in the NPS in the years to come.

The Audience

The course audience includes those charged with the facility function in the NPS. Students will be geographically dispersed throughout parks across the country and will represent a variety of parks and experience levels. Anticipated audience members include:

- 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

The purpose of this course is to accomplish the following:

- To serve as the introductory survey course for the year-long FMLP course of study.
- To provide an overview of facility management issues and principles that highlight learning opportunities needed to transition into the management profession to individuals interested in pursuing a career in facility management.
- To advance the profession of facility management through education and training, focusing on building the facility managers of tomorrow.
- To help facility managers and potential facility managers identify and access training and education resources, including mentors and communication with others, which will assist them in meeting their professional development goals.



COURSE OBJECTIVES

Objective #1: Describe the changing role and guiding principles of facility management in the NPS.

Following completion of this course, participants will be able to

- Interpret the history and evolution of the facility management mission in the NPS.
- Describe the guiding principles and current state of facility management in the NPS.
- Identify future Facility Management trends as they apply to the individual park unit and Servicewide.

Objective #2: Understand the application of asset management principles in your park and the NPS.

Following completion of this course, participants will be able to:

- Discuss the application of asset management and condition assessment principles.
- Describe the importance of life cycle management and operations and maintenance procedures.
- Explain how to analyze and apply principles of property and structure ownership management.
- Identify park planning documents, including the Park Asset Management Plan (PAMP).

Objective #3: Understand the leadership role of facility management in the NPS.

Following completion of this course, participants will be able to

- Explain the difference between management and leadership.
- Describe the leadership role of facility management at the national, regional, and park levels.

Objective #4: Understand how to use the tools required for success during the Distributed Learning Session (DLS) #1 of the FMLP.

Following completion of this course, participants will be able to

- Upload assignments to the FMLP e-portfolio site.
- Participate in the discussion board on the FMLP e-portfolio site.
- Describe how to check due dates for upcoming assignments.
- Access resources, links, and other tools to assist students and mentors during the DLS #1 period.

Objective #5: Identify personal development goals and training and education opportunities to meet those goals.

Following completion of this course, participants will be able to

- Understand how to use the Workforce Development Guide and the facility manager competencies.
- Conduct a self-assessment and create an Individual Development Plan.
- Access a variety of available learning resources to meet personal development goals.
- Explore individual professional development through various activities displayed during the class.

Objective #6: Develop a working relationship with a mentor in the field of facility management.

Following completion of this course, participants will be able to

- Describe the pair's mentor-protégé communication strategy.
- Describe different methods of working with their mentor to accomplish desired goals.
- Work with their mentors to develop a six-month work plan.



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, including hardcopies 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.

INSTRUCTIONAL METHODS

This course incorporates a number of instructional methods which have been designed to

- Stimulate learner interest.
- Facilitate the transfer of learning.
- Appeal to various learning styles.

You should familiarize yourself with the various instructional methods in order to make them most effective. A brief outline of instructional techniques appears below. Case studies are also used in this course. If one of your sessions includes a case study or group work, please read the information presented at the end of this section.

Behavior Modeling - A technique in which effective behaviors are shown to the trainees with an outline of how to repeat the behavior step-by-step. The trainees try out and practice the behavior with guidance and feedback. Used commonly in interpersonal skills and communication training.

Brainstorming - An idea-generating process in which a spontaneous, non-judgmental flow of suggestions is facilitated. Later, the ideas are explored in detail and their usefulness evaluated.

Critical Incident - A variation of the case study in which trainees are given incomplete data. By analyzing the case and asking the right questions, they are given additional data needed to solve the case.

Critique - Students are asked to analyze the strengths and weaknesses of a particular process and make suggestions for improvements

Demonstration - The use of media, such as the internet or a simulation, to demonstrate concepts, applications, and ideas.

Discussion - An exchange of ideas between the facilitator and the trainees. It can be largely spontaneous, but it usually requires some structure to achieve a content-related purpose.

Facilitated Discussion - A facilitated discussion is a multi-person conversation, in which people exchange ideas about a particular, pre-negotiated topic. Facilitators start the discussion, keep a



speaker's list when necessary, and make sure that everyone stays on topic.

Field Exercise - The application of a classroom concept to a real-life situation.

Game - A structured exercise in which competition or cooperation (or both) are used to practice principles or learn new ones.

Interview - Students question a resource person to add to content knowledge or develop new approaches.

Job-aids - Items given to a student to assist them in doing their jobs. They might include: worksheets, checklists, samples, flow-charts, procedural guides, glossaries, diagrams, decision tables, manuals, etc.

Lecture - A prepared oral presentation by a qualified speaker.

Nominal Group Technique - A method in which the class is divided into groups and each group follows the same process: generate ideas, record ideas, discuss ideas, and vote on ideas.

One-on-One discussion - A method in which the students are asked to speak to the person beside them for a few minutes to discuss an issue, answer a question, or generate questions to ask.

Panel - A discussion among a group of experts that takes place while students observe.

Reflection - Students are given time for singular thought to consider what has been learned and its applicability to work settings. Works well in e-course development.

Small Group Work - In a cooperative learning environment, students work together to exchange ideas, make plans, and propose solutions.

Video Clips - Segments of moving video images that are isolated and usually inserted in a presentation or multimedia document.

Each session should be completed with a debrief of the activities and information provided. This will help reiterate the key points of each session and serve as a transition between the different course sessions.

Using Case Studies to Teach Real-Life Ideas

What is a Case Study?

Case studies are stories that are used to help learners understand an educational message or concept. They describe either real or believable current problems in which individuals must make decisions. By telling a story, case studies personalize the issue and help relate concepts to the learners' experiences. To make the learner feel the problem is relevant to his or her life, case studies should include current problems or issues.

A good case study

- Mirrors real-life situations or describes current, actual problems.
- Forces the learners to consider and analyze complex situations.
- Allows learners to consider the complexity of the problem-solving processes required in real-life situations.
- Illustrates educational concepts using situations or problems that are relevant to the learners.
- Builds the learners' interest and engages them in the learning experience.

Your learners should find the case studies an enjoyable experience. However, learners should understand that

- The information provided in case studies may not include the "whole story."
- They may need to make inferences and educated guesses when discussing case studies.
- There is no single right answer or correct solution as far as case studies are concerned. However, there are choices and the reasons behind them; the stronger the analysis conducted by the learners, the stronger the reasons behind the choices.

Serving a Learning Function

Most importantly, a good case study must serve a learning function. The instructor should ask himself or herself: What does this case study do for the course and the learner? What main points should I highlight to make it useful to the learners? In analyzing case studies, students develop skills they will use in their careers, including

- Problem identification.
- The ability to analyze and interpret information.
- Thinking analytically and critically.
- The ability to recognize assumptions and inferences.



- Exercising judgment and decision-making skills.
- Understanding interpersonal relationships.
- Communicating ideas and opinions.

Learning may be achieved through group discussion. The goal of group discussion is to analyze the problem and describe methods of solving the case study problem or issue. Learners should also focus on making plans for the future; in other words, they should respond not only with an analysis of the problem but with precise methods of solving that problem.

Why use Case Studies?

Individuals have many different learning styles which affect how well they understand and retain information. While some individuals can listen to a lecture and learn the concepts described, other individuals need to apply concepts before they can use the information. Case studies provide a way for learners to apply concepts through the use of relevant settings and stories. Case studies also require active participation; learners must analyze different aspects of the case study and verbalize their conclusions to the rest of the group.

There are many benefits to using case studies as an instructional technique. Case studies

- Promote learning by doing.
- Help users analyze messy real-world issues in a safe, consequence-free environment.
- Develop analytical and problem-solving skills by asking learners to apply concepts. This helps learners to internalize and use these concepts in the future.
- Reach learners who may not respond to traditional teaching methods, such as lectures.
- Allow for more flexible discussions. Debriefing discussions can be shaped to match the specific needs and experiences of the individual learners in the course.

How you can teach successfully using Case Studies

Most instructors will find themselves most successful when they use the following techniques:

- Use a proper introduction to the case studies.
- Fully explain what is expected of the learners; have a clear picture of the case study objectives and be able to communicate them.
- Ask if learners need any clarification before allowing them to brainstorm with their small groups.

- Highlight the need for learners to participate equally in their small groups.
- Use directive but not dominating questions in the group debrief.
- Highlight important comments or thoughts with a flip chart.
- Provide an appropriate summary that both concludes the activity and connects it with the rest of the course.

Successful Debriefing Techniques

The final key to a successful case study or small group work assignment is the debrief. It allows the student to reflect, think about what they have learned, and how they will apply it to their work.

Tips:

- Allow the group sufficient time to present their findings, but give them a time limit ("You will have five minutes to present.")
- Ask open-ended questions that allow them to think critically and allow time for them to frame an answer
- Allow the group at large to comment on what was presented



TOTAL COURSE POINT BREAK-DOWN

Principles of Asset Management	Points
Pre-Course Worksheet	50
Personal Profile	30
Oral Presentation	140
Scavenger Hunt	50
CACO TCFO	100
Field Trip Worksheet	50
Planning Concept Map	100
Class Participation	100
Principles Total	620

CHAPTER TWO

Lesson Plans



WELCOME TO THE FACILITY MANAGER LEADERS PROGRAM**INSTRUCTORS/SPEAKERS:** Course Coordinators and Park**SESSION LENGTH:** 1 hour**OBJECTIVES:** *At the end of this session, students should be able to*

- Explain the greater vision and purpose for the creation of the FMLP.
- Describe the overall goals and objectives of the course.

TRAINING AIDS:

- Student Welcome Slideshow
- PowerPoint Presentation

HANDOUTS:

- Principles of Asset Management: Introduction and Overview to the Course (in Student Workbook)
- Course Agenda (in Student Workbook)
- Welcome to Mt. Vernon (in Student Workbook)
- Instructor Evaluations (Handout)
- Course Evaluations (Student Workbook)

FACILITATOR NOTES:



This session will serve as both a “showcase” of the FMLP, as well as the Principles of Asset Management course introduction. Learners will receive information about course goals and an overview for the week.

- The big picture of the FMLP: why it was developed, what we hope the students get out of it, dedication, and what students’ experiences will be like throughout the year.
- Principles of Asset Management course objectives.
- Nuts and bolts information about the Principles course: familiarize students with the facility, the course schedule, and the course goals.
- Introduce main instructors and all class members.


POINTS TO REMEMBER:


During this session, emphasize that:

- The success of each student requires personal commitment; the program is rigorous.
- Resource support exists for each student.

	METHOD	CONTENT	TIME
	Presentation	Paul Slinde and Chip Jenkins Welcome to North Cascades	15 min
	Presentation	<p>Betsy Dodson Review Logistics and Agenda</p> <p>Review agenda for the week. Discuss facilities, lunch plans, evening plans (homework, events).</p> <p>Introduce concept of evaluation for course.</p> <ul style="list-style-type: none"> • Will be evaluating every day at end of day to ensure we are hitting the main points. • Point to instructor evaluations (in Appendix of Student Workbook) to be used throughout the week. The course evaluation is also in the Appendix. Take notes on them throughout the week. They will be collected on Friday. <p>Use of jump drives</p> <ul style="list-style-type: none"> • All homework must be turned in on the jump drive. • Jump drive also includes other documents for use during Principles but for the rest of FMLP as well as reference materials. 	5 min



	METHOD	CONTENT	TIME
	<p>Presentation</p>	<p>Betsy Dodson Ice Breaker and Student Introductions- The Power of Story Use for: Introductions in the classroom or at a meeting where the topic would be enriched by the sharing of personal stories. This exercise gives everyone a chance to share their story, and helps you manage storytelling later.</p> <p>Time Needed: Depends on the number of people and the time you allow for personal stories.</p> <p>Materials Needed: Nothing, but you must communicate with participants beforehand. They will need to bring a t-shirt that tells a story.</p> <p>Instructions: Send your students an email or letter prior to their arrival at your class or meeting and ask them to bring a t-shirt that has special meaning to them and could also be related to the topic you will be discussing.</p>	<p>40 min</p>

	METHOD	CONTENT	TIME
		<p>When it's time for students to introduce themselves, explain that you want to recognize and honor the life experiences and wisdom they bring to your classroom. Start by showing your t-shirt and telling your story (model). Ask them to give their name, present the t-shirt they brought, and, in a minute or two, tell the group the story behind that item.</p> <ul style="list-style-type: none"> • Why did they choose it? • What special memory does it elicit for them? <p>Student Welcome Slideshow</p>	
	Presentation	<p>Betsy Dodson The Big Picture of the FMLP and Course Objectives Why FMLP was developed.</p> <ul style="list-style-type: none"> • The need to develop leaders in facility management for the future. • What we hope the students get out of it; the sky is the limit. <p>What to expect:</p> <ul style="list-style-type: none"> • Success requires personal commitment and a drive to build own skills. • Very individualized so you get the greatest benefit / what you most need to learn. • Resource support available to each student over the course of the program. • Building analytical thinking and leadership skills. <p>Overview of Course Objectives</p> <p>Introduce the next session: The Future of Facility Management</p>	10 min



THE FUTURE OF FACILITY MANAGEMENT**INSTRUCTORS/SPEAKERS:** Michele Proce and Betsy Dodson**SESSION LENGTH:** 45 min**OBJECTIVES:** *At the end of this session, students should be able to*

- Recognize the need for innovation, ingenuity, and growth in facility management within the NPS.
- Explain how accountability to the public (and politically) will grow in the future.

TRAINING AIDS:

- PowerPoint Presentation- Instructor Provides

HANDOUTS:

- Walter Reed Case Study (in Student Workbook)


FACILITATOR NOTES:

This session will also introduce the concept of looking to the future, both in your own professional growth and in the field of facility management in the NPS. Learning areas include:

- Understanding that change can be positive when it is driven by information, changing needs, updated goals, or societal changes. Flexibility and open-mindedness are essential skills in a facility manager.
- Understanding how accountability for facility managers comes into play for the public and politically.

	METHOD	CONTENT	TIME
☺	Discussion	<p>Betsy Dodson Accountability Case Study</p> <ul style="list-style-type: none"> • Increased knowledge level and visibility of the government in the press, public knowledge • Shift in focus to facility mgmt and the asset: Grown from maintenance into very public initiatives <p>Review case study in Student Workbook and discuss questions as large group.</p> <p>Questions for the group: What parallels can be drawn here to the NPS?</p>	10 min



	METHOD	CONTENT	TIME
	Presentation	<p>Michele Proce The Future of Facility Management Why FMLP was developed.</p> <ul style="list-style-type: none"> • The need to develop leaders in facility management for the future. • What we hope the students get out of it; the sky is the limit. <p>What to expect:</p> <ul style="list-style-type: none"> • Success requires personal commitment and a drive to build own skills. • Very individualized so you get the greatest benefit / what you most need to learn. • Resource support available to each student over the course of the program. • Building analytical thinking and leadership skills. <p>Future of Facility Management in the NPS: Being a leader</p> <ul style="list-style-type: none"> • Leadership roles • Do the right thing • You get out of the program what you put into it • Accountability to the public, Congress, your employees • Cheating or plagiarism will result in expulsion <p>Political realities</p>	30 min

OBJECTIVE ONE: THE CHANGING ROLE AND GUIDING PRINCIPLES OF FACILITY MANAGEMENT IN THE NPS

INSTRUCTORS/SPEAKERS: Betsy Dodson

SESSION LENGTH: 35 min

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

- Articulate the idea that many factors have changed the role of facility management and the facility manager over recent history.
- Understand the importance of the guiding principles of facility management in the NPS.

TRAINING AIDS:

- Flipchart
- Legos-various
- Reference Materials Book (on thumb drive)
- Pre-Course Worksheet (for students to hand in)

HANDOUTS:

- Objective #1 Introduction Sheet (in Student Manual)

FACILITATOR NOTES:

The goal of this session is to

- Set the stage for the remainder of the day's sessions.
- Use an interactive exercise to introduce the first objective. This will also help tie the four main course objectives together.
- Provide an introduction to the idea of the changing role and guiding principles of facility management in the NPS.




As you present the information in this session, remember the following points:

- Change is a positive and necessary element in facility management.
- Allow students to reflect on how their individual jobs have changed over the years. Discuss what changes they have seen over the course of their careers.
- Main point: Discuss the change of the perception of the facility manager in work boots and gloves to one who wears many different hats.

POINTS TO REMEMBER:

- Have students take out their pre-course work it will be used in the first session.
- Show the materials that will be used throughout the day as references.
- Focus on the leadership aspect of change management; as guidelines and information changes within the NPS, leadership skills are required to usher employees through and achieve the anticipated outcome.



	METHOD	CONTENT	TIME
	Presentation	<p>Betsy Dodson Introduction to Changing Roles and Guiding Principles of Facility Management in the NPS Use quote to introduce Objective #1:</p> <ul style="list-style-type: none"> • The more extensive a man's knowledge of what has been done, the greater will be his power of knowing what to do. <i>Benjamin Disraeli</i> • Review Objective #1 with students 	15 min
	Activity	<p>Student Exercise: Toy Story</p> <ul style="list-style-type: none"> • Each student receives a bag of Legos. • Explain that first objective relates to the changing role of FM in the NPS, as well as guiding principles of FM. • Give the students five minutes to construct an item that they think they might learn about during the week. <p>Ask each student to briefly describe what his/her construction is, what he/she expects to learn about it.</p>	10 min
	Presentation	<p>Betsy Dodson Setting the Stage for the Rest of the Day Goals of the rest of the day's sessions:</p> <ul style="list-style-type: none"> • Review of Legislation, Directives, and History • Perspective of Past and Present of Facility Management in the NPS • Professional Development • Getting to Know your Fellow FMLP Students • Hand in Pre-Course Work 	10 min

REVISING THE PAST: HISTORY AND EVOLUTION OF THE FACILITY MANAGEMENT MISSION IN THE NPS

INSTRUCTORS/SPEAKERS: Bill Osterhaus

SESSION LENGTH: 1 hour, 15 min

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

- Describe the changing role and guiding principles of facility management in the NPS.
- Describe the different types of laws, regulations, and policies that affect the NPS.
- Interpret the history and evolution of the facility management mission in the NPS.
- Broadly describe the historic timeline of events affecting changes in facility management in the NPS.
- Identify and describe three documents that served as key sources of change for facility management in the NPS.

TRAINING AIDS:

- The Historical Timeline Event Cards (Day One Shipping Box)
- Key Document Reference Book (on thumb drive)

HANDOUTS:

- Student Exercise: Ordering NPS Authorities (in Student Workbook)
- Student Exercise: A Mission and Vision for All (in Student Workbook)
- Student Exercise: An Introduction to NPS Policies (in Student Workbook)
- Student Exercise: The Historical Timeline – Changes in the Role of Facility Management (in Student Workbook)
- Student Exercise: Key Documents – Serving as Sources of Change (in Student Workbook)

FACILITATOR NOTES:

The goal of this session is to provide students with a historical perspective of facility management in the NPS. Specifically, this session provides




- A historical timeline of the key events of facility management in the NPS and general NPS history.
- An introduction to a conceptual understanding of how these events relate to and impact the field of facility management.
- An overview of key documents related to facility management.

POINTS TO REMEMBER:



- The facilitator should use the opening exercise as a baseline to measure student understanding of the history of facility management in the NPS. The activity debrief of the events should be participatory.
- Make sure the discussion of historical events and of key sources of change is led by the students. Ask them to reflect on what they read and what they have experienced relating to these documents and events in terms of their own histories with the NPS.
- This session aims to begin building critical thinking skills in the students and asks them to synthesize information with real-life situations and events.




- Focus on the leadership aspect of change management; as guidelines and information change within the NPS, leadership skills are required to usher employees through and achieve the anticipated outcome.


	METHOD	CONTENT	TIME
	Presentation	<p>Bill Osterhaus</p> <p>An Introduction to Policy – Ordering NPS Authorities</p> <p>One of the strongest points to make is the hierarchy of orders in the NPS. First, discuss broadly what each of the following are or do for the NPS:</p> <ul style="list-style-type: none"> • CFR → Executive Order → NPS Policy → Director's Order → Park Policy [park superintendents annually revise the CFR with their Compendium local orders that rest in statute and can be acted on by LE Rangers] → Park Practices (SOPs). 	5 min
	Discussion	<p>Discussion: Lead a discussion about the hierarchy of NPS authorities. What takes precedent over what?</p> <p>See the Student Exercise: Ordering NPS Authorities</p>	2 min
	Activity	<p>Directions: Working alone, have each student order what they believe is the correct order for precedence.</p> <p>After several minutes, ask for a volunteer to read off what they have. The correct order is:</p> <ol style="list-style-type: none"> 1. Constitution 2. Public Law 3. Executive Order 4. Federal Regulation 5. Departmental Manual 6. NPS Management Policies 7. Director's Order 8. General Management Plan 9. Superintendent's Order 	3 min




	METHOD	CONTENT	TIME
	Presentation	<p>Bill Osterhaus An Introduction to Policy – A Mission and Vision for All</p> <p>Documents that provide a mission and vision to parks:</p> <ul style="list-style-type: none"> • Organic Act • NPS mission • Park-enabling legislation (passed by Congress to officially create a park) – Describes park’s purpose and why it was set aside. 	10 min
	Discussion	<p>Discussion: A Mission and Vision for All.</p> <ul style="list-style-type: none"> • Review the information and enabling legislation for UPDE in the Student Workbook. Have the students jot down on scrap paper any information that seems like it would pose a problem for a facility manager or any issues they think might arise for a facility manager in this park. • You may choose to give them one or two things to think about to get started; for example, mention land use and pollution control as two issues they might want to consider for facility managers. • After several minutes of individual thought, ask the group to share some of their ideas for how enabling legislation and other park information might affect the job of a facility manager. <p>Before moving onto next activity, reiterate importance of a park’s enabling legislation in everything the park does and the role it can play in day-to-day park operations and considerations.</p>	5 min


	METHOD	CONTENT	TIME
	Presentation	<p>Bill Osterhaus NPS Policies</p> <p>The NPS has created Management Policies, Director's Orders, handbooks, and reference manuals to maintain policy consistency Servicewide. Examples include:</p> <ul style="list-style-type: none"> • Director's Order #43: How uniform is to be worn. • NPS Policy 2.3.1: Each NPS unit maintains up-to-date General Management Plan. <p>Local Policies</p> <ul style="list-style-type: none"> • Park or office sets policies of its own. • Emergency plan = very important. • Superintendent's Closures – used to protect critical resources. 	10 min





	METHOD	CONTENT	TIME
	<p>Activity</p>	<p>An Introduction to NPS Policies</p> <ul style="list-style-type: none"> • Split the class into three groups. • Assign each group a different policy case study in the Student Workbook. Each case study presents a problem that the group has to consider and make recommendations for possible solutions. As facilitator, you should familiarize yourself with all three case studies before the class. • Student Tasks: Explain that their task will be to review the case study. As a group, they will need to propose a possible plan of action in response to the problem. They will need to use the NPS policies, also provided in their Student Workbooks, to help guide and support their decisions. • Each group should fill out the worksheet in the Student Workbook, outlining the decisions they have made and the policies they used to support those decisions. • After 10 minutes, bring the groups back together. Have each group present a brief overview of their case study, the recommendations they made, and the policy they used to support those recommendations. 	<p>10 min</p>

	METHOD	CONTENT	TIME
	Debrief	<p>Debrief Points</p> <ul style="list-style-type: none"> • After the groups have presented, ask if there are any questions or comments regarding this activity. • Highlight the following key points: <ul style="list-style-type: none"> ○ Reiterate that facility managers must make difficult decisions at times; NPS policies are one method of guiding some of these decisions. ○ All NPS employees, regardless of level, should be familiar with the NPS policies. They are one of the many tools you can use as an employee to guide decisions and provide accountability and support for your choices. ○ Emphasize the facility manager's role in recommending park Standard Operating Procedures (SOPs) and establishing SOPs for the Facility Function and its customers. 	5 min



	METHOD	CONTENT	TIME
	<p>Activity</p>	<p>Bill Osterhaus The Historical Timeline – Changes in the Role of Facility Management – Student Exercise Directions</p> <ul style="list-style-type: none"> • Divide the class into two groups. • Explain that they will each be given a card that shows a different event in the history of the NPS and in facility management in the NPS. Those with the cards will be asked to line up in the order in which they believe these events occurred. • Give students several minutes to work out correct timeline order. • Go through each event and lead discussion about order and importance of each historical event. • Provide correct order of events; students can insert the correct order into the Student Exercise worksheet in their Student Workbooks. <ul style="list-style-type: none"> ○ Establishment of Yellowstone National Park (1872) ○ Theodore Roosevelt and the Antiquities Act (1906) ○ NPS Organic Act (1916) ○ Reorganization Act of 1933 (1933) ○ Civilian Conservation Corps Era (1930's-1940's) ○ Mission 66 (1955-1966) ○ Public Law 98-540 – Amendment to the Volunteers in the Parks Act of 1969 (1984) ○ The President's Commission on Americans Outdoors (1986) ○ Government Performance and Results Act (GPRA) (1993) ○ Executive Order 13327: Federal Real Property Asset Management (2004) ○ Director's Order #80: Asset Management (2005) 	<p>10 min</p>

	METHOD	CONTENT	TIME
	Debrief	<p>Debrief Points</p> <ul style="list-style-type: none"> • Broadly identify why these events are important in the history of the NPS and to facility management specifically. • Discuss some of the following questions with the class: <ul style="list-style-type: none"> ○ Which events affect facility managers directly? ○ Which have far-reaching or long-term effects on facility management (ex: Mission 66, EO 13327, DO 80)? ○ Which have helped shape the NPS as an agency? 	5 min
	Discussion	<p>Bill Osterhaus</p> <p>Key Documents – Serving as Sources of Change</p> <ul style="list-style-type: none"> • As a group, discuss three big picture ideas from the pre-course readings documents (i.e., what's the main point?) = DO-80, Facility Management for the 21st Century, and Committing to the Cost of Ownership: Maintenance and Repair of Public Buildings. • Students can take notes in Student Workbook. • Share park examples of the key points discussed. 	15 min



FACILITY MANAGEMENT TODAY: THE GUIDING PRINCIPLES OF FACILITY MANAGEMENT IN THE NPS

INSTRUCTORS/SPEAKERS: Michele Proce

SESSION LENGTH: 1 hour, 15 min

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

- Describe the guiding principles of facility management in the NPS.
- Summarize why the National Park Service moved to an asset management approach.
- List three documents or sources they can access to explain facility management principles in the NPS today.
- Explain two benefits of increasing accountability and stewardship in facility management.

TRAINING AIDS:

- Prezi: FMLP_Principles_Proce
- Video: Director Kennedy's Presentation to Subcommittee
- Video: Director Mainella's FY06 Presentation to the Budget Appropriations Subcommittee

HANDOUTS:

- none


FACILITATOR NOTES:

During this session, students should


- Understand that certain documents and events have driven the NPS to where it is today.
- In the discussions, focus on how accountability and stewardship have grown in importance in facility management and in the eyes of Congress and the public.
- Understand what some of the current trends in facility management are. For instance, *Facility Management for the 21st Century* provides a broad overview of the current state of facility management in the NPS today. Other trends, such as competitive sourcing, industry standards, core operations, and Most Efficient Organization (MEO), are important for students to understand on a broad level.


POINTS TO REMEMBER:

- Be sure to carefully tie all of these pieces back to the main points of this session, which include identifying guiding principles for facility management, such as accountability and doing the most with limited resources, and describing current trends in facility management in the NPS. Any examples should also be linked directly back to this goal of making sure the students are familiar with current trends and know the facts about them.
- Being a leader in the NPS also means being well-informed and up-to-date on current trends and changes in the profession. Throughout the session be sure to bring out the importance to leadership of being well-informed and managing change.


	METHOD	CONTENT	TIME
	Prezi	<p>Michelle Proce History of Asset Management</p> <ol style="list-style-type: none"> I. Pre-1998 <ol style="list-style-type: none"> a. Federal asset management focused on developing and defending budgets b. Beginning to benchmark against comparable organizations c. Exploring operations and maintenance of water and waste-water utilities d. Digital documentation and record-keeping was led by the aircraft maintenance industry II. 1999-2003 <ol style="list-style-type: none"> a. Need for data-based decision-making tools. Work order management was already in place, but looking at aggregated data was relatively new. b. Focus on the development of standards for O&M c. New computerized tools to pool and analyze information started to emerge. d. NPS market research included 1800 + systems e. Developed functions and modules to give asset managers options for looking at data to support management decisions. III. 2003-2006 <ol style="list-style-type: none"> a. Employing surveys and statistical analysis to collect data and parameters to measure performance. b. Use of key performance indicators (KPIs) c. Develop LCBP d. Strategic facility management 	20 min






	METHOD	CONTENT	TIME
	<p>Prezi</p>	<p>IV. 2006-2008</p> <ul style="list-style-type: none"> a. PAMPs – defensible, consistent methods for prioritizing funding. b. Public/private partnerships <ul style="list-style-type: none"> i. (e.g.) Dulles toll road, Chicago tram c. Focus on sound environmental practices and designing sustainable assets d. Focus on Human Capital side of asset management – developing the next generation of facilities professionals. e. Alignment of facilities investments with overall mission and “business” objectives. 	

	METHOD	CONTENT	TIME
	Prezi	<p>Michele Proce Asset Management Today</p> <ol style="list-style-type: none"> I. Good data leads to Financial Sustainability <ol style="list-style-type: none"> a. Defining Financial Sustainability <ol style="list-style-type: none"> i. Ensure funds are aligned to right resources <ol style="list-style-type: none"> 1. Financial sustainability requires long-term, holistic thinking about means and needs 2. Assets must be considered relative to a park's resources b. Now <ol style="list-style-type: none"> i. Assets not managed financially sustainable ii. \$9 billion deferred maintenance; \$20 billion by 2020 iii. Bad pattern: Build→Deteriorate→Replace c. Future <ol style="list-style-type: none"> i. Change the pattern: Build→Invest→Sustain ii. Invest in mission-critical assets with limited project dollars iii. Invest with the knowledge that we can properly maintain those assets 	10 min



	METHOD	CONTENT	TIME
	<p>Prezi</p>	<p>II. Managing parks using data</p> <ul style="list-style-type: none"> a. Now that parks have data in system, more informed decisions are made. b. Example: Steamtown NHS <p>STEA</p> <ul style="list-style-type: none"> I. The challenge <ul style="list-style-type: none"> a. Rail operations <ul style="list-style-type: none"> i. Keeping up with required Inspection, maintenance and repair of historic locomotives and rolling stock ii. Additional shop infrastructure upgrading needed iii. Shortages of supplies, materials, training for certification in performance of duties, and staffing b. Facility Management <ul style="list-style-type: none"> i. Overall inability to commit to the cost of ownership ii. Routine Maintenance and preventive maintenance work is not getting accomplished iii. Result: <ul style="list-style-type: none"> 1. More frequent visitor complaints, asset degradation, and threat of losing historic resources 2. Backlog of work increasing annually attributing to increased costs for maintenance, repair and or replacement 3. Inability to stay in compliance 4. Inability to support operational goals and objectives 	<p>10 min</p>

	METHOD	CONTENT	TIME
	Prezi	<p>II. The solution: Multi-disciplinary approach based on data</p> <p>a. Key points</p> <ol style="list-style-type: none"> i. Move from reactionary to preventive ii. Prioritize, reduce, and manage DM iii. Predict and justify future budget requests iv. Fix problems before they become emergency repairs v. Success of our approach was managing with both FMSS and the LRIP/CIP 	
	Discussion	<i>How have the trends that we just talked about improve accountability?</i>	5 min
	Video	<p>The Benefits of Accountability</p> <p>Introduce benefits with different video selections.</p> <ul style="list-style-type: none"> • Videos show both a positive and negative spin on why we care about accountability in facility management / the current state of facility management accountability. • Ask students to take notes in student workbook on videos and their thoughts regarding accountability in preparation for the post-video discussion. 	15 min



	METHOD	CONTENT	TIME
☺	Discussion	<p>Michele Proce</p> <p>Discussion: Accountability and Stewardship</p> <p>Lead a group discussion based on the videos with the following questions:</p> <ul style="list-style-type: none"> • Why do we care about accountability? Stewardship? How do these relate to FM? • In their experience, when have they seen both the positive impacts of being accountable and the negative aspects when accountability could not be shown? • Why do you think these business practices have or have not improved stewardship? <p>In their experience, when have they seen both the positive impacts of being accountable and the negative aspects when accountability could not be shown?</p>	15 min

INTRODUCTION TO THE FACILITY MANAGER COMPETENCIES AND LIFELONG LEARNING**INSTRUCTORS/SPEAKERS:** Christy McCormick**SESSION LENGTH:** 1 hour, 15 min**OBJECTIVES:** *At the end of this session, students should be able to*

- Understand what the self-assessment is and how it is used in the accomplishment of goals.
- Begin developing a preliminary self-assessment using the facility manager competency document.
- Explain how the Individual Development Plan (IDP) builds directly from the self-assessment.
- Identify personal development goals and training and education opportunities to meet those goals.

TRAINING AIDS:

- Facility Management Competencies Document

HANDOUTS:



- Facility Management Competencies Document (Handout)
- Self-Assessment (in Student Workbook Appendix and handout)
- Individual Development Plan (IDP) (in Student Workbook Appendix and handout)
- Sample Self-Assessments (In Student Workbook)
- Sample IDPs (in Student Workbook)



FACILITATOR NOTES:

This session serves multiple purposes. Introducing the self-assessment and IDP accomplishes the following:


- Introduces students to each document, allowing them time to review them on their own throughout the week.
- Places the responsibility for reviewing the competency document and the self-assessment form on the students.
- Allows students time to ask questions throughout the week so that, by the time they meet with their mentors, their self-assessments should be largely completed.



	METHOD	CONTENT	TIME
	Presentation	<p>Christy McCormick Introduction to the Self-Assessment Introduce self-assessment form and purpose.</p> <ul style="list-style-type: none"> • Used to identify skill levels and experience in the different facility manager competencies. • Self-assessment is first step in lifelong learning; use as a measure of current skills and abilities in order to identify training and education needs. • Also serves as a benchmark against which to measure your learning levels after a learning experience. <p>Hand out self-assessment and give deadline of Thursday afternoon for completion. As you work through it over the week, ask questions if you have them. We are here to help.</p>	15 min
	Presentation	<p>Christy McCormick Facility Management Competencies</p> <ul style="list-style-type: none"> • Hand out competency guides to all; do brief walk-through of the competency document. • Focus on depth of document; this will guide you in developing your self-assessment, IDP, and all Interim #1 period tasks. Will also guide you throughout your career. • Explain that this is their resource when completing the self-assessment; use it to identify specific tasks within each competency to identify current skill level. 	15 min

	METHOD	CONTENT	TIME
	Activity	<p>Student Exercise: Reviewing the Competency Guide</p> <ul style="list-style-type: none"> • Break students into pairs, and ask them to begin reviewing the competency guide. • Have them look at the self-assessment and find the information they need for a sampling of the competency areas. <p>This is their chance to practice a little bit and ask questions before they complete their self-assessment on their own, so encourage them to jot down questions they need answers to.</p>	15 min
	Presentation	<p>Christy McCormick Closing the Loop: The IDP</p> <ul style="list-style-type: none"> • Purpose of the self-assessment is to identify areas where you might need extra training. • IDP used to create learning plan based on competency gaps; can be used for courses, e-courses, book critiques, developmental activities, and other learning opportunities. • Will be completing IDP for Interim #1 period at end of week with mentor. • By the end of the week, you should have a preliminary self-assessment completed. You will go over this with your mentor on Thursday afternoon and begin developing your IDP based on the self-assessment. • Request for Developmental Activity form introduced. 	15 min



	METHOD	CONTENT	TIME
	Activity	Student Exercise: Reviewing a Sample IDP <ul style="list-style-type: none">• Reiterate that the IDP builds off of the self-assessment and should highlight the competencies that had the most room for improvement.• Divide students into triads and give each group a sample self-assessment and sample IDP.• Ask them to review the self-assessment first, then the IDP. Does the IDP seem to highlight the weakest competency areas? Are there improvements you would make to the IDP based on the self-assessment?• Bring groups back together and ask them to share what they found.	15 min

EFFECTIVE USE OF POWERPOINT**INSTRUCTORS/SPEAKERS:** Betsy Dodson and Zach Carnagey**SESSION LENGTH:** 45 min**OBJECTIVES:** *At the end of this session, students should be able to*

- Identify the major areas of the workspace in PowerPoint
- Create new slides using layout templates and custom layouts
- Apply design templates and custom design elements to slides
- Apply basic Animations and Slide Transitions

TRAINING AIDS:

- PowerPoint Presentation

HANDOUTS:

- None


FACILITATOR NOTES:

This session serves as an introductory lesson to PowerPoint. Students watch the PowerPoint while simultaneously creating their own PowerPoint. Therefore, it is important that the instructor be clear about which points in the presentations are descriptions and which are directions.

POINTS TO REMEMBER:

- Many of the slides contain automatic animations built on a delay—if you think something should be happening and it's not, wait three seconds. If nothing happens, it's an "on click" animation.
- Manual animations are built-in where students are likely to have questions or problems (e.g., they can't find a menu, accidentally clicked on the wrong thing, etc.) or between complex processes.
- At the beginning of the session, stress that PowerPoint is wasted if it's used as nothing more than an overhead projector. It has multimedia capacity that can facilitate communication/instruction.
- Give "How to" help only as a last resort—it's important for students to get a chance to problem-solve on their own.



	METHOD	CONTENT	TIME
	Presentation	<p>Effective Use of PowerPoint</p> <ul style="list-style-type: none"> • Ask how many students can use Word and tell them that PowerPoint works very similarly. • Pair students up to work together before the presentation, but everyone still needs to make their own PPT. • During the PPT, direct students' attention to different parts of the screen for menus, navigation, options, etc. • After students have started their PPT (slide 8), show them the "Undo" button and stress that nearly any mistake can be undone. • At completion, focus on how important it is that layout, design, and animations work in harmony to convey a message. <p>The presentation will also be saved on the students. thumb drives, and they can find tutorials at www.microsoft.com</p>	45 min

ONE-MINUTE PAPER AND CONCLUSION OF DAY 1**INSTRUCTORS/SPEAKERS:** Christy McCormick**SESSION LENGTH:** 30 min**OBJECTIVES:** *At the end of this session, students should be able to*

- List most important and most unclear information they have received from objective one.
- Clarify their needs by providing instructors with other information they want from the course.
- Review course objectives met during the day and what to expect the next day.
- Understand what their homework assignments are for the evening.

TRAINING AIDS:

- Flipchart

HANDOUTS:

- One-Minute Paper (Handout)

FACILITATOR NOTES:

This session serves these multiple purposes:




- Helps learners to reflect on and reinforce information from the first objective.
- Provides chance to clarify information, ensure objectives are being met, and shape future session content if necessary.
- Gives instructors a chance for informal evaluation of students' learning.

POINTS TO REMEMBER:

While this session will serve as an evaluation of the day's events and provide feedback to the facilitators, it should also be used to review and reinforce the course content learned.

- Facilitators should also provide a brief synopsis of what will be covered the next day.
- Homework should also be re-iterated.



	METHOD	CONTENT	TIME
	Activity	<p>Christy McCormick One-Minute Paper</p> <p>Introduce activity and purpose. Give one minute to jot down ideas in response to these questions:</p> <ul style="list-style-type: none"> • What was the best thing you learned/experienced today? • What unanswered questions do you have from today? <p>Collect one-minute papers. Explain that the instructors and course coordinators will review them and provide a chance for discussion the following morning.</p>	15 min
	Discussion	<p>Christy McCormick Group Discussion</p> <ul style="list-style-type: none"> • Ask for responses. • Clarify what's unclear; write key answers (to Question #2) on flipchart to refer to throughout afternoon. 	10 min
	Presentation	<p>Christy McCormick Review Course Objectives, Homework, and What to Expect</p> <ul style="list-style-type: none"> • Review course content accomplished. • Review what objectives will be met tomorrow. • Review all homework tasks. <ul style="list-style-type: none"> – Review Workforce Development Guide and Competencies; begin to look at self-assessment and IDP. Self-assess. Due to mentor on Thursday afternoon. 	5 min

OBJECTIVE TWO: UNDERSTAND THE APPLICATION OF ASSET MANAGEMENT PRINCIPLES IN YOUR PARK AND THE NPS**INSTRUCTORS/SPEAKERS:** Betsy Dodson**SESSION LENGTH:** 15 min**OBJECTIVES:** *At the end of this session, students should be able to*

- Describe the main principles of asset management that are essential to the NPS.
- Articulate why, and how, the NPS developed facility management competencies to help identify specific asset management principles and other facility management skills.
- Objective #2: Understand the application of asset management principles in your park and the NPS.

TRAINING AIDS:

- Prizes

HANDOUTS:

- None

FACILITATOR NOTES:


This session will introduce students to the main principles of asset management and to the rest of the day's events.


- Use an interactive exercise to introduce the second objective. This will also help tie the six main course objectives together.
- Reference the Facility Manager Competencies to introduce students to both the competencies and to the asset management-specific competencies.

POINTS TO REMEMBER:

- This will kick off the "core" of the concepts of asset management principles. Highlight that this course aims to introduce the students to a large number of asset management principles and facility manager competencies. The interim period and the Advanced Facility Management Principles course will develop these concepts in-depth.



	METHOD	CONTENT	TIME
	Presentation	<p>Betsy Dodson Introduction to Asset Management Principles Use quote to introduce Objective #2:</p> <ul style="list-style-type: none"> • “Great ability develops and reveals itself increasingly with every new assignment.” – <i>Baltasar Gracian</i> • Refer to Student Workbook for Objective #2. <p>Objectives:</p> <ul style="list-style-type: none"> • The student will discuss the application of asset management and condition assessment principles. • The student will be able to understand and apply life cycle management principles and operations and maintenance procedures. • The student will analyze and apply principles of property and structure ownership management. • The student will be able to describe the process of park planning and procedures. 	5 min

	METHOD	CONTENT	TIME
	Activity	<p>Student Exercise: Quick Draw</p> <p>Give a number of terms... The first student to give the answer gets a prize.</p> <ol style="list-style-type: none"> 1. A ten year strategic plan for Asset Management (PAMP) 2. The database that tracks work (FMSS) 3. What does the FMSS Stand for? (The Facility Management Software System) 4. What is the FMLP? (make sure they get this one right) 5. The metric that measures the relative importance of an asset to the mission (API) 6. Name, definition, tasks, conditions, and criteria (FM Competencies) 7. What does TCFO stand for? (Total cost of facility ownership) 8. The stated purpose as to why the park is in existence (Enabling Legislation) 	10 min



STUDENT PARK ASSET PRESENTATIONS

INSTRUCTORS/SPEAKERS: Jeri Mihalic and Students

SESSION LENGTH: 4 hours, 15 min

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

- Describe how their selected assets for their talk compare and contrast to at least three of their fellow students' park assets.
- Explain how API can impact management decisions by giving one specific example from another student's presentation.

TRAINING AIDS:

- PowerPoint – Student Presentations
- Video Camera
- Lapel Mics
- PowerPoint Remote
- Oral Presentation Rubrics (four per student)
- Timer
- Time Cards

HANDOUTS:

- Notes pages (in Student Workbook)


FACILITATOR NOTES:

The first part of this session will focus on asset portfolio and condition assessment as these concepts relate specifically to the students' park portfolios. Each student will provide an oral presentation of their asset portfolios and highlight three assets at their park, including the assets' API and FCI.


POINTS TO REMEMBER:

The flow of the session should be as follows:

- Introduce the basic concepts of asset portfolio and condition assessment.
- Before beginning the students' asset presentations, link leadership skills to building your communication skills. A leader must be well-informed but also able to articulate that information to an audience in many types of settings. This setting would be similar to a professional presentation relating to the status of a park's assets. Since the audience may be unfamiliar with the specific assets, the students must practice their skills at communicating basic information to the audience first and then building upon that information with more detail about those assets.
- Students will give their 5-7 minute asset presentations based on pre-course work.
- Facilitators will debrief these presentations and use the data provided throughout the next session to describe how to make data-driven decisions.
- There will be people keeping track of time in the back of the room; they will help the facilitator keep track of when one student presentation should end and the next begin.
- Allow only one question per presentation due to time, but encourage students to jot questions down in their notes pages to ask their fellow students during the week.

	METHOD	CONTENT	TIME
	Presentation	<p>Jeri Mihalic Introduce Asset Management and Condition Assessment</p> <p>Short lecture:</p> <ul style="list-style-type: none"> • Define Asset Portfolio: Treetop view of all assets and their needs within park boundaries, including outside impact. <ul style="list-style-type: none"> – Analyzing asset portfolio based on suitability to the park mission. – Be sure to focus on the “big picture” of assets, rather than on specific assets; how management must take into account all assets in a park. • Analyze Asset Portfolio • API/FCI • Prioritizing Assets • Using data to drive decision making <p>Introduce leadership component of building communication skills and public speaking.</p>	15 min



	METHOD	CONTENT	TIME
	<p>Presentation</p>	<p>Student Presentations, Jeri Mihalic Making Asset Management Decisions: Becoming Familiar with Your Asset Portfolio Student Presentations: Asset Portfolio – Students will give a 5- to 7-minute presentation including:</p> <ul style="list-style-type: none"> • Enabling Legislation – As part of a large group debrief at the end of the presentations, ask students whether the specific assets they chose for their presentations are mentioned in the enabling legislation. Detailed information about three of their park’s assets, based on the following criteria: <ul style="list-style-type: none"> – API >88 – API = 50-87 – API < 50 <p>Facilitator’s Role:</p> <ul style="list-style-type: none"> • Facilitator should keep things moving from student to student. A timekeeper in the back of the room will help with keeping track of time. • You may also ask for one question from students and provide feedback and encouragement to students during and after their presentations. Encourage students to jot down additional questions to ask at a later time. • Every four presentations or so, give the students a 10-15 minute break. • If the presentations finish early take some time to debrief the enabling legislation question or thoughts about how they felt they did 	<p>4 hrs</p>

ASSET MANAGEMENT PRINCIPLES: TOOLS FOR PARK PLANNING AND PROCEDURES**INSTRUCTORS/SPEAKERS:** Bill Osterhaus**SESSION LENGTH:** 1 hour**OBJECTIVES:** *At the end of this session, students should be able to*

- Describe the process of park planning and procedures.
- Identify three park planning tools and how a facility manager can use these tools to make better management decisions.
- Explain the process of developing and implementing a Park Asset Management Plan (PAMP) and what it is used to help accomplish.
- Objective #2: Understand the application of asset management principles in your park and the NPS.

TRAINING AIDS:

- PowerPoint

HANDOUTS:

- GOGA PAMP Sample (Handout)
- PAMP Homework (in Student Workbook)

FACILITATOR NOTES:

The purpose of this session is to


- Highlight the concepts of park planning and procedures on three main levels: the day-to-day planning of work, resources, and staff; the longer-term park asset management plan and how it relates to the daily operations and planning of work; and the long-term planning tools that focus on a vision for the future.



POINTS TO REMEMBER:

For more information about Park Planning and Procedures, see the following definition from the NPS Facility Manager Competencies:


- To develop appropriate asset management practices and procedures, facility managers must have a clear picture of the asset inventory, including buildings, roads, trails, campgrounds, visitor transportation systems, and utilities, as well as each asset's features. Facility managers then create park procedures related to both traditional and non-traditional asset types. A facility manager's performance in this competency ensures that assets are managed efficiently, reliably, and safely in a manner consistent with rules, regulations, and standards.



	METHOD	CONTENT	TIME
	Presentation	<p>Bill Osterhaus</p> <p>Introduce Park Planning and Procedures</p> <ul style="list-style-type: none">• What is park planning on a daily basis? What tools do you use in daily planning? Keep at the broad, high level of daily park planning rather than specific “how to.”• Day-to-day operations, planning and anticipating work, staffing and material availability, time of year, tracking work.• Provide examples from own park and experience.	10 min

	METHOD	CONTENT	TIME
	Presentation	<p>Bill Osterhaus Making Asset Management Decisions: Tools for the Park Planning Process</p> <p>What is the long-term planning process? How do the tools relate to each other?</p> <ul style="list-style-type: none"> • Provide the long-term planning process. What must parks consider? How do long-term plans shape what a park does on a daily basis? <p>Overview of long-term park planning tools and how they interact with the day-to-day operations. Discuss how different plans interrelate (EX: how other plans or data may drive development of GMP). Key point: Facilities cannot disengage during the planning process; must implement these plans once approved.</p> <ul style="list-style-type: none"> • General Management Plan (GMP) – Discussion of what goes into developing a GMP • Developmental Concept Plan (DCP) • Strategic Plans • Annual Performance Plan • Performance Measures • Park Asset Management Plan (PAMP) 	25 min
	Presentation	<p>Bill Osterhaus Using Reports to Drive Planning Decisions</p> <p>Pulling data from the FMSS to drive planning decisions, such as</p> <ul style="list-style-type: none"> • API • FCI <p>Ways of pulling other data from the FMSS to guide park plans</p>	20 min



	METHOD	CONTENT	TIME
	Presentation	Homework: PAMP Concept Map To include the following (at least) <ul style="list-style-type: none"> • Each section of the PAMP • GMP • EMS • Five-Year Project Plan • AFS3 • FMSS • PMIS 	5 min

ASSET MANAGEMENT PRINCIPLES: LIFE CYCLE MANAGEMENT AND OPERATIONS AND MAINTENANCE PROCEDURES

INSTRUCTORS/SPEAKERS: Steve Wolter and Mark Denker

SESSION LENGTH: 1 hour, 45 min

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

- Define what life cycle management is and explain how it would apply to an asset in their park.
- Explain how an understanding of Total Cost of Ownership for an asset could be used to make daily asset and work management decisions.
- Describe the use of operations and maintenance procedures and how they affect asset management decisions.

TRAINING AIDS:

- PowerPoint
- New Construction Video – YOSE Falls
- Bradford Woods Video

HANDOUTS:

- Student Exercise: Life Cycle Management and Total Cost of Ownership at Bradford Woods (In Student Workbook)
- Homework: Arizona Memorial (In Student Workbook)

FACILITATOR NOTES:

The purpose of this session is to provide a broad overview and introduction to key facility management concepts, including life cycle management; total cost of ownership; service scheduling, performance, and tracking; health, safety, and environmental factors; and emergency preparedness. This session will

- Demonstrate these topics through the use of examples and case studies.
- Ask students to think critically about these scenarios and apply information to make asset management decisions for fictitious scenarios.
- Provide an introductory lesson about each of these different concepts, helping students to identify content areas in which they may need to develop greater knowledge and skills during the interim period.

POINTS TO REMEMBER:

The flow of this session is as follows:

- The session will begin with a brief overview of life cycle asset management and total cost of ownership. This should provide students with the “big picture” viewpoint of what life cycle management and total cost of ownership are.
- The introduction will be followed by a life cycle asset management activity based on a location with a finite number of assets. Following this activity, the session will focus on service scheduling, performance, and tracking in terms of life cycle management (consider referring to the FMSS as appropriate).





- Finally, the students will have a homework exercise in which they have to consider life cycle management and total cost of ownership for the creation of a new NPS site, the Cape Code National Seashore Herring Cove Beach Facility.

For more information about Life Cycle Management, see the following definition from the NPS Facility Manager Competencies:





- Facility managers must have the knowledge, skills, and abilities to manage a park unit's assets while keeping long-term goals and objectives in mind. By operating and managing a facility using concepts of life cycle management, facility managers greatly enhance an asset's functional life. Life cycle management also provides facility managers with the skills and information to maintain a facility more efficiently throughout its life. Through application of life cycle costing projections, the facility manager plays a vital role in managing the backlog by ensuring that life cycle costs are reconsidered whenever new construction options are developed.


For more information about Operations and Maintenance Service Scheduling, Performance, and Tracking, see the following definition from the NPS Facility Manager Competencies:

- The viability of a park operation depends on the facility's ongoing, efficient delivery of services. This requires people with the skills and knowledge to do the job, space that supports the work of these people, and supplies and equipment to accomplish the work. Facility managers are responsible for identifying what policies and procedures affect the delivery of services, how contracts inhibit or enhance delivery of services, and how work practices are influenced by delivery of services.

	METHOD	CONTENT	TIME
	Presentation	<p>Introduce Life Cycle Management and Operations and Maintenance Procedures</p> <p>Overview of Life Cycle Management – PPT</p> <ul style="list-style-type: none"> • Cradle to Grave Management • Viewing the Asset Portfolio over the Long-Term as a Whole <p>Overview of Total Cost of Ownership</p> <ul style="list-style-type: none"> • What is Total Cost of Ownership? What does it cost to maintain your house? Car? VC? • Costs associated with operating an asset over full life cycle • Brainstorm costs included in TCO <p>TCO and Life Cycle Management beneficial because...</p> <ul style="list-style-type: none"> • Allows Congress to see accountability, tracking work effectively, better use resources • Serves as a better business management tool • Advance, long-term planning; interdisciplinary plans 	10 min
	Video	YOSE Falls Restroom video: Building / acquiring the asset is just the beginning.	15 min



	METHOD	CONTENT	TIME
	Discussion	<ul style="list-style-type: none"> • Ask students to reflect on what they saw Yosemite do in terms of life cycle management and total cost of ownership. • What was the driving force in creating the new trail, the rest area, the parking lot, etc., at Yosemite Falls? • What considerations will have to be focused on in terms of life cycle management of this new construction and total cost of ownership? Considerations before construction, during construction, and after construction. 	5 min
 	Video Presentation	<p>Student Exercise: Life Cycle Management and Total Cost of Ownership at Bradford Woods</p> <ul style="list-style-type: none"> • Show Bradford Woods video (located in PowerPoint, stop at 3:00 minute time) and PowerPoint for overview of Bradford Woods' facilities and conditions. 	5 min
	Activity	<ul style="list-style-type: none"> • Break students into small groups (4-5 people/group). • Use student exercise to make students walk through different life cycle considerations for a location with a small asset portfolio. • Present findings and decisions to large group with reasoning to back up decisions. 	40 min

	METHOD	CONTENT	TIME
	Presentation	<p>Making Asset Management Decisions: Service Scheduling, Performance, and Tracking</p> <p>Introduce the NPS paradigm shift, re: customer service.</p> <ul style="list-style-type: none"> • Facility management historically viewed users and visitors as getting in the way of the real work. • This competency factors visitors into the formula of a well-planned and executed facility function. <p>Accountability in Operations</p> <ul style="list-style-type: none"> • Core Mission work / Project Mgmt. • Identifying and managing workload, load balancing; how do you conduct service scheduling and performance? How do you track it? • What are the benefits of smart scheduling, performance, and tracking? 	30 min



	METHOD	CONTENT	TIME
		<p>Introduce Homework: CACO Herring Cove Beach Facility</p> <ul style="list-style-type: none"> • For a new asset, how would you plan for staff needs, impacts of new dev't. in terms of asset mgmt., life cycle, etc.? How would you use core mission to establish O&M tasks, life cycle goals, etc.? • How will the addition of a new CACO Herring Cove Beach Facility affect operations and services at other locations? • Brainstorm what information you would need to make life cycle management decisions for the new CACO Herring Cove Beach Facility What should have been done before construction began? Once it has been built? What long-term considerations must you make? • Homework: Group Assignment- Prepare a short paper answering the above questions. Also, review Executive Order 13327. 	

ONE-MINUTE PAPER AND CONCLUSION OF DAY 2**INSTRUCTORS/SPEAKERS:** Christy McCormick**SESSION LENGTH:** 35 min**OBJECTIVES:** *At the end of this session, students should be able to*

- List most important and most unclear information they have received from Objective 2.
- Clarify their needs by providing instructors with other information they want from the course.
- Review course objectives met during the day and what to expect the next day.
- Understand what their homework assignments are for the evening.

TRAINING AIDS:

- Flipchart

HANDOUTS:

- One-Minute Paper (Hand-out)
- Tips for Meeting with your Mentor

FACILITATOR NOTES:

This session serves these purposes:




- Helps learners to reflect on and reinforce information from the second objective.
- Provides chance to clarify information, ensure objectives are being met, and shape future session content if necessary.
- Gives instructors a chance for informal evaluation of students' learning.


POINTS TO REMEMBER:

While this session will serve as an evaluation of the day's events and provide feedback to the facilitators, it also should be used to review and reinforce the course content learned.

- Facilitators should also provide a brief synopsis of what will be covered the next day.
- Homework should also be reiterated.



	METHOD	CONTENT	TIME
	Activity	<p>Christy McCormick One-Minute Paper Introduce activity and purpose. Give one minute to jot down responses to these questions:</p> <ul style="list-style-type: none"> • What was the best thing you learned/experienced today? • What unanswered questions do you have from today? <p>Collect one-minute papers. Explain that the instructors and course coordinators will review them and provide a chance for discussion the following morning.</p>	15 min
	Discussion	<p>Christy McCormick Group Discussion</p> <ul style="list-style-type: none"> • Ask for responses • Clarify what's unclear; write key answers (to Question #2) on flipchart to refer to throughout afternoon. 	10 min
	Presentation	<p>Christy McCormick Review Course Objectives, Homework, and What to Expect</p> <ul style="list-style-type: none"> • Review course content accomplished. • Review what objectives will be met tomorrow. • Review all homework tasks. <ul style="list-style-type: none"> – Review Workforce Development Guide and Competencies; begin to look at self-assessment and IDP. Self-assess. Due to mentor on Thursday afternoon. <p>Due tomorrow: PAMP Concept Map</p>	5 min

	METHOD	CONTENT	TIME
	Presentation	<p>Review Course Objectives, Homework, and What to Expect</p> <ul style="list-style-type: none"> • Mentors will be joining the class tomorrow • Review the Tips for Meeting with your Mentor Page in the Student Manual • Field Experience Details • Review course content accomplished. • Review what objectives will be met tomorrow. • Review all homework tasks <ul style="list-style-type: none"> - CACO Herring Cove Beach Facility Team Assignment - Mapping the PAMP - Read Executive Order 13327 and be prepared to discuss this document as it applies to DO-80 and Property and Structure Ownership <p>Evaluations Collect evaluations from today.</p>	5 min



ASSET MANAGEMENT PRINCIPLES: PROPERTY AND STRUCTURE OWNERSHIP**INSTRUCTORS/SPEAKERS:** Mike LeBorgne**SESSION LENGTH:** 2 hour**OBJECTIVES:** *At the end of this session, students should be able to*

- Analyze and apply principles of property and structure ownership management.
- Evaluate the range of effects of proposed property and ownership changes.
- Analyze the impacts that outside influences could have on property and structure ownership decisions of park assets.

TRAINING AIDS:

- Executive Order 13327: Federal Real Property Asset Management (in the Reference Materials book located on Student jump drive)

HANDOUTS:

- Group Activity – ISRO, GRTE, and EVER sites (Student Workbook)
- Student Exercise – Highlighting 3 Visitor Center Proposals (Student Workbook)
- Scenario Handouts Site Plans and Architectural Information provided during exercise. (Student Workbook)
- Choosing by Advantages (CBA) Information (Student Workbook)

FACILITATOR NOTES:

This session should provide an introduction to the basic practices for Property and Structure Ownership, using EO 13327 as a guide and a scenario to apply what has been learned.

The flow of the session should be as follows:

- First generate discussion with the class by asking the following questions:
 - Homework (read EO 13327); how does it relate to DO-80?
 - How does your GMP or strategic plan link with property and structure ownership?
 - Spark any examples in your park?
 - What does this mean to you as a facility manager?
- The Student Exercise – is meant to introduce students to the fact that outside influences can have an impact on property and structure ownership decisions of park assets.
- This exercise also introduces students to making decisions using the Choosing by Advantages (CBA) methodology. See worksheets and scenarios at end of lesson plan.
- One of the goals of this course is to teach the students analysis using analytical tools. As a facility manager of tomorrow, it is important that the students become familiar with the concepts and importance of analytical thinking. As they build their own skills, they can seek out and examine the usefulness of decision-making tools on their own using their best judgment.
- Highlight the leadership component to making data-driven decisions regarding your park's assets. As follow-up to the exercise, ask students if they were leaders at the park how they would want to communicate their decisions to others. What information would they want to relate about why they came to the decisions they did? What information might be more or less important for the general public to know? How would


their tactics change when communicating information and decisions made to employees within the park or to partners?

POINTS TO REMEMBER:

- Be sure to review Executive Order 13327 and the Student Exercise carefully before the class. Advance preparation will help you to make connections between property and structure ownership concepts and Executive Order 13327 and the exercise.
- Before you facilitate this session, review the four case studies provided. You can present one case study to the group as an example of how you would work through the CBA questions for such an issue. Before the class, then, you should jot down notes and ideas for each of the questions on the CBA form for the case study you have selected. *Be sure you explain very clearly to the students each of the steps of the CBA form before they break up into groups and begin working on the exercise.*





	METHOD	CONTENT	TIME
☺	Discussion	<p>Jeri Mihalic Homework Review Q & A Homework: Review of EO 13327.</p> <p><i>How does EO 13327 affect property and structure ownership?</i></p> <p>Hand in homework from the day before (Arizona Memorial paper); it will be graded and given back to them.</p>	
🗣️	Presentation	<p>Mike LeBorgne Introduce Property and Structure Ownership Management Principles Stump the Trainer</p> <ul style="list-style-type: none"> • Methods of acquiring or disposing of property and structures <p>Why would you acquire or dispose of assets?</p> <ul style="list-style-type: none"> • Evaluation of needs of the park unit • Managing the acquisition, disposition, and best use of assets • Assess an asset's need <p>Making Asset Management Decisions Using Choosing by Advantages (CBA) methodology – Refer students to guidance in student workbooks</p>	10 min

	METHOD	CONTENT	TIME
	<p>Activity</p>	<p>Group Activity: Examples for ISRO, GRTE and EVER</p> <ul style="list-style-type: none"> • Provide the facts. • As a group, use Choosing by Advantages (CBA) to identify the alternatives and evaluate these alternatives. • Once the group has decided on an alternative, present the 'reality'. <p>Student Exercise</p> <ul style="list-style-type: none"> • Provide Exercise Directions (see below) • Split the class into three groups (make sure mentors and students are evenly distributed throughout the groups).). • Provide the facts for scenarios. • Ask groups to use Choosing by Advantages (CBA) questions listed at the end of the exercise to identify alternatives and begin evaluation of those alternatives. Make clear that this is only one tool that can be used. Ask for other examples of tools (value analysis, for example). These also may be useful in different situations. • Group presentations of plans. 	



	METHOD	CONTENT	TIME
	<p>❖ Instructor Management</p>	<p>Student Exercise Directions</p> <ul style="list-style-type: none"> • Describe how EVER, GRTE and ISRO have had some interesting experiences in terms of making property and structure ownership decisions. • The students' tasks during this exercise will be to review real-life issues that happened at EVER, GRTE, and ISRO, identify two alternative actions that can take place in response to the scenario, begin to evaluate these alternatives, then present their findings to the class and instructor. • Review the Choosing by Advantages (CBA) questions at the end of the exercise with the students, using the attached document. Describe the process of CBA: identifying alternatives, then evaluating those alternatives, opening it up to public comment, etc. For the exercise, they will only be focusing on identifying alternatives and beginning to evaluate those alternatives. • You can also present one of the four case studies and walk the students through how to answer the CBA questions, if desired. • Break the students into three groups of five. Ask them to first review the case study, and then begin brainstorming alternative actions in response to the scenario. They will then begin evaluating those alternatives by answering the questions listed in their workbooks. Students should write their responses and prepare recommendations to present to the rest of the group. Sketch site plans and other architectural information will be handed out to each group at the start of the exercise. 	

	METHOD	CONTENT	TIME
	Debrief	<p>Debrief Points</p> <ul style="list-style-type: none"> • After each student group has presented, debrief by asking if the recommendations they made were easy or difficult to come to. If questioned about why they made the decisions they did, would they have sufficient reasoning and information to back up their decisions? What else would they have liked to know about their case studies? • You can also use this opportunity to reflect on the value of life cycle costing in these scenarios. 	
	Discussion	<p>Leadership Component – Data-Driven Decision-Making</p> <ul style="list-style-type: none"> • As follow-up to exercise, ask students how they would want to communicate their decisions to others if they were park's leaders. • What information would they relate about how they came to their decisions? • What information might be more or less important for the general public to know? • How would their tactics change when communicating information and decisions to employees or to partners? 	



ASSET MANAGEMENT PRINCIPLES: ASSET MANAGEMENT AND CONDITION ASSESSMENT**INSTRUCTORS/SPEAKERS:** Mark Denker**SESSION LENGTH:** 1 hour**OBJECTIVES:** *At the end of this session, students should be able to*

- Describe what an asset portfolio is and, generally, the tools one can use to manage it.
- Explain what the Asset Priority Index (API) and Facility Condition Index (FCI) are and how they can be used to prioritize work on the asset portfolio.
- Articulate the importance of a condition assessment.
- Objective #2: Understand the application of asset management principles in your park and the NPS.

TRAINING AIDS:

- API/FCI Class Scatter Plot (Poster)
- Stickers with Students' Park Alpha Codes (Handouts)
- Flipchart

HANDOUTS:

- API/FCI Scatter Plot Report for students' parks (Handout)
- Clear Transparency Sheets with the Four Level High to Low Prioritization Levels for each Student's API/FCI Scatter Plot Report (Handouts)

FACILITATOR NOTES:

This session builds off of the student asset presentations. It will also

- Introduce the concepts of managing with an asset portfolio view in mind. It will address the importance of seeing the entire asset portfolio and knowing it intimately before making asset-specific decisions.
- Highlight the leadership aspect of making data-driven decisions regarding your park's assets. As a leader, you need to have logical, clear reasoning behind the decisions you make to increase accountability; one way to do this is to utilize the data available to you in making those decisions.
- Highlight concepts of condition assessment, API, and FCI in regards to making informed management decisions.
- Build off of the students' asset portfolios by asking them to make management decisions about these assets and justify these decisions by using the data provided.

POINTS TO REMEMBER:

The flow of the session should be as follows:

- During the asset portfolio discussion, the students will place stickers with their park alpha codes on a large, class-wide API/FCI Scatter Plot to identify where their three selected assets fall. This scatter plot will then be used in support of using data to make asset management decisions and prioritize work.
- Draw the O&M Prioritization of work on the Scatter Plot.
- After discussion of this work prioritization, each student will be asked to look at their own parks' API/FCI Scatter Plot reports. Each student will be supplied with a see-through

overlay, similar to the one drawn for the class-wide chart. This overlay will identify the different levels of work prioritization for their park's API/FCI Scatter Plot. The students should reflect upon this prioritization in terms of projects conducted on these assets and whether the identified priority levels fit with how their park manages these assets.


For more information about Life Cycle Management, see the following definition from the NPS Facility Manager Competencies:


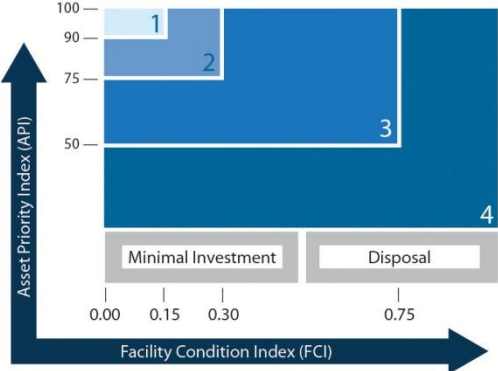
- Facility managers must have the knowledge, skills, and abilities to manage a park unit's assets while keeping long-term goals and objectives in mind. By operating and managing a facility using concepts of life cycle management, facility managers greatly enhance an asset's functional life. Life cycle management also provides facility managers with the skills and information to maintain a facility more efficiently throughout its life. Through application of life cycle costing projections, the facility manager plays a vital role in managing the backlog by ensuring that life cycle costs are reconsidered whenever new construction options are developed.

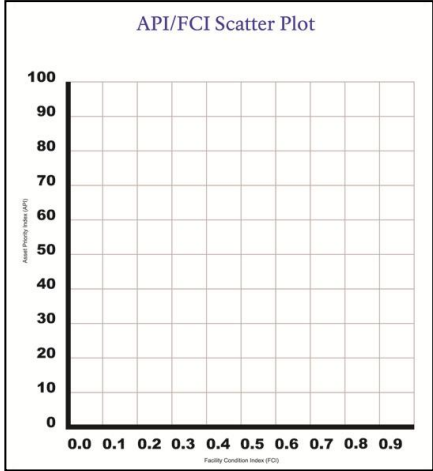
For more information about Inventory and Condition Assessment, see the following definition from the NPS Facility Manager Competencies:

- To successfully manage their facilities, provide services efficiently, and plan for current and future facility needs, facility managers must have an accurate, working picture of the condition of their assets. Asset condition is essential to the mission of the facility function; therefore, it is imperative that facility managers conduct accurate, regularly scheduled, and complete facility condition assessments.





	METHOD	CONTENT	TIME
	<p>Presentation</p>	<p>Mark Denker Making Asset Management Decisions: Knowing the Condition of the Asset Knowing the Condition of your Asset Portfolio: What do you have and what condition is it in?</p> <ul style="list-style-type: none"> • Importance of Condition Assessments – Completing inspections is the first step to assessing the condition of your asset portfolio. Gives clearer picture of the status of your asset portfolio; the FCI is the result of this process. • API-Prioritizes what you have • FCI-Quantifies the Condition <p>Use a personal example here from HEHO about a recent condition assessment.</p>	<p>10 min</p>

	METHOD	CONTENT	TIME								
	<p>Activity</p>	<p>Student Exercise: Class-wide API/FCI Scatter Plot based on presentations</p> <ul style="list-style-type: none"> • Give each student three stickers with their park alpha code on them. • Each student will place a sticker at the location of each of their three selected assets' APIs and FCIs on a large, laminated API/FCI scatter plot chart (see right for example of API/FCI Scatter Plot). <p><u>Four-Level High-to-Low Prioritization</u></p> <table border="1" data-bbox="532 1037 971 1402"> <tr> <td rowspan="2" style="vertical-align: middle; text-align: center;">↑ Asset Priority Index (API)</td> <td style="text-align: center;">High Priority Assets Better Condition</td> <td style="text-align: center;">High Priority Assets Worse Condition</td> </tr> <tr> <td style="text-align: center;">Low Priority Assets Better Condition</td> <td style="text-align: center;">Low Priority Assets Worse Condition</td> </tr> <tr> <td></td> <td colspan="2" style="text-align: center;">→ Facility Condition Index (FCI)</td> </tr> </table> <p><u>GOGA's O&M Prioritization</u></p> 	↑ Asset Priority Index (API)	High Priority Assets Better Condition	High Priority Assets Worse Condition	Low Priority Assets Better Condition	Low Priority Assets Worse Condition		→ Facility Condition Index (FCI)		<p>30 min</p>
↑ Asset Priority Index (API)	High Priority Assets Better Condition	High Priority Assets Worse Condition									
	Low Priority Assets Better Condition	Low Priority Assets Worse Condition									
	→ Facility Condition Index (FCI)										



	METHOD	CONTENT	TIME
		<p>Once stickers have been placed for each park's three selected assets, review classwide scatter plot; discuss condition and priority of assets in terms of how these can be used to make management decisions.</p> <ul style="list-style-type: none"> • Draw Four-Level, High-to-Low Prioritization to describe generally how API and FCI work together to establish priority levels. What does it mean if an asset is in Priority 1? Priority 3? <p>Draw GOGA's O&M Prioritization, to identify the areas of highest to lowest priority in planning</p> <ul style="list-style-type: none"> • work for these assets; "this is how GOGA has decided to do it." • Operation funding levels can be modified based on park needs; use GOGA's only for demonstration. • Brainstorm additional info required to make mgmt. decisions for these assets. How might asset mgmt. differ from park to park based on asset portfolios? How stay the same? <p>Have students review own API/FCI Scatter Plot.</p> <ul style="list-style-type: none"> • Ask students to discuss areas of high priority, projects for these assets that are underway, and whether they reflect the priorities shown on the overlay. • Use overlay to outline four levels of work priority for their assets. Does this reflect what actually goes on in their park? Where do the priorities lie in actuality? Why? 	

	METHOD	CONTENT	TIME
	Discussion	<p>Mark Denker Application of Data: Prioritizing Assets and the PM/DM Cycle</p> <p>Carry info from student presentations over into this section; use giant API/FCI scatter plot.</p> <ul style="list-style-type: none"> • How might priority and condition impact PM decisions? • How do you make DM decisions (what gets worked on AND what gets deferred)? • Using PM for high priority assets 	10 min
	Activity	<p>Mark Denker Application of Data: Using Data to Drive Asset Management Decisions</p> <p>Data-driven decision making</p> <ul style="list-style-type: none"> • Guest speakers bring in asset examples with data behind them (API, FCI). • Outline how their parks have made decisions based on the data (PM, DM, prioritizing work, etc.). <p>Walk through how you would make management decisions for these assets based on the data.</p>	10 min



ACADEMIC WRITING INTRODUCTION**INSTRUCTORS/SPEAKERS:** Zach Carnagey**SESSION LENGTH:** 1 hour**OBJECTIVES:** *At the end of this session, students should be able to*

- Identify a thesis and its role in an essay.
- Describe how a thesis is supported with evidence.
- Identify the three types of paragraphs in a five-paragraph essay.
- Articulate when citations are necessary.

TRAINING AIDS:

- Flipchart/whiteboard





HANDOUTS:

- Academic Writing Structure (in Student Workbook)
- Why do we cite? (in Student Workbook)




FACILITATOR NOTES:

This session serves to give students an introduction to the type of writing they'll have to produce during the FMLP. There's a lot of information and not much time, so the times listed are maximums (i.e., the lesson moves very quickly). The structure of the lesson is as follows:

- Activate information students already know through a free-write, then quick discussion.
- Present the theory/structure of argumentation through a lecture.
- Give students a chance to practice using the structure on a worksheet.
- Explain how that structure is the foundation of academic writing, esp. the five-paragraph essay. A finished writing product is a "fleshed out" version of this structure.
- Review the three types of paragraphs and what they do.

	METHOD	CONTENT	TIME
 	Activity Discussion	What is Academic Writing <ul style="list-style-type: none"> Free-write (1 minute): What is academic writing and how is it different from other types of writing? Write student responses on a flipchart and discuss, focusing on these elements: <ul style="list-style-type: none"> It is structured/formulaic Has formal language/voice/style Its goal is to <i>prove something through argument</i> 	5-10 min
	Presentation	Making an Argument – the structure How do we make an argument? <ul style="list-style-type: none"> <u>Thesis</u>: a focused statement of your argument <u>Support</u>: why the thesis is true <u>Evidence</u>: why the support is true <p>Draw out the hierarchical structure like you see on the student worksheet.</p>	5-10 min
	Activity	Student Exercise: Academic Writing Structure Explain worksheet, modeling as necessary	15 min



	METHOD	CONTENT	TIME
	Presentation	From Structure to Paper – Five-Paragraph Essays <ul style="list-style-type: none"> • Refer to handout: each square represents a paragraph • <u>Introduction</u> – <i>Tell me what you're going to tell me</i>: the vehicle to introduce the thesis • <u>Support Paragraphs</u> – <i>Tell me</i>: each give reasons why the thesis is correct/true and provides evidence/examples • <u>Conclusion (not represented on the handout)</u> – <i>Tell me what you told me</i>: sum up, give closing remarks, and refer back to thesis 	5-10 min
	Discussion	Why do we cite? <ul style="list-style-type: none"> • Purposes of citation • What is plagiarism? • In-text citations • Bibliographies 	10 min
	Discussion	Review <ul style="list-style-type: none"> • What are the three types of paragraphs in a five-paragraph essay and what does each do? • Why is citation necessary? 	5 min

FIELD EXERCISE**INSTRUCTORS/SPEAKERS:** Paul Slinde**SESSION LENGTH:** 5 hours**OBJECTIVES:** *At the end of this session, students should be able to*

- Understand how NOCA uses data to drive asset management decisions and prioritize work.
- Compare and contrast NOCA's asset portfolio to the student's own park.
- Compare and contrast how NOCA makes asset management decisions to how the student's own park makes decisions.
- Describe three different assets or projects at NOCA, how prioritization and work planning decisions were made for each of them, and any particular key points or unique factors that play in the management of these assets/projects.

TRAINING AIDS:

- None

HANDOUTS:

- Homework: Comparing NOCA to My Park
- Homework: Leadership Reading (from Organization Development for Facility Managers) located on Student jump drive

FACILITATOR NOTES:

There are many reasons for the development of the field exercise to NOCA as a session. It achieves the following:

- Provides students with the chance to explore NOCA through the eyes of facility managers.
- Gives an overview of NOCA's unique asset portfolio while highlighting key projects and assets of interest to the park and the visitor.
- Allows students to see firsthand how NOCA uses data to drive asset management decisions and what the implications of these decisions are.
- Provides students with a variety of asset management examples with the hope that several of these examples will be comparable to different activities or projects within their own home parks.

POINTS TO REMEMBER:

- Course Coordinators should remind the students at the end of the day that they have homework. See the Student Workbook for homework.



OBJECTIVE THREE: THE LEADERSHIP ROLE OF FACILITY MANAGEMENT IN THE NPS**INSTRUCTORS/SPEAKERS:** Betsy Dodson**SESSION LENGTH:** 30 min**OBJECTIVES:** *At the end of this session, students should be able to*

- Understand the sub-objectives within Objective #3 (understand the leadership role of facility management in the NPS), including developing your leadership skills, the leadership role of facility management in the NPS, and the three different levels of facility management leadership in the NPS, including the national, regional, and park levels.

TRAINING AIDS:

- PowerPoint
- Legos Houses (1 should be complete and 3 should be in baggies)

HANDOUTS:

- Objective #3 Introduction Sheet (in Student Workbook)
- Student Exercise: Leadership Team Building Activity Observation Worksheet (in Student Workbook)


FACILITATOR NOTES:

This session provides


- An overview to Objective #3, which focuses both on developing leadership skills and leadership as it plays out in facility management in the NPS.
- An interesting, fun activity to begin the discussion of leadership skills as well as leadership in facility management.


POINTS TO REMEMBER:

- Review the activity carefully before this session. It is rather involved and will need your assistance in debriefing it.
- Make connections between the activity and leadership in general. What leadership activities did they see? How do you know when to be a leader and when to be a follower in your day-to-day routine?

	METHOD	CONTENT	TIME
	Presentation	<p>Introduction to the Leadership Role of Facility Management in the NPS</p> <p>Use quote to introduce Objective #3:</p> <ul style="list-style-type: none"> Men make history, and not the other way around. In periods where there is no leadership, society stands still. Progress occurs when courageous, skillful leaders seize the opportunity to change things for the better. <i>Harry S. Truman</i> <p>Business and industry surveys show 2 skills valued most in employees are communication skills (oral and written) and ability to work effectively in teams.</p>	5 min



	METHOD	CONTENT	TIME
	<p>Activity</p>	<p>Leadership Team Building Activity</p> <p><u>Step 1: Problem-Solving and Observation</u></p> <ul style="list-style-type: none"> • Activity highlights teamwork, problem solving, communication, active listening, and leadership. • Break students into three groups of five; give each a bag of Legos with exact number of each color needed. Assign one member as the observer, making notes of behaviors of the group members throughout activity on Student Workbook observation worksheet. • Outline Tasks and Rules: <ul style="list-style-type: none"> - Task = Build Lego structure exactly like the instructor's. - Limitations = Only one group member can look at model at a time, cannot touch. When team member returns to the group, must describe what they saw before next member can look. Each member may only view model once. • Observer notes what team members do and how long this problem-solving period lasts on worksheet. <p><u>Step 2: Building the Model</u></p> <ul style="list-style-type: none"> • Groups cannot open Lego baggie until ready to assemble their model; cannot return to instructor model after viewing once. • Observer notes what time building starts, how long it takes, member behaviors during assembly. • Have 10 minutes to complete; team that is closest to instructor's model wins. 	<p>20 min</p>

	METHOD	CONTENT	TIME
		<p><u>Step 3: Debriefing the Activity</u></p> <ul style="list-style-type: none"> • Ask teams to describe behaviors they observed that helped or hurt their success. What does this tell us about teamwork and leadership in general? • Ask observers from each group to report on the following: how members problem-solved, worked together on an interpersonal basis, any leadership behavior they observed, roles each member played. • Encourage team members to remark on these questions as well. • Ask the groups to consider what they saw and how their teams worked in terms of leadership on a broader scale. Were there too many leaders? Too few? Just right? Highlight the importance of knowing when to be a leader and when to be a follower. 	
	Presentation	<p>Session Objectives</p> <ul style="list-style-type: none"> • Developing your Leadership Skills <ul style="list-style-type: none"> - How do Leadership and Management differ? • Building Relationships as a Facility Management Leader in the NPS • Understanding Leadership Levels of Facility Management in the NPS – Panel Discussion <ul style="list-style-type: none"> - Introduction to Leadership Levels of FM • Leadership at the National, Regional, and Park Levels 	5 min



PUBLIC SPEAKING**INSTRUCTORS/SPEAKERS:** Steve Wolter and Zach Carnagey**SESSION LENGTH:** 1 hour**OBJECTIVES:** *At the end of this session, students should be able to*

- Identify the key components in developing public speeches.
- Recall the fundamentals of delivering effective speeches.
- Articulate the elements of giving and receiving feedback.

TRAINING AIDS:

- None

HANDOUTS:

- Receiving and Giving Feedback (in Student Workbook)
- Giving and Receiving Feedback bookmark

FACILITATOR NOTES:

This session will serve as an introduction to effectively preparing and delivering public speeches. Lecture and small-group activity will be used to meet the objectives. The flow of the session is as follows:

- Introduction-Set the tone and structure for the session.
- Presentation of developing and delivering effective speeches.
- Brief overview of giving and receiving feedback.
- Small Group Activity.


During the Principles of Asset Management course, these sessions will create continuity throughout the week, allowing students to explore different professional development issues in order to build their own skills and abilities. This session will

- Introduce students to the first professional development topic and get them to begin thinking of ways they could build their own personal skills in this realm.
- Develop the students' public speaking skills, both in an informal and a formal setting.


POINTS TO REMEMBER:



During this session, emphasize that

- Public speaking is an important component of sharing information. Many people are uncomfortable speaking in front of others but these anxieties can be overcome through practice, preparation, and utilizing constructive feedback.


	METHOD	CONTENT	TIME
	Presentation	<p>Introduction to Public Speaking</p> <p>Begin by saying the following quote (also in Student Workbook): <i>“According to most studies, people’s number one fear is public speaking. Number two is death. Death is number two. Does that seem right? This means to the average person, if you have to go to a funeral, you’re better off in the casket than doing the eulogy.”</i></p> <p>– Jerry Seinfeld</p> <p>Introduce the topic by asking the students to brainstorm answers to the following questions (write responses on flipcharts):</p> <ul style="list-style-type: none"> • “In your experience, what are some characteristics of good presentations/speeches?” • “What are some characteristics of bad presentations?” 	5 min



	METHOD	CONTENT	TIME
	<p>Presentation</p>	<p>Developing an Effective Speech</p> <p>The following elements are vital in developing effective speeches.</p> <p><u>Preparation:</u></p> <ul style="list-style-type: none"> • Identify your audience <ul style="list-style-type: none"> ○ Your audience may alter the speech's content and your method of delivery. • Be confident with your message <ul style="list-style-type: none"> ○ Effective speeches are given by those who understand their message and are comfortable with the topic. • Identify main issues you want to convey, and then build the details and supporting material from there. <p><u>Writing:</u></p> <ul style="list-style-type: none"> • Introduction <ul style="list-style-type: none"> ○ Grab the audience's attention right away. ○ Tell them your main point(s) so they know what to expect and where the presentation is going. • Body <ul style="list-style-type: none"> ○ Present main ideas and supporting information. ○ Stay organized and on topic. ○ Stay within your time limit. • Conclusion <ul style="list-style-type: none"> ○ Wrap-up ○ Reiterate main findings if appropriate 	<p>10 min</p>

	METHOD	CONTENT	TIME
	Presentation	<p>Delivering an Effective Speech</p> <p>Practice, Practice, Practice:</p> <ul style="list-style-type: none"> • Overcome Anxiety <ul style="list-style-type: none"> ○ Organize ○ Visualize ○ Practice ○ Breathe ○ Focus on relaxing ○ Release tension ○ Make eye contact • Practice your speech out loud to catch long sentences, tongue twisters, or other misplaced phrases that may cause you to stumble. • Overcome your fears by practicing your speech (in front of family, friends, colleagues, or a mirror, or by recording your voice, etc.). • Make the presentation exciting by using nonverbal communication and varying your vocals (volume, rate, inflection, etc.). 	10 min
	Presentation	<p>Giving and Receiving Feedback</p> <p>Why give and receive feedback?</p> <ul style="list-style-type: none"> • Receiving feedback may help you see problem areas you may not have identified on your own. • Giving feedback not only helps others to improve, but may give you an outside perspective on how to improve your own performance. • Review “Giving and Receiving Feedback” handout with students. 	5 min



	METHOD	CONTENT	TIME
	<p>Activity</p>	<p>Student Exercise—Public Speaking</p> <ul style="list-style-type: none"> • Have each student choose an item they have with them on which to present a brief (3-minute) speech. They could be wearing the item or it could come from their purse, briefcase, wallet, pocket, etc. • Students will then be given 7-10 minutes to individually prepare. The speeches should utilize the techniques provided during the informational portion of the lesson. • Have the students divide into groups of about 4-5 students to share their presentations. Each student will then be provided with oral feedback from their group members on their strengths, weaknesses, and possible areas of improvement. • If time allows: Once the class has given all of their presentations in small groups, have the class reassemble to discuss how the activity went, where problem areas existed, and what types of improvements peers suggested. <p>Session Conclusion --Refer students to the Ready, Set, Go courses</p>	<p>30 min</p>

OBJECTIVE FOUR: INTRODUCTION TO DISTRIBUTED LEARNING SESSION #1**INSTRUCTORS/SPEAKERS:** Christy McCormick**SESSION LENGTH:** 1 hour, 15 min**OBJECTIVES:** *At the end of this session, students should be able to*

- Explain the three different types of activities in which they will be engaged during Interim #1 (e-courses, independent study, and developmental activity).
- Review the Request for Developmental Activity.
- Build familiarity with the FMLP e-portfolio site.

TRAINING AIDS:

- PowerPoint with screenshots of FMLP website
- PowerPoint with screenshots of web conferencing tool

HANDOUTS:

- Rubrics for Written Presentations (in Student Workbook)
- FMLP Monthly Report [In Student Workbook]
- List of Required E-Courses (in Student Workbook)
- List of Independent Study Activities (in Student Workbook)
- Movie Titles (Appendix)
- Lending Library (Appendix)
- Request for Developmental Activity form (in Student and Mentor Workbook Appendices and Student and Mentor jump drives)
- Scavenger Hunt (in Student Workbook and Mentor Guide)

FACILITATOR NOTES:

This session will accomplish the following:

- Provide the "tools" necessary for Distribute Learning Session (DLS) #1. It gives the students and their mentors a clear picture of assignments that will be completed during DLS #1, timeframes, and expectations.
- Provide an introduction for the Request for Developmental Activity form, which will be used to propose a developmental activity to build the students' skills and competencies.
- Provide the mentors and learners an introduction to the FMLP website and other tools they will need to become familiar with during DLS #1.


The flow of the session should be as follows:

- Match the students with their mentors for the FMLP program.
- Go over handouts first. Review three types of learning activities and grades for each.
- Discuss web conference and communications.
- Go over the Request for Developmental Activity form.

POINTS TO REMEMBER:

- Take time to answer student questions and explain each portion of the interim period fully.



	METHOD	CONTENT	TIME
	Presentation	<p>Introduce DLS #1</p> <p>Tasks during DLS #1:</p> <ul style="list-style-type: none"> • Assignment list and due dates • Required forms (self-assessment, IDP, RDA, and monthly report) <ul style="list-style-type: none"> ○ Functions of the monthly report: <ul style="list-style-type: none"> ▪ Compare how well your plans for the month related to your actual accomplishments. ▪ Reflect on the things you did accomplish. ▪ Make plans for next month. ○ Why is the monthly report important? <ul style="list-style-type: none"> ▪ To document what you have done to your supervisor and mentor. ▪ Can be used as a planning tool. ▪ Will help you at the end of the year. • Required and Recommended E-Courses – If you've completed these e-courses, you are set; you will upload your certificates to the FMLP site. • Developmental Activity • Independent Study • Web Conferences – Introduction to web conferencing software <p>Film: Reviewing the web conferencing software.</p>	30 min

	METHOD	CONTENT	TIME
☺	Discussion	Student E-Portfolio Website <ul style="list-style-type: none">• Introduce Student E-Portfolio and go through the navigation of the website.• Student-Mentor Exercise: Reviewing the e-portfolio website together.• Remind students that they must turn in the scavenger hunt when they are finished.	30 min



ONE-MINUTE PAPER AND CONCLUSION OF DAY 4**INSTRUCTORS/SPEAKERS:** Christy McCormick**SESSION LENGTH:** 30 min**OBJECTIVES:** *At the end of this session, students should be able to*

- List most important and most unclear information they have received from Objective 2.
- Clarify their needs by providing instructors with other information they want from the course.
- Review course objectives met during the day and what to expect the next day.
- Understand what their homework assignments are for the evening.

TRAINING AIDS:

- Flipchart

HANDOUTS:

- One-Minute Paper (Hand-out)
- Tips for Meeting with your Mentor

FACILITATOR NOTES:




This session serves these purposes:

- Helps learners to reflect on and reinforce information from the second objective.
- Provides chance to clarify information, ensure objectives are being met, and shape future session content if necessary.
- Gives instructors a chance for informal evaluation of students' learning.

POINTS TO REMEMBER:

While this session will serve as an evaluation of the day's events and provide feedback to the facilitators, it also should be used to review and reinforce the course content learned.

- Facilitators should also provide a brief synopsis of what will be covered the next day.
- Homework should also be reiterated.

	METHOD	CONTENT	TIME
	Activity	<p>Christy McCormick One-Minute Paper</p> <p>Introduce activity and purpose. Give one minute to jot down responses to these questions:</p> <ul style="list-style-type: none"> • What was the best thing you learned/experienced today? • What unanswered questions do you have from today? <p>Collect one-minute papers. Explain that the instructors and course coordinators will review them and provide a chance for discussion the following morning.</p>	15 min
	Discussion	<p>Christy McCormick Group Discussion</p> <ul style="list-style-type: none"> • Ask for responses • Clarify what's unclear; write key answers (to Question #2) on flipchart to refer to throughout afternoon. 	10 min
	Presentation	<p>Christy McCormick Review Course Objectives, Homework, and What to Expect</p> <ul style="list-style-type: none"> • Review course content accomplished. • Review what objectives will be met tomorrow. • Review all homework tasks. 	5 min



OBJECTIVE FIVE AND SIX: PERSONAL DEVELOPMENT GOALS AND ESTABLISHING A MENTOR-STUDENT RELATIONSHIP**INSTRUCTORS/SPEAKERS:** Jeri Mihalic**SESSION LENGTH:** 30 min**OBJECTIVES:** *At the end of this session, students should be able to*

- Understand the concepts of mentoring and its importance in the success of each individual student.
- Describe three key points in the mentor/student contract that they develop with their mentors.

TRAINING AIDS:

- None

HANDOUTS:

- Objective #5 and #6 Introduction Sheet (in Student Workbook)




FACILITATOR NOTES:

The purpose of this session is to set the stage for the rest of the day, which will be based on allowing the students and mentors to continue to develop their plans for the six-month Interim #1 period. This session shifts the course from material being presented to the learner in a structured way to the opportunity for the learners to construct their own learning events to fit the needs identified from their self-assessments. The flow of the session should be as follows:


- Introduce the concepts of lifelong learning and self-directed learning.
- Introduce the flow of the remainder of the day.
- Discuss the importance of the mentor/student relationship.

POINTS TO REMEMBER:

- Students and mentors should be provided an introduction to the flow of the day, but no further detail.
- Friday morning is meant to have a collaborative workshop feel.
- The relationship built between the mentors and their protégés is the most important aspect of the workshop. As such, the majority of the time after this session should be allotted to the mentors and protégés working together collaboratively.

	METHOD	CONTENT	TIME
	Presentation	<p>Introduction to Objectives Five and Six – Personal Development Goals and How to Meet Them</p> <p>Quote to introduce Objective #5: "We must be the change we wish to see in the world." - Mahatma Gandhi</p> <p>Quote to introduce Objective #6: "A leader is one who knows the way, goes the way, and shows the way." - John C. Maxwell</p>	5 min
 	Presentation Discussion	<p>Lifelong Learning and Eric Hoffer</p> <p><i>The central task of education is to implant a will and a facility for learning; it should produce not learned but learning people. The truly human society is a learning society, where grandparents, parents, and children are students together.</i></p> <p><i>In a time of drastic change it is the learners who inherit the future. The learned usually find themselves equipped to live in a world that no longer exists.</i></p> <p><i>Reflections on the Human Condition, aph. 32 (1973)</i></p> <ul style="list-style-type: none"> • Tell the story of Eric Hoffer <ul style="list-style-type: none"> ○ Had a lifelong thirst for knowledge. ○ Nicknamed the "longshoreman philosopher" ○ Saw the potential in the "working class" as he came from a very humble beginning • What does that mean to you as you begin this journey of learning? 	15 min



	METHOD	CONTENT	TIME
	Presentation	Getting Help Along the Way – The Final Stretch <ul style="list-style-type: none">• Introduce resources available (in brief).• Introduce the schedule for the rest of the day.	10 min

PERSONAL DEVELOPMENT GOALS: MENTOR AND STUDENT MEETINGS**INSTRUCTORS/SPEAKERS:** Betsy Dodson and Steve Wolter**SESSION LENGTH:** 2 hours, 40 min**OBJECTIVES:** *At the end of this session, students should be able to*

- Apply the concepts and goals of the mentoring program.
- Meet with their mentor.
- Establish a plan of communication with their mentor and preferences for the relationship.
- Agree with their mentor on a Student-Mentor Contract.
- Review their self-assessment with their mentor.
- Begin work on their individual development plan with their mentor.

TRAINING AIDS:

- Self-Assessment (In Student Workbook Appendix)
- Individual Development Plan (IDP) (in Student Workbook Appendix)
- Facility Manager Competencies document (separate document)
- Request for Developmental Activity (RDA) (in Student Workbook Appendix)
- Sample Request for Developmental Activity (RDA) (in Student Workbook)

HANDOUTS:

- Preferences Checklists-Protégé and Mentor
- Student Exercise – Getting to Know Your Mentor (in Student Workbook)
- Student-Mentor Contract (refer back to this in your pairs) (in Student Workbook)
- Student-Mentor Task List (refer back to this in your pairs) (in Student Workbook)
- Student-Mentor Preferences Check List
- Course Evaluation (In Appendices)
- Instructor Evaluation (handout)
- Exit Interview (in Student Workbook-Appendix)

FACILITATOR NOTES:

This session

- Should reinforce the overall goals of the mentoring program.
- Will allow the students and mentors an opportunity to become better acquainted and used to working with one another.
- Begins the mentor/protégé planning process for Interim #1.


The flow of the session should be as follows:

- Outline goals of mentoring program.
- Allow ample time for Mentor-Student meetings. Feel free to allow pairs to move to a different location to complete the session's tasks. Bring the pairs back for group discussion after each task.







POINTS TO REMEMBER:

- Tell them the students and mentors will be brought back together halfway through the session at a particular time to check their progress and again at the end of the session.
- The pairs may initially feel uncomfortable in the beginning conversation. The facilitators should be aware of this and assist as needed.
- Timing should be flexible on this session.
- Highlight the importance of receiving their honest feedback. Collect the evaluations they have been filling out for the instructors during the week, and ask them to fill out the final course evaluation.

	METHOD	CONTENT	TIME
	Presentation	<p>Steve Wolter What makes for success in mentor/student work relationships?</p> <p>Student-Mentor Preference Checklist Student and Mentor Exercise</p> <ul style="list-style-type: none"> • Students and Mentors will complete the preference survey. • Class discussion: Results of the survey. <p>Introduce Student-Mentor Communication Plan Student Exercise: Getting to Know Your Mentor Mentor-Student Contract</p> <ul style="list-style-type: none"> • Review contract in Student Manual; explain that they should think about it, add their specific items, sign them, and return a copy for the pair as an upload in DLS# 1. • Can be used as a tool throughout the FMLP program. • Remind group of the preference checklist. 	15 min



	METHOD	CONTENT	TIME
		<p>Mentor-Student Task List</p> <ul style="list-style-type: none"> • Also review task list in student and mentor materials. Included here to help them in their planning. Explain that DLS #1 will be an intense time; also a time when students and mentors need to work as closely as possible to ensure tasks are being completed, projects are up to par, and students have a resource / go-to person with subject matter expertise. • Work through Communication Plan in pairs (5-10 minutes) and discuss student-mentor preferences checklist. • Ask student/mentor pairs to share their ideas with large group. • Finish by linking this to the contract; may want to add language about communication to contract. 	
	<p>Presentation</p>	<p>Steve Wolter The Self-Assessment and Individual Development Plan (IDP) Process Purpose</p> <ul style="list-style-type: none"> • Overview of how to do self-assessment and IDP; focus on importance of completing it and how to use it over time. • Review self-assessment with mentor (briefly). • Begin IDP draft with mentor. 	<p>1 hour, 15 min</p>

	METHOD	CONTENT	TIME
 	Presentation Discussion	Steve Wolter Introduce Request for Developmental Activity <ul style="list-style-type: none"> Outline the main goals of the RDA and how it fits with the IDP and self-assessment. <p>Discuss the developmental activity write-up.</p> <ul style="list-style-type: none"> What makes a good developmental activity write-up? Provide samples, a template to follow in writing the report, etc. Small group work with mentors: Review developmental activity samples. Discuss what feedback the mentors might give and how the write-ups could be improved. Peer review of developmental activity reports. 	1 hour
	Presentation	Steve Wolter Provide Course Summary and Evaluation Course Conclusion/Course Evaluation <ul style="list-style-type: none"> Ask Students and Mentors to take the time during this session to complete their course and instructor Evaluations 	10 min



COURSE EVALUATION, CLOSING, AND DLS#1**INSTRUCTORS/SPEAKERS:** Steve Wolter and Betsy Dodson**SESSION LENGTH:** 30 min**OBJECTIVES:** *At the end of this session, students should be able to*

- Understand that this is only the beginning of a rigorous, year-long program that will require their attention, interest, and energy to be successful.
- Describe what their next tasks are and with whom to talk for help.

TRAINING AIDS:

- Advice from the FMLP class of 2010-2011 (in Student Workbook)

HANDOUTS:

- Course Evaluations (Student Workbook)
- Mentor Workshop Evaluations (Mentor Workbook)
- Continuing Education Unit (CEU) Certificates (Handouts)
- Pens



FACILITATOR NOTES:

The main purposes of this session are

- To wrap up the week and provide a "send-off" for the students to begin their Interim # 1 work.
- To receive feedback from mentors and students alike as to how the course and mentor workshop could be improved.

POINTS TO REMEMBER:

- This should be a celebration of completion, but it should also build the idea that this is the beginning. They have a long way to go and will have many amazing experiences over the course of the year if they approach it with interest, perseverance, and effort.
- Remind them that we are here for them; if at any time they need help with something, they have a network of people with whom they can talk, including the other students, their mentors, the course coordinators and managers, and the Epley Institute staff. We are pulling for their success in this program.

	METHOD	CONTENT	TIME
	Presentation	<p>Betsy Dodson and Steve Wolter</p> <p>Discuss Next Steps</p> <ul style="list-style-type: none"> • Reiterate that this is just the beginning; they have a lot of work to do during the first interim period. • As students and with their mentors, encourage them to continue developing relationships with one another. The web conferences will help with that, but they should also do their best to work through their problems together. 	15 min
	Presentation	<p>Betsy Dodson and Steve Wolter</p> <p>CEU Certificate Presentation and pens for mentors and students</p>	15 min



CHAPTER THREE

Mentor Workshop

MENTOR WORKSHOP: INTRODUCTION TO MENTORING**INSTRUCTORS/SPEAKERS:** Christy McCormick (Jeri to record)**SESSION LENGTH:** 45 min**OBJECTIVES:** *At the end of this session, students should be able to*

- Be introduced to the critical skills necessary to help mentor protégés as an effective means for improving individual and team performance.
- Provide an understanding of the mentoring process as it applies to a life cycle model, including the basic principles of mentoring programs, in order to achieve an effective mentor-protégé relationship.
- Select and use appropriate mentoring techniques and skills.
- Provide the participants with an understanding of the differences between mentoring, coaching, and supervising.
- Summarize the FMLP Course of Study

TRAINING AIDS:

- Flipchart
- PPT
- Prizes for the mentor quiz

HANDOUTS:

- Mentor-Protégé Quiz (Handout)
- DLS#1 Summary (Mentor Guide)
- AFMP Summary (Mentor Guide)
- Capstone Summary (Mentor Guide)
- Metrics of Mentoring (Mentor Guide)

FACILITATOR NOTES:

This session

- Allows the mentors to explore the role of mentoring.




The flow of the session should be as follows:

- Origin of the word mentor
- General concepts of mentoring

POINTS TO REMEMBER:

- Keep the session general and factual.



	METHOD	CONTENT	TIME
	Presentation	<p>Christy McCormick Introducing the students and mentors of the FMLP (film) Introductions (Put these questions on a flipchart prior)</p> <ul style="list-style-type: none"> • Ask each person to share with everyone two things: <ul style="list-style-type: none"> ○ What can I give to my protégé? ○ What can I expect to get out of this? <p>What is Mentoring?</p> <ul style="list-style-type: none"> • Origin of the word from Homer’s Iliad • What does it really mean? 	20 min
	Discussion	<p>Ask the mentors to share their thoughts. Record these on a flipchart. Ensure that these thoughts are included: Role Model, Advisor, commitment to the protégé, not in it for personal gain (refer to the Mentor Compass)</p>	5 min
	Activity	<ul style="list-style-type: none"> • Mentor-Protégé Quiz <ul style="list-style-type: none"> ○ Trade and grade the quiz ○ Most correct answers gets a prize 	5 min

	METHOD	CONTENT	TIME
		<p>Maya Angelou mentor to <u>Oprah Winfrey</u> Isaac Asimov mentor to <u>Gene Roddenberry</u> Buddy Baker mentor to <u>Ryan Newman</u> Johnny Carson mentor to <u>Jay Leno</u> Francis Ford Coppola mentor to <u>George Lucas</u> Walter Cronkite mentor to <u>Dan Rather</u> Professor Dumbledore mentor to <u>Harry Potter</u> Ralph Waldo Emerson mentor to <u>Henry David Thoreau</u> Jerry Garcia mentor to <u>Carlos Santana</u> Oliver Wendell Holmes, Jr., mentor to <u>Alger Hiss</u> Hubert Humphrey mentor to <u>Walter Frederick Mondale</u> Freddie Laker mentor to <u>Richard Branson</u> Ellis Marsalis, Jr. mentor to <u>Harry Connick, Jr.</u> Hunter S. Thompson mentor to <u>Warren Zevon</u> Mike Wallace mentor to <u>Barbara Walters</u></p>	



MENTOR WORKSHOP: YOUR STUDENT'S SELF-ASSESSMENT AND INDIVIDUAL DEVELOPMENT PLAN**INSTRUCTORS/SPEAKERS:** Jeri Mihalic**SESSION LENGTH:** 1 hour**OBJECTIVES:** *At the end of this session, students should be able to*

- Be introduced to the Facility Manager Competencies.
- Complete a Self-Assessment as a practice for assisting the students in completing their Self-Assessments.
- Complete an Individual Development Plan as a practice for assisting the students in completing their Self-Assessments.

TRAINING AIDS:

- Flipchart

HANDOUTS:

- Facility Manager Competencies (Satchel)
- Blank Self-Assessment Forms (In Mentor Guide-Appendix)
- Intro to Competencies and Lifelong Learning (Mentor Guide)
- Introduction to the Self-Assessment and IDP Process

FACILITATOR NOTES:

This session


- Introduces (or reinforces) the Facility Manager Competency Guide.
- Allows the mentors to practice with a self-assessment.
- Allows the mentors to practice with an IDP

The flow of the session should be as follows:


- Introduce all the tools, checking for confusion.
- Break the mentors into groups of four (counting off).
- First on their own, have them fill out a self-assessment. How well they measure their own abilities will help them to advise the students.

POINTS TO REMEMBER:

- The introduction and instructions should be kept brief, giving the mentors time to work with the tools and present their findings.
- 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
	Presentation	<p><i>Jeri Mihalic</i></p> <p>How to use the Facility Manager Competencies to Guide the Development of the Self-Assessment and IDP</p> <p>The competency document is the main resource and the divisions in the Self-Assessment mirror the meta-competencies. It is critical that the mentor is familiar with the competency document. This is the TOOL for developing your self-assessment.</p> <p>Introduction to the Self-Assessment and the IDP</p> <p>First assignment for protégé and mentor, so the protégé will be looking to the mentor for advice</p> <p>What is the Self-Assessment and what does it do?</p> <ul style="list-style-type: none"> • Self-assessment is used to identify skill levels and experience in the different facility manager competencies. • Self-assessment is first step in lifelong learning; use this technique as a measure of current skills and abilities in order to identify training and education needs. • Self-assessment also serves as a benchmark against which to measure your learning levels after a learning experience. <p>What is the Individual Development Plan (IDP)?</p> <ul style="list-style-type: none"> • The IDP is used to create a learning plan based on these competency gaps; can be used for courses, e-courses, book critiques, developmental activities, and other learning opportunities. 	30 min



	METHOD	CONTENT	TIME
	Activity	<p><i>Jeri Mihalic</i></p> <p>Activity: Practicing On Yourselfes!</p> <p>Break mentors into groups of 4 by counting off. Introduce Activity before they go. Individually, the mentors should spend about 10 minutes working on their own self-assessments.</p> <p>The mentors should then get with their groups to discuss their own.</p>	30 min

MENTOR WORKSHOP: YOUR STUDENTS REQUEST FOR DEVELOPMENTAL ACTIVITY**INSTRUCTORS/SPEAKERS:** Christy McCormick**SESSION LENGTH:** 1 hour**OBJECTIVES:** *At the end of this session, students should be able to*

- Critique Requests for Developmental Activities and provide advice to protégés.

TRAINING AIDS:

- None

HANDOUTS:

- RDA form (In Mentor Guide)
- Sample RDAs (In Mentor Guide-Appendix)
- SMART Handout (In Mentor Guide)
- Can this RDA be saved?
- Keeping the enthusiasm alive
- Tips for Mentors
- Advice for Mentors

FACILITATOR NOTES:


- This is a highly interactive activity. The focus should be on the mentors having sufficient time to practice with sample RDAs.




POINTS TO REMEMBER:

During this session, emphasize that

- You will be a part of a committee that reviews RDAs for accuracy and relevancy to self-assessment and determines how realistic the time frame and scope of the activity is.
- **NOTE: Due to travel ceiling, the visit to the mentor must directly relate to a developmental activity. So, the competency need must be well thought-out.**



	METHOD	CONTENT	TIME
	Presentation	<p>Christy McCormick</p> <p>What is a Request for Developmental Activity?</p> <ul style="list-style-type: none">• Review the Developmental Activity and the concept behind it.• The RDA has been developed as a way to design and record specific student learning experiences. These will be used to plan the interim projects. Mentors will monitor student learning and recommend strategies and changes to the students of the FMLP.• Review a Sample Developmental Activity and the write-up.• What is the mentor's role in the Developmental Activity process?	10 min

	METHOD	CONTENT	TIME
	Presentation	<p>How to approach reviewing an RDA</p> <p><u>General</u></p> <ul style="list-style-type: none"> • Scope of assignments. • Has the student developed a reasonably (appropriately) sized project? (Is there too much identified to be completed in the time frame allowed? Is there too little identified, or is the project too small?) • SMART approach – set up and documentation: Specific, Measurable, Attainable, Realistic, Time oriented (criteria for goal setting and forecasting the learning in RDAs) <p>SMART Handout (in Mentor Manual)</p> <p><u>Specific resources</u></p> <ul style="list-style-type: none"> • Workforce Development guide • Job Competencies guide <p>Note: Make sure you check to see whether more than one competencies is involved.</p>	10 min
	Activity	<p>Can This RDA Be Saved?</p> <ul style="list-style-type: none"> • Divide the mentors into 4 or 5 groups. Give each group an RDA to review. After discussion, have a representative report to the group. 	25 min
	Activity	Keeping the Enthusiasm Alive	



MENTOR WORKSHOP: REVIEWING PROTÉGÉ WORK**INSTRUCTORS/SPEAKERS:** Christy McCormick and Jeri Mihalic**SESSION LENGTH:** 1 hour, 30 min**OBJECTIVES:** *At the end of this session, students should be able to*

- Articulate the benefits of reviewing protégé work.
- Outline the various components of written work.
- List the process for reviewing protégé work.
- Demonstrate how to review protégé work.

TRAINING AIDS:

- None

HANDOUTS:

- Packets of sample papers/empty rubrics and completed rubrics
- A House as a written work (in mentor manual)

FACILITATOR NOTES:


This session will introduce mentors to the following aspects of reviewing work:

- List the reasons why it is important for mentors to review work.
- Introduce mentors to the process of how to review written work.
- Help the mentors to understand the most important pieces of written work (and it is NOT grammar).


POINTS TO REMEMBER:


During this session, emphasize that

- This component of mentoring is very important and part of their role as a mentor.
- Anyone, if properly prepared, can review student work. One does not need to be a PhD in English to assist a person in improving their work.
- It should not, however, become a “grading” assignment.
- The mentors need to take note of the process.


	METHOD	CONTENT	TIME
	Presentation	<p>Christy McCormick</p> <p>Introduction to reviewing work</p> <p>Begin by asking why it is important for a mentor to review protégé work. Some points to mention:</p> <ul style="list-style-type: none"> • You get to know your protégé in a different way (not as a professional, but as a student). • It helps the student keep on schedule (review is two weeks before work is due). • They may get edits from friends and colleagues, but you have an understanding of the program as a whole and have a greater insight into what this program is all about. <p>Components of written work: “Building a House”</p> <ul style="list-style-type: none"> • The “foundation” is a claim. • The “framing and the roof” are organization. • The “exterior envelope” is support and evidence. • The “exterior finish” is style and voice / grammar and mechanics. 	15 min





	METHOD	CONTENT	TIME
	Presentation	<p>Jeri Mihalic</p> <p>Reviewing Work: The Process</p> <ul style="list-style-type: none"> • The students are required to upload their assignments to you on a Friday. • Download the assignment and save. • First: Just read it. (No red ink! Just read it like a book.) • Second: Review the rubric elements for the assignment. • Third: Go through the paper and see if you can find the thesis/claim. Is it clearly stated? • Fourth: Next look at the organization of the paper. Is there an evident introduction, body, and conclusion? • Fifth: Support and Evidence: Does the discussion support the thesis in such a way to strengthen it? • Sixth: Style and Voice, Grammar and Mechanics: This is last but is still important. It makes it “readable” and “palatable.” • Seventh: Big Picture: You looked at all the elements—what was your impression? Get out the “red pen” and go to town. 	20 min


	METHOD	CONTENT	TIME
	Activity	<p>Christy McCormick and Jeri Mihalic</p> <p>Practice Makes Perfect</p> <ul style="list-style-type: none"> • Give each mentor a packet which includes a paper and a rubric (they should be the same so there can be some discussion afterwards). Do as many as possible in the time allotted. • DEBRIEF: During the debrief, see if they are following the process that was outlined in the previous part in the session. Stress points such as these: <ul style="list-style-type: none"> ○ Could you define/find the claim? ○ Can you comment on the organization? ○ Did the support/evidence back up the claim? 	1 hour, 10 min



	METHOD	CONTENT	TIME
	<p>Presentation</p>	<p>Developing an Effective Speech</p> <p>The following elements are vital in developing effective speeches.</p> <p><u>Preparation:</u></p> <ul style="list-style-type: none"> • Identify your audience. <ul style="list-style-type: none"> ○ Your audience may alter the speech's content and your method of delivery. • Be confident with your message. <ul style="list-style-type: none"> ○ Effective speeches are given by those who understand their message and are comfortable with the topic. • Identify the main issues you want to convey, and then build the details and supporting material from there. <p><u>Writing:</u></p> <ul style="list-style-type: none"> • Introduction <ul style="list-style-type: none"> ○ Grab the audience's attention right away. ○ Tell them your main point(s) so they know what to expect and where the presentation is going. • Body <ul style="list-style-type: none"> ○ Present main ideas and supporting information. ○ Stay organized and on topic. ○ Stay within your time limit. • Conclusion <ul style="list-style-type: none"> ○ Wrap-up <ul style="list-style-type: none"> ○ Reiterate main findings if appropriate. 	<p>10 min</p>

	METHOD	CONTENT	TIME
	Presentation	<p>Delivering an Effective Speech</p> <p>Practice, Practice, Practice:</p> <ul style="list-style-type: none"> • Overcome Anxiety <ul style="list-style-type: none"> ○ Organize ○ Visualize ○ Practice ○ Breathe ○ Focus on relaxing ○ Release tension ○ Make eye contact • Practice your speech out loud to catch long sentences, tongue twisters, or other misplaced phrases that may cause you to stumble. • Overcome your fears by practicing your speech (in front of family, friends, colleagues, a mirror, record your voice, etc.). • Make the presentation exciting by using nonverbal communication and varying your vocals (volume, rate, inflection, etc.). 	10 min
	Presentation	<p>Giving and Receiving Feedback</p> <p>Why give and receive feedback?</p> <ul style="list-style-type: none"> • Receiving feedback may help you see problem areas you may not have identified on your own. • Giving feedback not only helps others to improve, but may give you an outside perspective on how to improve your own performance. • Review “Giving and Receiving Feedback” handout with students. 	5 min



	METHOD	CONTENT	TIME
	<p>Activity</p>	<p>Student Exercise—Public Speaking</p> <ul style="list-style-type: none"> • Have each student choose an item they have with them to present a brief (3-minute) speech. They could be wearing the item or it could come from their purse, briefcase, wallet, pocket, etc. • Students will then be given 7-10 minutes to individually prepare. The speeches should utilize the techniques provided during the informational portion of the lesson. • Have the students divide into groups of about 4-5 students to share their presentations. Each student will then be provided with oral feedback from their group members on their strengths, weaknesses, and possible areas of improvement. • If time allows: Once the class has given all of their presentations in small groups, have the class reassemble to discuss how the activity went, where problem areas existed, and what types of improvements peers suggested. <p>Session Conclusion --Refer students to the Ready, Set, Go courses</p>	<p>30 min</p>