

Employee Training and Development Annual Review (2016)

Charles W. Farley, Training Specialist
Facilities Services
January 08, 2016

Executive Summary

This past year has seen many great strides for the Employee Training and Development staff. While we have grown more and more familiar with the existing staff, new employees join our Facilities



Services team every week. We have grown to know the majority of our employees and hope to use this knowledge to enhance personal and organizational development. Our office was shaken by personnel changes this year, which resulted in the addition of a new Training Specialist and the loss of our Training Coordinator.

We have continued programs such as New Employee Orientation, Facilities Services University, annual OSHA training, Archibus training, Position Description Questionnaires (PDQ) review, Career Path revision and the Custodial Certification Program (CCP) program. As we move through these programs, we are constantly looking for new and more efficient ways of doing things. In addition to our ongoing programs, we have also jumped into training for the behavior-based interview, mass Zone Maintenance Customer Service training, hosting Supervisor's Toolkit, computer tutorials and employee ID reissue.

While we have endeavored to help Facilities Services become a Top 25 Facilities Group, ultimately helping the University become a Top 25 research institution, our efforts have met some challenges and resistance. We strive to better ourselves and our organization through these adversities, or at least, adapt to situations which are out of our span of control. However, we will continue to attack these issues in hopes of someday bettering the overall processes.

As we look ahead to the future, we hope programs like Facilities Services University continue to grow and exceed our greatest expectations.

Contents

Executive Summary	2
Unit Definition	Error! Bookmark not defined.
Accomplishments	Error! Bookmark not defined.
Challenges/Needs Assessment.....	21
Vision	22
Strategic Plan.....	23
Performance Tracking/Evaluation.....	26
Our Team.....	27

Unit Definition

Our main goal and duty is to create a highly skilled campus workforce who will increase efficiency, improve customer service, and help to minimize operating costs. This is accomplished through staff training and development. Our arsenal of training includes in-house developed training as well as externally sourced training from human resources, other educational institutions or local businesses. Our duties don't end with just training and development. We also serve as a one-stop for many employees seeking answers for everyday work questions, situations or needs. For example, rarely does a day go by where we are not swept away to the computer lab to help an employee with computer issues.

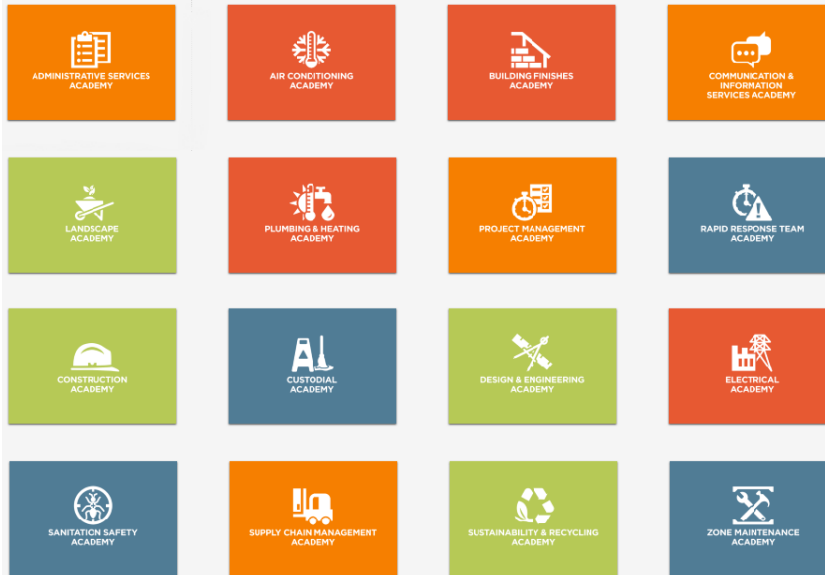


With Facilities One Call being used more and more, we have placed a great emphasis on Customer Service Training for our Zone Maintenance employees. As always, approximately 16 to 20 hours of our staff time is dedicated to conducting New Employee Orientations, ultimately ensuring each new employee is properly and successfully on-boarded. As we

progress into the future, Facilities Services University will begin to occupy more and more of our time, but in turn will produce superior, highly-skilled and highly-trained University employees.

Accomplishments

Facilities Services University - Work is continuing on Facilities Services University. By far, our largest and most ambitious project, Facilities Services University is meant to be the standard for training in Facilities Services and serve as a career building program for each employee. Our vision is to create a total in-house training program capable of qualifying an employee from date of hire through advanced work practice and on up to a leadership



and/or supervision position in Facilities Services. We hope Facilities Services University will do for training what the old apprenticeship and craftsman programs did...produce highly trained and skilled employees.

It is important to note that Facilities Services University is in its infancy and will take years to fully develop, depending on availability of development staff. In fact, we see potential for this program to grow beyond the borders of the University. In the future, we expect to see other facilities groups sending their employees to us for training. Additionally, as Facilities University grows, we believe it will be necessary to have a full time Facilities Services University Manager.

This year, our primary tasks were converting existing courses to our standard format and also to build Landscape Academy lower level coursework. At the time of this report, we have 9 courses developed and proofed and another 7 courses awaiting proofing. Our processes are slow and meticulous, but necessary to produce a superior product. Fortunately, Landscape Services has had a subject matter expert available to work with us for course development, which should be the case with other units as we move forward. Recently, that expert left the University causing progress to greatly slow. Landscape Academy is the pilot unit for Facilities Services University and is therefore showing us what processes are working well and which ones are not working so well. Understandably, we want to have a complete grasp on all of our processes before we move the program to another unit. Some in Facilities Services see this as a hindrance, but we see it as an opportunity to refine and perfect a process that will shape our training futures. Assuredly, it is nothing we want to rush through.

Behavioral Based Interviewing/Search Committee Handbook

- All too often an organization will interview potential employees using standard questions designed to provide a simple “yes” or “no” answer. They don’t dive into what could potentially be mission-degrading behavior locked away in an employee happy to interview, but maybe, not particularly qualified for the position. Facilities Services is no different. We wanted to equip our search committees with the absolute best ammunition capable of extracting those hidden behaviors which can make or break organizations.



We developed Behavioral-Based Interview training for all new search committee members. In this training, the committee member learns to step outside the box to ask hard-charging, thought provoking questions designed to learn about the inner applicant. How did they handle this situation or that issue? Committee members are challenged to develop questions to get to the heart of the matter...Is the potential employee a good fit for Facilities Services? Portions of our training have been benchmarked by UT’s Human Resources department and adapted for their use.

While the training offers great insight into the hidden behaviors of potential employees, it is not being used to the fullest extent. Quite commonly, our office does not learn of search committees until well after they have been formed and are deep into the interview process. We hope, in time, communication in this area improves so that no search committee member goes untrained.

In addition to Behavioral Based Interview training, we also created a Search Committee Handbook. This document is designed to assist anyone assigned to a search committee through the search process from start to finish. The handbook helps the committee member determine essential personnel information, identifies diversity recruiting resources, provides a list of legal/illegal interview questions and also provides a checklist for process accuracy. Some members of these committees will inevitably need to access Taleo, UT’s candidate management software. Because of this additional responsibility, we also created a Taleo manual to help them navigate through the program.

Custodial Certification Program (CCP) - The latest CCP was conducted during the winter months of 2015 and met with interesting challenges. It was managed by Building Services Assistant Director, Gordon Nelson, without the Training office involved in coordination of the program. Classes were scheduled to meet two times per week for two hour sessions during evening hours with modules taught by different certified participants from previous programs. Due to unexpected inclement weather on several occasions, class schedules were cancelled. A lack of consistent instructional methods by different

appointed instructors also contributed to a deviation in the course timeline; some not spending enough time or glossing over information while others gave full attention to it. Of the twelve participants, all passed the basic course while four failed one module of the advanced course. Two of those students elected to retake the module exam. This year all instructors were supervisors with varying degrees of proficiency at presenting lecture-based course material in a classroom setting.

Post-program feedback showed that all students and instructors expressed frustration with the postponing of classes. Students were less apt to study because of excessive mandatory work scheduling during inclement weather events. Since the instructors were supervisors, they had little time to prepare for class due to operational involvement with snow and ice removal. This was also a general problem throughout both courses; lack of time and effort in preparation. Having gaps in instruction also presented a challenge in retaining information previously learned and/or taught. Many students claimed that the lack of full attention by some instructors made them more doubtful about learning certain material. On the same token, many instructors were concerned that they lacked the experience to teach the material successfully or competently. Some students also doubted the instructors' ability to teach, and were therefore less confident in the topics presented in class.

On the other hand, response to learning the actual course content was overwhelmingly positive. Exposure to current trends in the industry, Green Seal standards, and project cleaning procedures was a high point in the program. Learning and teaching mathematical concepts for proper dilution of chemicals was an eye-opening experience for all the participants. Although daunted by the prospect of learning how to solve mathematical word problems, the students met the challenge decisively and became more confident as they went along. The instructors, however, did not show the same confidence in teaching math. They insisted we teach the math portions. They all felt more informed about chemical safety and appropriate use of chemicals in cleaning procedures. The positive and negative feedback was valuable going forward in revamping and reorganizing the program.

Halfway through the winter session, we approached Gordon Nelson about taking over and managing the program. As a certified instructor who had undergone the Cleaning Management Institute's Train-the-Trainer program, one of our Training Specialists who was a previous Building Services supervisor and directly involved in facilitating other programs, volunteered to take over the CCP. We kept a measured involvement throughout the program, only housing the course materials in our office, conducting review sessions for the examinations and teaching math portions of both courses. By assessing what could benefit the program, we decided to change and amend certain elements.



A new Information Guide and Instructor manual for the 2016 program was redrafted and added. The previous CCP Information Guide was an outdated copy produced by University Housing. This guide spelled out the criteria for enrollment, applications for the program, selection procedures and general information about both courses in the program. The guide was plain, repetitive and uninteresting. To attract the eye of potential new participants, we decided to include graphics and pictures of our Building Services workers in action that the previous guide did not contain; the goal being to make the guide a bolder, informative and Facilities Services-focused advertisement. With that goal in mind and intentions to make the program more successful, we also agreed to make changes to the program and include the changes in the guide. This guide is now available for printing and distribution within Building Services.

Changes to the CCP were twofold. The previous info guide contained many redundancies and contradictory or unclear facts about student expectations. To tailor this to Facilities Services, we took the opportunity to restate expectations clearly and concisely and added an honor statement pledge. We also decided to conduct one program per year that did not fall within the winter months or football season. This was a major change from previous years where two 25-week programs were conducted. Since Building Services workers take active roles during sporting events and are very busy preparing for the arrival of students at the beginning of semesters, we deemed it important to administer the CCP during an inactive period of operations where participants could more easily commit. A conscious decision to hold only one 22-week program was a collective agreement between Training and Gordon Nelson. The most likely timeframe for the next program will be during early spring and summer of 2016.

An Instructor manual was also deemed necessary to prepare and guide appointed instructors through the class preparation and teaching process. We are currently working on a manual that outlines the expectations of the instructor. Defining the role, responsibility and requirements of the instructor is imperative for the program's overall success. If we plan to instill confidence and enthusiasm for professional custodial work, our instructors must be willing and able to facilitate in the classroom. We offer a Basic Instructor course as a part of our Facilities Services University. Taking the course will be a requirement for future instructors.

We are still in disagreement on whether to require all certified participants teach a module of the course. It is the Training unit's position that a select few participants will be qualified and effective enough to teach course material. This depends on several factors: the commitment and enthusiasm the instructor possesses to facilitate or teach, the ability to convey information accurately, and the confidence he/she would need to

present material effectively to an audience. Preparing for class is also very important by organizing lessons and class materials beforehand. We recognize that not all participants will have these qualities, and therefore not be in a position to successfully instruct. One of the major tenets of the program is that candidates must be willing to participate and perform at their best. This will also apply to instructors.

At present, Building Services is inclined to require everyone who is certified to teach a module. This could be an issue going forward, but we believe once we identify capable instructors and assign them to a module that they are comfortable teaching, we will have a committed and reliable pool. The subject matter will become easier to manage on an individual level if they are only responsible for one part of the overall program. In many instances this year the same person was teaching two, three or more modules which placed him/her at a disadvantage. It may be that those individuals unwilling to teach can assist instructors with class preparation thereby contributing to future programs in some way. When the program becomes successfully maintained by the Training unit, we hope to see some of these issues dissipate.

The 2016 program will be determined by the interest level of Building Services and their mission goals. If they are still aligned with the enrichment of employees and capable of funding the program and certifications, the next program will likely be more successful with the changes we made. Dedication given by all participants will be the critical factor in the program's future success. We will continue to house all materials in the Training Office requiring appointed instructors to check out and return them. We will also be involved in identifying instructors and readying them for the program. Introducing the courses, syllabus and honor pledge to the new class and coordinating schedules or review sessions for the exams will continue to be a joint effort between our office and Building Services.

Zone Maintenance Customer Service Training - Initially, this project started as small scale training for Facilities employees tasked with carrying the One Call phone for work requests. We developed an hour long training module containing information about basic customer service such as phone etiquette and responding to customer needs. The course



also made use of UT's online training platform known as Skillsoft. As part of their training, employees were required to take and pass online course *Customer Service Fundamentals: Building Rapport in Customer Relationships*. Our first

attempt at Customer Service training went well except the classes became venting sessions for the employees to bring up management issues. We listened and forward those issues to Zone Maintenance management. Additionally, one employee became frustrated with the online course and left the training never to return. He was not given credit and the incident was addressed with his Director and Assistant Director. Still, we needed more Customer Service training.

Zone Maintenance Director Terry Ledford asked if we could somehow arrange for all his employees to attend training for award of Customer Service Certificates. We contacted Employee and Organization Development (EOD) who were happy to help with this endeavor. EOD developed custom coursework for delivery in a traditional classroom session. We then set up training in groups of approximately 25 to 30 Zone Maintenance employees. Each group (5 total) would progress through four customer service training modules. Once all modules were completed, a Customer Service certificate would be awarded. We were worried participation in this training would be sporadic, so the Zone Maintenance Director made the coursework and attendance mandatory. Despite our best efforts, attendance did prove to be a problem having had 30 no-shows during the first 8 sessions. Thankfully, attendance began to improve by the time Group 3 finished their first module of training. This project began in May 2015 and is expected to continue into February 2016. The end result of this project is that we will have maintenance employees better equipped and more capable of handling a wide variety of customer interactions, thus providing superior customer service.

Career Path - At the inception of the Training and Development Office, we were presented with the task of writing and revising Facilities Career Paths. While all career paths were important, those from Steam Plant and Construction had priority due to lack of existing documents. Career Paths have been an ongoing project, but we were able to finish both the Steam Plant and Construction paths and forward them to HR Compensation for approval. Additionally, we worked with the Admin and Support Director to develop an administrative path which served our administrative staff and those employees in Central Supply. The Administration Support path is also at HR Compensation for approval.



Part of the original Career Path tasking was to revise all other path documents to update content and standardize format. At the time of this report, Landscape Services' path is under revision with major changes to content and duty titles. It was our desire to incorporate Facilities Services University into the Landscape Career Path, but we realized Landscape Academy (the Landscape Services component of Facilities Services University) would not be complete by the time we were ready to finalize the documents. Because these documents are used in Career Path applications for advancement, we were worried

about holding personnel to meet expectations for Facilities Services University which did not yet exist. We are considering options as we move forward with all Career Paths. Our major difficulty with writing and revision of these documents was getting cooperation from the shops involved. Often, getting time on their schedules to talk about content was difficult at best. Additionally, management in these shops were unaware of exactly what qualifications should make it into the Career Path. In the case of Steam Plant, we were driven to research information on current industry standards, but found the industry standard really didn't apply to what we do on campus. Work will continue on these career paths well into next year.

New Employee Orientation - One of the issues our office attacked was onboarding of new employees. We created a weekly process for orientation to help our new employees better transition into Facilities Services. The original process required us to pick up our new employees around noon following their University orientation with Human Resources. This left us enough time to help employees get their Volcard, lunch with their Directors, get fitted for uniforms, have ID's made, get a quick Facilities overview, get safety toe boots and maybe start required OSHA training. All of this occurred in a span of about 4 hours. Unfortunately, the orientation often spilled into Tuesday and required us to frequently change shifts to accommodate the training needs of our various shops. Clearly, the process was mediocre at best.

Last year we sat down and worked out a new schedule for orientations which would allow us more flexible control. The standardized schedule allowed us to pick up the employees around noon each Monday and keep them through the day on Tuesday. It also allowed us to spend more time on Facilities overview training and the required OSHA



training. Best of all, and most important, we no longer felt as if we had to rush through our training to get the new employees to the point where they can start work. Of course, we had to get buy-in from all the Directors to have their employees for an additional day of orientation, but we believe they eventually saw the benefit of us spending more time onboarding their employees. The new schedule allowed us to add detailed NetID password set-up,

e-mail and Archibus training. Another addition, and wildly popular, was use of team building exercises. These never-before-used team building exercises showed how new employees must learn to depend on one another, be welcoming to other new personnel

and also showed the importance of communication in the workplace. Course surveys have shown team building to be the most popular part of Orientation. With the help of Communications Office, we were able to produce a new orientation video. The video is enduring, in that it will not need to be remade for quite a while. We believe the video motivates and inspires our new employees as they realize they are now part of the University of Tennessee.

While the new orientation has been very successful, it has also encountered some challenges. First, our student employees are not able to work a normal orientation into their class schedules. We simply had to hold “mini-sessions” for the students to get them on boarded properly. This draws additional time from the training staff, but works out in the end due to the fact that much of the Orientation does not apply to student employees. We handle temporary employees in the same manner because much of the orientation does not apply to them. A major drawback of the new format is that it pulls members of the training staff away from other duties for approximately 16 to 20 hours per week, depending on number and types of participants involved. To combat this, we have refined some of our processes to maximize efficiency during and after orientation.

Finally, our biggest orientation challenge has been the introduction of English as a Second Language (ESL) employees. Often, Facilities hires these ESL employees (covered in more depth later) who cannot speak English. It is then up to us to find a way to deliver their training in a language they understand and not disrupt Orientation of our English speaking employees. First, we have translated much of the required OSHA training into various languages. Second, units sometimes have provided translators during Facilities Orientation (but not HR Orientation). To prevent disruption for our English speaking employees, we essentially run two concurrent orientations, one with the ESL employees and one with the English speaking employees. The concurrent orientations draws more time from the training staff, but helps things run more smoothly. It is important to note here we have had to turn away an ESL employee who did not read, write or speak English and that we could not get translations for. This employee was essentially hired and terminated on the same day. After all is said and done, the new Orientation is highly successful

New ID Badges - Another duty under our scope of responsibility is the production of Facilities Services ID cards. As a result of the University of Tennessee logo change, we created a new ID for use by all Facilities employees. We were able to perform a mass reissue of all ID cards stored in our system which, at that time, was just over 350 ID's. The remaining 350 plus employees were

scheduled to come to our office over the course of a couple weeks to have their pictures recorded for the new ID. Though the process was relatively simple, it was time consuming and pulled most of the training staff away from their typical duties. On a positive note, the new badge is well liked by most of our employees. One commented that the new badge was more "lux", meaning it appeared more high-end or fancy. Additionally, we have added the employee's personnel number to the back of the card in the form of a bar code. In doing this, we hope to have bar code scanning capability in the near future. For example, rather than having sign-in sheets at our training sessions, we might scan the employee's ID bar code to register attendance. Our ID system is also being used to mass print duplicate ID's for emergency management purposes. At the time of this report, the only unit yet to have new ID's made is Landscape Services, mainly because of title conflicts within their area.

To date, we have printed approximately 1600 ID's with our system. Originally, our ID's were produced by the Volcard office at a cost of \$10 each. We brought the process in-house as a cost saving measure. Considering the number of ID's we have printed and the cost of having Volcard potentially print them, the card system has paid for itself eleven times over, not to mention the countless hours it has saved in travel time to and from the Volcard office.

Supervisor's Toolkit - Training and Development had the pleasure of hosting the APPA Supervisor's Toolkit this year. Nine of the attendees were supervisors from our own Facilities group, but also included 24 supervisors from campuses across the country. It contained the basics of being an effective supervisor and leader, including topics such as "Knowing Your Employee" and "What Type of Supervisor Are You?" We are very appreciative to the Ron and Don Frieson Black Cultural Center for allowing us to use their meeting facility for this week long event. Our appreciation is also extended to Aramark for catering the event and also to the many sponsors who provided financial support to make this Supervisor's Toolkit a successful one.



Our Office Move - This year, there was another move for the Training Office, meant to consolidate the Design Staff into one area of our main building. Initially, we were a bit worried about the move because of the condition of the facilities we were moving into. However, some of our top-notch painters and carpenters performed a mini-renovation of the area and eased our nerves. Our staff is now quite pleased with the new offices because of the flexibility the space gives in performing our duties. For example, the new offices have a small meeting area where we can hold meetings and conduct our smaller orientations. The move also helped following the addition of a day to the orientation schedule because it prevents us from having to tie up a Facilities conference room for that additional day. Prior to the move, we were performing uniform fittings in rooms separated from our offices as there was no dedicated space for employees to physically try on the uniforms. The new offices give us a storage location for the fitting uniforms and three fitting rooms. Additional storage space has also allowed us to add winter jackets and insulated coveralls to the fitting mix. We expect to use more of the space in the future with the addition of Flame Retardant winter jackets. The uniform fitting process is now much more efficient and far less time consuming, mainly because the process is consolidated into one area.

Archibus Training and Rollout Support -

As our new facilities management software (Archibus) approached the “go live” date, our office began to provide initial training. Of course, the first sessions



were meant to familiarize the training staff in the use of Archibus, primarily work requests/processing and Leave Submission. Once we were comfortable enough to train Facilities employees, sessions were set up for Directors, Shop Heads, Foremen and Supervisors. Each session consisted of about 8 to 10 employees and lasted 1 to 4 hours, based on individual needs and participation. Special training was also completed for clerical staff and members of the Facilities team in Central Supply.

Due to a delay in Archibus rollout, we felt it was necessary to offer refresher training to many of the same employees to enforce correct Archibus usage. Knowing our employee base was over 700 people, we determined mass training was not practical at all. We dove into the training of Shop Head, Foremen and Supervisors with two goals in mind. First, each employee trained was to leave the sessions and practice what they learned by using the Archibus Development server for exercises or by using the Archibus Production Server. Second, each Shop Head, Foreman and Supervisor was asked to deliver the same training to each employee in their area of responsibility. Overall, we estimate over 1000 cumulative hours of Archibus training has been given since fall 2014.

All the training mentioned here does not come without difficulty, mainly countering poor attitudes about using Archibus. As previously stated, many of our employees are not familiar with computer usage. Many of the trainees were, and still are, resistant to

Archibus training of any kind. Our fear was that many of them would leave the training and let what they learned go to the wayside simply because they had no desire to use the program. At the time of this report, many of these supervisors are in positions where Archibus is mandatory and are now reeling from their lack of concern of earlier training. Yes, the Training Office is yet again providing training to various supervisors within the group.

Our office was also integral to rollout support for Archibus. We made ourselves available to answer questions arising from the first usage of the program. Support consisted mainly of office visits to help employees find various functions on the screen or help troubleshoot some of the glitches our employees encountered. Honestly speaking, requests for our support were much less than expected. The first week of rollout was the busiest time for us, but as everyone settled into the new system, the frequency of help requests rapidly diminished. There are two potential reasons for the diminished requests. First, we learned of several examples where employees were not using Archibus, or in some cases, had found someone (students mainly) to do it for them. Second, many employees did use the program and were able to become proficient in its use.

Computer Tutorials - Computer training is an ongoing project in the Training and Development office. Nearly from day one of our existence, our office has been on an



extensive journey to bring computer literacy into Facilities Services. There has been, and still is, much resistance to the use of computers on the job. However, we are slowly changing a long standing culture of technological resistance. In our daily operations, we make it very clear to those still holding out that computers and their use are here to stay. If anything, as this Facilities group reaches into the future, computer/technology usage will become

more and more critical. Along these lines, we have created and introduced a basic computer tutorial for those who wish to learn more about the computers all around them. Our student employee reached out to directors and supervisors and asked what they felt needed to be included the course. We responded and developed a basic tutorial containing information about computer parts, mouse and use, keyboard and use, desktop navigation and internet usage. The course is interactive in that it allows the participant to put learned skills into practice. Additionally, the course has a voice over function which allows the participant to listen to the presentation rather than read it. At present, we have no way of monitoring usage of the training, but have placed it on all the computer lab machines.

Finally, we are also developing an additional tutorial geared toward getting Facilities employees more comfortable with their e-mail accounts. The new tutorial will be similar to the first and will include information on Microsoft Outlook and Office 365 e-mail.

We've seen supervisors building on their learned skills by communicating with their employees more and more via e-mail. As always, we take every opportunity we can to get employees to practice and improve on their computer skills.

Winter Clothing Fittings - The last two winters at the University of Tennessee have been fairly brutal, enough to make us realize the need for winter clothing for much of our staff. Time and time again, these staff members would have to brave the cold weather (because they are considered essential personnel) clearing snow and ice from sidewalks, roads and parking lots. Initial efforts to get the cold weather gear out meant asking directors to provide lists of those employees in their areas who performed the majority of their duties outdoors. Many of the directors responded with their lists in June, while the larger units failed to provide their lists until mid-September. By then, the training staff was down to two members and working on many other projects, but we adjusted our shifts and schedules to accommodate those who lacked communication on the front end. More than half of all Facilities personnel will be fitted for insulated coveralls and/or a winter jacket with a removable fleece liner. We have also just begun to fit our arc flash exposure employees with flame resistant jackets.

Respirator Fit Testing - We are in a unique position as an employee training unit to take on tasks that would otherwise be handled by other departments on campus. This year we have assumed a larger role in the maintenance of the university's respiratory protection program by assisting and conducting qualitative respiratory fit testing for Facilities employees. The Environmental Health and Safety (EHS) office's written respiratory protection program applies to all University of Tennessee employees who are required to wear a respirator while working or performing specific tasks. EHS is also tasked with implementing fit testing for the university. Several units within Facilities Services (Steam plant, Zone maintenance, Sanitation Safety, Paint and Sign Services, etc.) make up a large percentage of employees required to wear respirators. Specific types of respirators are issued to employees and suited to the work performed; most commonly half/full face air-purifying respirators.



The extent of our involvement until May 2015 was to arrange respiratory medical exams every month for employees at UT Hospital's Occupational Health Services. We keep records in our database and a hard copy of the doctor's exam report. From there, employees are divided into medically approved or not approved. Permanent fail statuses and doctor's notes are also kept on file. We are accustomed to rescheduling appointments to a reasonable extent, accounting for illnesses and different work schedules, but have no authority to enforce attendance for the exam. Shop heads and supervisors manage attendance. Each shop/unit is made aware if the employee is in a non-approved status or did not attend the exam. We assume that an employee is then exempt from the respirator requirement and will not be exposed to a hazard that requires one. This decision is handled within the unit's management and under their administrative control. Our office assumes no liability in these specific cases.

Medically approved employees are added to a fit testing schedule where we coordinate with EHS to provide testing. We set up sessions at centralized locations where employees bring their respirators to be fit tested. During 2015 we conducted monthly fit testing during May, June and July with EHS for several sessions. It became apparent that EHS was prepared to hand over this responsibility to our training unit for Facilities employees. We were willing to take on this task, but it did pose difficulty when other unexpected duties were assigned to our unit. This seems to be the challenge going forward. EHS has provided a qualitative fit testing kit for our office. Managing this task going forward may require EHS assistance for particular shops. Due to their close proximity to the Steam Plant, for example, it will likely be easier for their fit tester to accommodate them.

We began to comply with the new ANSI Z88.6-1984 consensus standard this year. Employees will only receive respirator medical exams at certain intervals based on age: employees under age 35 every five years, between ages 35-45 every two years, and over age 45 annually. Undertaking this took some time. We put together a list of employee birthdates and made notations in our database for when next exams should be scheduled. A majority of our workforce is over the age of 45, and therefore this requirement applies to less than 20% of our current employees. Everyone is still required to be fit tested regardless of age. This consensus does not apply to employees on a permanent fail status.

Other concerns stem from how the program is enforced within Facilities shops. Instances where employees fail to shave cleanly or refuse to shave for the purpose of fit testing have been noted and documented. It is not apparent whether defiance or dereliction on the part of the employee is dealt with on a management level. In this case, it is also not clear whether management provides an alternative form of personal protective equipment for the employee or if the employee's job duties would no longer

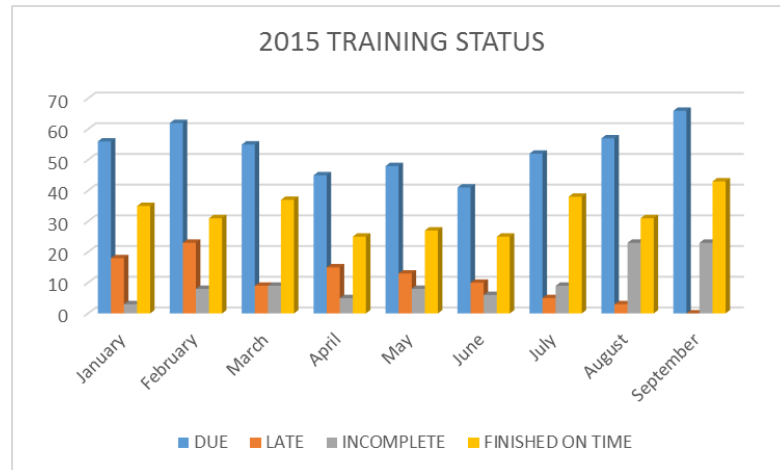
require the wear of a respirator. Again, responsibility for fully complying with the program is in the hands of individual shop/unit management. The Training office has no sway in enforcing full compliance. We act as a positive influence and willing partner in compliance, however. We find this to be the case in many instances where training is concerned. Shops must be willing to participate, engage and comply for our unit and the Facilities department to be completely successful.

OSHA Training Birth Month Sync - Last year, we transitioned most of our mandatory OSHA training to an online environment via Skillsoft, UT's Learning Management Software. We scheduled every eligible employee (full time regular employees) to complete the training over a four month time frame. We knew ahead of time this scheduling would be necessary to provide an orientation to online learning, especially since many of our employees lacked basic computer skills. The advanced computer training helped in this area. We also knew having all of our employees complete their training in a four month window was not going to continue to work. The process created too much of a demand on employee time in such a small, but important, part of the year.

The solution was to sync employee mandatory OSHA training with individual birth months. Doing so provided an easy way to track the training for our office and also allowed the employee to easily know when their training was due. Quite simply, their mandatory OSHA training was due during their birth month. An additional advantage for birth month sync was the employee having the entire month to do their training.

The sync began in January 2015 and was preceded by detailed procedures given to directors for proper communication down to their employees. Over time, we discovered procedures for the sync were not properly communicated to supervisors and their employees. For example, 10 months into the sync, we are still answering questions regarding the procedure, but thankfully, those questions have decreased as time goes by. Our ultimate goal is to get Skillsoft to "learn" when the training is done so that it can automatically notify the employee of training due during their birth month.

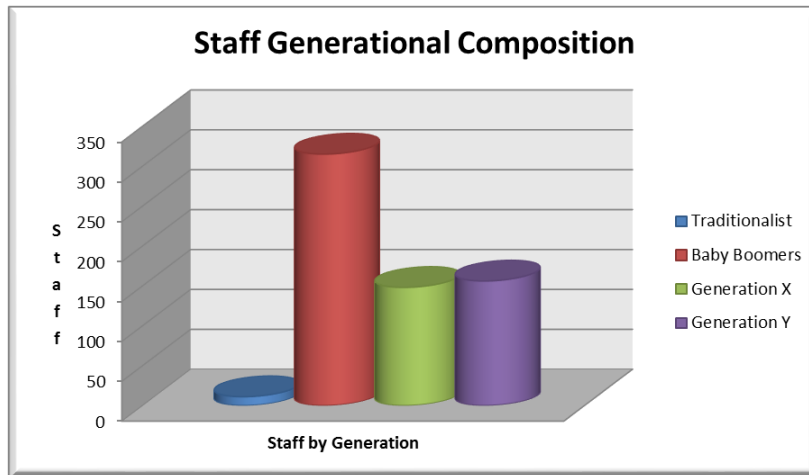
Unfortunately, our efforts to sync the training have been less than stellar. From January to September 482 employees were due training. 94 of those employees (19.5%) have yet to do the training and 96 of those employees (19.9%) completed their training late. Realistically, only 60.5 percent of those 482 employees who were asked to do training from January to September of 2015 did it as requested. Sadly, there are employees in Facilities who have not done their training in over two years. It is important to note here these statistics represent a total OSHA training effort, meaning those few employees who have to do their training in a paper format are included. We have identified several potential causes for the tardiness of or failure to do the required training, but overall, there seems to be a general lack of concern for the training and lack of accountability for those who complete it late or not at all. We predict these statistics will worsen as the year closes, but will again attempt to sync training for the 2016 training year.



We have also found that tracking this training has become somewhat burdensome, not that we don't know when the training is due or completed, but in the fact that we are now tracking progress of incomplete training attempts (or lack thereof) across several months for several employees. A process which should take a member of our staff no more than 30 minutes per week, is now taking an hour or more per week.

Early on, we did identify one potential problem, but one that seems to have worked itself out fairly easily. We knew some employees would do their training and have to turn around and do it again very soon. This was necessary for the sync. Similarly, we also knew some employees would go overdue from last year's completion dates. Again, it was necessary for the sync. We feel we have made every effort to make this mandatory training work and will continue to do so, but until there is concern and accountability in place, our efforts may be in vain.

Succession Planning Report - This office initiated a succession planning study/report due to the aging workforce among Facilities ranks. Management realized many of our employees, especially those in maintenance fields, are at points in their careers where



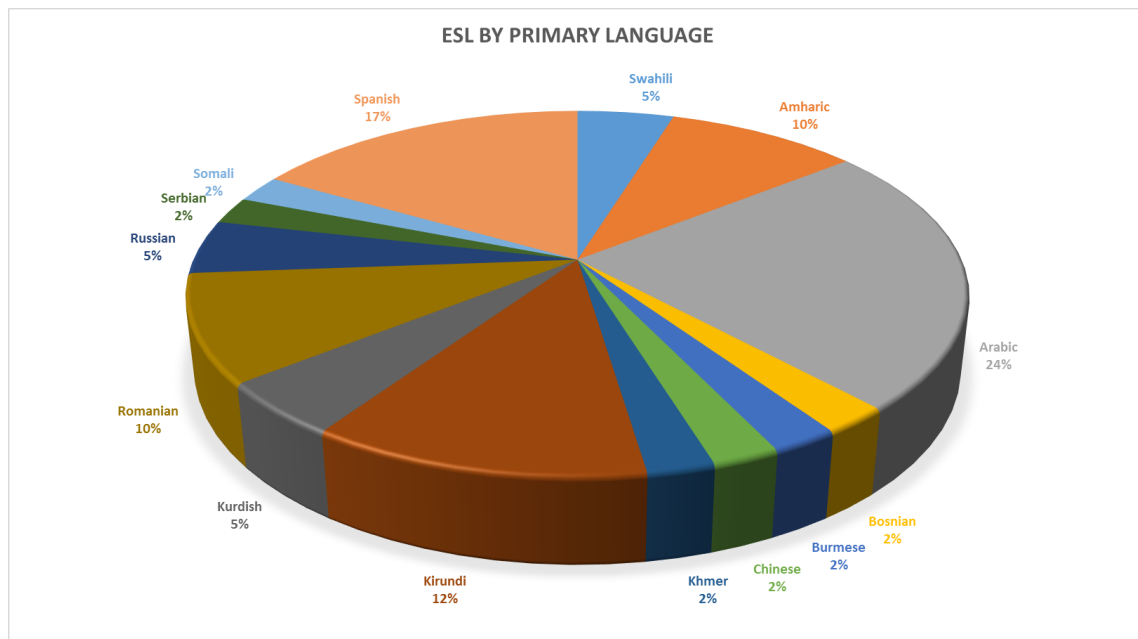
they can retire. Unfortunately, they may take their badly needed experience with them. It became very apparent our more experienced employees were possibly preparing to leave with no plans to train or ready replacements. The

report served as an eye opener for our Associate Vice Chancellor and Facilities Directors. The document provided a cost analysis and fix for insufficient succession planning. At this point, we are unsure if the information is being used, but know it will resurface as retirements become more prevalent.

Position Description Questionnaire (PDQ) Conversion - The original format for our PDQ's was in Excel. Human resources revamped the form using Word, leaving Facilities with outdated PDQ's. Fortunately, we were able to assign our student employee to this massive and time-consuming task. To date, he has been able to convert approximately 117 PDQ's to the new comprehensive Microsoft Word format.

English as a Second Language (ESL) Employees - Probably our biggest and most important issue is the training of our ESL employees. Of the 750 plus employees in Facilities Services, 46 are employees who speak little or no English. In fact, 15 different nationalities are represented in our group and we are potentially expecting 12 Spanish speaking employees from Columbia over the next couple of months. While we are culturally diverse, the language variances caused by this diversity creates a great amount of difficulty and concern for our office. Quite simply, to meet the intent of the law, how do we train an employee who does not read, write or speak English? The largest and most important component of this training is OSHA safety training needed to satisfy safety requirements for the working environment. Further, we realize there is a large amount of liability in having employees who cannot understand basic safety instructions or read safety signage and/or chemical Safety Data Sheets. Many supervisors have approached us with their frustrations regarding a general inability to communicate with these ESL employees.

Since the creation of our office, we have attacked this issue, an issue which seemed to have been ignored for many years before. OSHA states training must be provided in a language the employee understands. To meet the intent of the law, we have translated much of our paper-based OSHA training into 10 different languages. We do so with Google translate, but realize these translations are not entirely accurate. We still do not have translations for Amharic and Burmese. Because of the large number of Kirundi speakers in our department, Building Services purchased Kirundi translations at a cost of \$1800. Overall, we realize professional translations would be more beneficial, but have discovered the cost of those translations could range from \$50,000 or more, depending on the vendor.



In addition to the translations done by our office, units have begun to provide translators during orientation, but so far, those have only been for our Arabic speakers. Units do not provide interpreters for the Human Resources part of orientation, thus our ESL employees are getting little or no benefit from that part of the orientation. Once the employee is released to their normal work areas, translation is no longer provided. We question supervisor effectiveness in training the employees on basic job/safety requirements without being able to speak the ESL employee's language.

This has been a hot issue and our concerns have been elevated, but units continue to hire ESL employees. Currently, we are coordinating with the English Language Institute to develop a safety course and test for our ESL employees. Each ESL employee will have to take a needs assessment pretest, take the course if needed and then pass the final exam to remain employed at the university. Early cost estimates to get all ESL employees through this course at a passing level stand at approximately \$6000.

Finally, amidst a greater focus on the Facilities Services role in Emergency Management on campus, we now realize our ESL employees will not be able to take appropriate action during a real world event or catastrophe. Our concerns now go beyond the personal safety of each ESL employee as we question their ability to direct students, staff and faculty in an actual campus emergency. The ESL employee cannot fulfill the expected function of any Facilities Services employee in an emergency. With safety as our gravest concern, we will press on to find a solution to these ESL issues.

Facilities Fundamentals Workshop - Another project which originated from our office is the Facilities Fundamentals Workshops. Working in collaboration with the Communications and Public Relations office, the workshops were designed to provide instructional services on popular home topics while telling the Facilities Services story at



the same time. These workshops were hosted by specialists from Facilities Services and offered to campus staff and faculty. To date, we have offered workshops titled Helpful Tips for the DIY Gardener, Every Day Sustainability for Home & Work plus Professional Tips for the

Home Painter. We plan to develop more of these workshops in the near future, as they seem to be widely popular. These DIY workshops are also available on the internet through the Office of Communications and Public Relations.

Challenges/Needs Assessment

Our office has been in existence for just over two and a half years and we've had plenty of time to settle in and figure out what is working and what isn't working quite so well. Our journey in the Employee Training and Development Office has not been without challenges. We've identified many challenges early on, some of which remain to this day. Internal communication, mainly from Directors and Shop Heads down to the employees in the trenches has not been optimal and can be the cause of many issues we face. So often we hear "I didn't know about it" as an excuse from those who miss appointments, show late or fail to perform a task. Communication is also lacking in procedures and processes passed from this office. Regardless of numerous reminder e-mails, phone calls or face-to-face communications, information just doesn't seem to make it out to the masses.

Additionally, we have to be able to distinguish between lack of communication and lack of concern. We have found training has not been given needed priority among many

of our staff members. The percentage of training completions and non-completions is firm evidence of this. While most approach training needs with a get-it-done attitude, many others fail to see the value in the training given or simply believe they should not have to perform training tasks from our office. Further complicating the matter is there seems to be little or no accountability for things such as not completing training, not showing for an appointment or failing to perform a task from our office. We often consider the lack of accountability is treated as a training issue, when in reality, it is a management issue. For example, when asked to deliver customer service training to our maintainers, class participants brought up management related issues causing barriers to good customer service. While we strive to deliver the best training possible, if the underlying issue is only repairable by management, our training will do little or no good.

Another challenge we face is ongoing resistance to technology. As previously mentioned, we have made great strides in getting our employees to the point where they are using computers regularly, whether for personal reasons or professionally on the job. There are still many out there who are holding out, hoping computer and technology usage will fade away. This became very evident during Archibus training and after Archibus went live. To this day, many employees are not using Archibus for processing of work orders and leave inputs and we have found several examples of supervisors or student employees entering data for someone who should be doing it themselves. Many have had training in the technology, but are not practicing what they learn, which results in multiple training attempts. Regarding technology, many have flatly said they refuse to use it. As technology usage increases and we progress into the digital world, resistance may continue to grow, but we hope for the best.



Our biggest challenge is training the diverse group of ESL employees in our organization. It is most important because their personal safety is involved, as they are unable to communicate and understand safety instructions, safety signage, chemical labels or direct the campus population in an emergency management situation. We also realize this produces a sizable liability risk to the university. As mentioned earlier, we have taken great strides in getting safety training to these ESL employees, but our processes are only scratching the surface. We need better translations, reliable access to translators and a way to allow supervisors to communicate to their ESL employees (and vice versa) on a daily basis. We wholeheartedly believe we are doing more for our ESL employees than most profit driven companies would even think of doing, but want more for them and want to protect the university at the same time.

Vision

The vision of the Employee Training and Development Office is to help the University of Tennessee reach its goal of becoming a Top 25 Research Institution. To do that, we have to help our Facilities group reach their goals and become a Top 25 quality Facilities group. As we peer down the road to the future, we see many challenges and are ready to take them on. Yes, Facilities Services University is definitely in our future, a bit distant, but it's out there.

Facilities Services University holds so much untapped potential, but we must be careful in its development to ensure superior quality. We believe, in time, other universities across the state of Tennessee will send their employees to us for training. Much of Facilities University involves needs assessment. We must look ahead to get a firm grasp of the training and educational needs of our many employees, and at the same time, get buy-in from Directors, Assistant Directors and Supervisors. We'll also take a look at and improve our department's Career Paths for incorporation into Facilities Services University. We will get there!

We want to continue with the strides taken with diversity and inclusion. We know human nature is hard to combat, but we intend to do so with top-level diversity, inclusion and harassment training. From candidate search committees to tenured employees, we see room for improvement in the before mentioned areas. We are only as strong as our weakest members, so through training, we will attempt to strengthen as a cohesive and productive team.

We must continually look at our processes and change with the times. It's not enough to say programs such as Facilities Fundamentals, Orientation, and Recruitment/Hiring are working. These have to be ever-evolving processes with continuous improvement in mind. "If it isn't broke, don't fix it," is a mentality we cannot afford to have. Of course, as with any project or process, we also have to remain flexible and roll with the punches.

What is a future without technology? It has been an uphill battle with many of our staff to proliferate technology into our daily work lives. We know computers, software (Archibus/Skillsoft) and other technology are not going away, but will increase over the next few years. We must find unconventional methods to change the culture within our large group. We need to change the won't do attitude to a can do attitude.

Strategic Plan

Three to six (3-6) months

In the next three to six months, the Employee Training and Development office will:

Continue with the development of Landscape Academy courses. We had hoped to be farther along at this point, but unforeseen manning issues have slowed progress greatly.



Again, because Landscape Academy is our pilot unit, we don't want to rush the process and walk away with an inferior product. We will begin to look at the process for rolling out Facilities Services University to Zone Maintenance, but probably will not begin Zone Maintenance Academy for another year. Attention to details will be critical in the creation of Zone Maintenance Academy because much of the course work will transfer to similar units.

A top priority for our office within the next 6 months will be to begin language training for our ESL employees. We realize this is a critical safety issue, but will need complete support from the units employing these ESL personnel. Currently, we see low manning and budgetary concerns as a barrier to these classes. We will also need to work with the schedules of the English Language Institute, who have been essential in the development and delivery of these courses.

We must also address and make changes to our hiring practices, specifically those mentioned in the Hiring Committee Handbook and the Taleo user manual. Primary updates will include diversity in hiring, while others will include processes for look and feel of Taleo.

Along the same lines of diversity in our hiring practices, we will also work with the office of Equity and Diversity to develop training specifically for our top-level leadership. It will target behaviors related to enforcement and accountability. We will also implement annual diversity and inclusion training for Facilities supervisors and foremen. Because we depend on a very busy Equity and Diversity office, our progress may be slow in this area. We may also explore diversity training for supervisors using Skillsoft and online training.

We hope to initiate career development needs assessment. This process was meant to be built into Facilities Services University, but never occurred because of the rapid expansion of the program. Other than formal assessment, we have been able to talk to many of our employees to get an idea of their training needs. Many have come to us and expressed a desire for more training and on some occasions, we have been able to deliver. There are two barriers to achieving this goal. First, we need top-level support, both from a participation and budgetary perspective. Second, we must get total employee buy in to additional training brought about as a result of needs assessment. We can compare training to a fruit tree. Currently, there is a lot of good fruit (career enhancing training) in the top of the tree. Unfortunately, as a whole, we have been unable to pick the low

hanging fruit (mandatory OSHA/regulatory training) to get to the fruit in the top of the tree. As long as there are employees in Facilities, we will not give up.

While we would like to include the CCP program into Facilities Services University, we are unable to do so because of potential copyright infringement. We will, however, list CCP as an external source of training for our custodial staff. We will broaden the scope of CCP to include more staff members and provide formal instructor training to select members of our custodial staff so they will be able and prepared to deliver the training.

In the past few months, work on our Facilities Career Paths has been slow and difficult. With the replenishment of our third staff member in October, we hope to continue work on these career paths. We will firm up the Steam Plant, Construction and Administrative plans and begin revision of the remaining ones.

One to two (1-2) years

In the next one to two years, the Employee Training and Development office will:

Begin physical development of coursework for the Zone Maintenance Academy. Thankfully, as previously mentioned, much of the Zone coursework will filter to similar units within Facilities. We hope to begin concurrent development of some other shops (such as Construction Services) within the same timeframe.

Zone Maintenance Academy will cause the Facilities University program to rapidly expand, especially if other units are developed concurrently. We foresee Facilities University will quickly grow beyond the control of our regular Training Staff members. Because of this, it may be necessary to hire a Facilities University Manager, someone whose sole purpose is to manage the growing program.

Introduction of computers, software and technology isn't enough in this Facilities group as it continues to grow in this digital world. It is not enough for our employees to simply be familiar with growing technology used in our department. In order to be successful in the future and help the University of Tennessee reach its Top 25 goal, our employee not only has to use technology, but will also have to be comfortable with it. Within two years, we hope all of our employees will have reached that point. It will be a difficult road to travel and many will decide it is a path they do not want to take, but for organizational growth, it is necessary. Along the same lines, we want our employee OSHA training to be totally synced in Skillsoft. By then, we want Skillsoft to be able to tell employees when their OSHA training is due.

Within the next year, we will work closely with our office of Communications and Public relations to develop Standard Operating Procedures (SOP). These procedures will bring about greater efficiency in work practices shared across multiple teams. They will also help teams align to achieve the same goals in the same fashion. We will be greatly

dependent upon supervisors, foremen and directors to hold employees accountable for the correct application of these SOP's. Merely having them in place will not matter if they are not used to their fullest potential.

Three to five (3-5) years

In the next three to five years the Employee Training and Development office will:

Rollout Facilities Services University to every unit within our department. We will also seek accreditation for the coursework offered through the program in a way which allows employees to be awarded Professional Development Hours or Continuing Education Units for the course work they completed. We will also begin to expand our schedules to include other universities in the UT system. In our grand vision of Facilities Services University, we see other organizations sending their employees to us for job qualification training. This is a grand goal for sure, but definitely not something unachievable.

Finally, in three to five years, we want 100 percent computer literacy from 100 percent of our employees. Overall, in a span of 5 years, we will watch our employees grow from familiar, to comfortable and then to 100 percent computer literate. We also feel it may be necessary to adjust job announcements to include computer literacy requirements.

Performance Tracking/Evaluation

The Facilities Training and Development Office uses metrics whenever possible. For example, we have used completion statistics to show that our online training has been less than stellar. It is said numbers do not lie, so we rely on that fact whenever possible.

In some cases, we have to measure our success by simply asking our customer how they felt about the training. In fact, we have developed a short survey to be handed out following training sessions. It asks to rate student knowledge before and after the class, how well the course prepared the student for their duties, course length and what worked or did not work for the course. The survey also looks for technical or grammatical errors noted in the material or presentation. We can take the information on these surveys and use it to make changes to the course, most of which are improvements. Unfortunately, many have a tendency to be less than thoughtful when filling out the survey, but we've learned how to recognize that kind of inaccurate feedback.

Training Evaluation Survey
Facilities Services University

Course Number/Title: _____

Thank you for attending this course. One of the most important parts of any training program is evaluation. The course you have just taken will be reviewed periodically for a number of qualities. Your input will allow us to make this course better and more suitable for future recipients. In some cases, courses may be drastically changed or even removed from course listings. Your honesty is very much appreciated. Please, if you rate any area of the course poorly, please provide constructive feedback in the remarks section at the bottom of the page. At the same time, if some aspect of the course works exceptionally well, please tell us so that we may continue with that process. Most questions will have a numbered scale. Simply circle the number which applies to how you feel. You may use the back of this form for additional comments not covered by question.

1=Poor 2=Fair 3=Average 4=Good 5=Excellent

1. Rate your knowledge of the subject **before** attending this class.
1 2 3 4 5
2. Rate your knowledge of the subject **after** attending this class.
1 2 3 4 5
3. How well did this course prepare you to perform duties in your position?
1 2 3 4 5
4. Rate the length of this course.
1 2 3 4 5
5. Can you think of any way to improve this course?

6. Did anything in the course work exceptionally well? Let us know so we can keep doing it!





7. Did you note any technical or grammatical errors in this course? Was the course current and accurate?

Much of evaluation comes in the form of unsolicited comments, which are unfortunately, negative in nature. We attribute this to the overall lack of concern or poor attitude toward training mentioned earlier in this report. Our main difficulty in evaluation, lies in distinguishing real, true evaluation from the before mentioned attitude and concern. We take it with a grain of salt and move on.

Our Facilities Services University has evaluation built into it as part of the course design process. We use a Facilities modified ADDIE process, ADDIE being an acronym for Analyze, Design, Develop, Implement and Evaluate. Every two years, a Facilities course will be removed from service and reviewed for content accuracy and need of revision or discontinuance. While this process for review has not yet been written, it will not be needed until November 2016. We call this process a Biennial Analysis of Training, or "BAT" for short.

We have also developed a benchmark survey to give to supervisors prior to learning and again after learning. If completed properly and with bias removed, this document should give us an idea of success or failure of some of our training programs.

Our Team

	<p><u>Keisha Gracius</u> <i>Training Coordinator</i> – Develop training programs that satisfies departmental needs, supervise training staff to ensure the effectiveness of programs and delivery of such, ensure training is delivered using the most effective medium, collaborate with other departments on campus to bring different training opportunities to our department. Keisha is no longer with us, but we hope to fill the Coordinator position soon.</p>
	<p><u>Charles Farley</u> <i>Training Specialist</i> – Create, schedule, and deliver appropriate training that satisfies departmental needs. Conduct post training evaluation to measure the effectiveness of the training.</p>
	<p><u>Ashley Savage-Gilliam</u> <i>Training Specialist</i> – Create, schedule, and deliver appropriate training that satisfies departmental needs. Conduct post training evaluation to measure the effectiveness of the training.</p>
	<p><u>Stephen Johnson</u> <i>Student Assistant</i> - Works with training staff members to develop new or existing training. Augments the training staff during high operational tempo.</p>