



# How to Launch an In-House Facilities Talent Development Program

*Tackling the Facilities Talent Crunch, Part IV*



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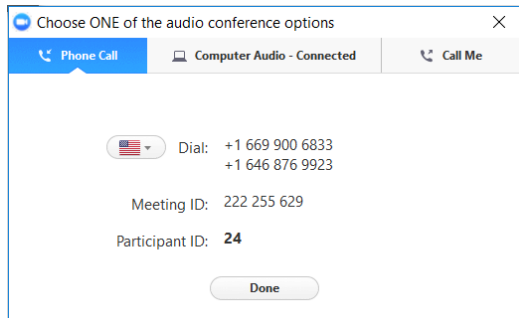
Facilities Forum

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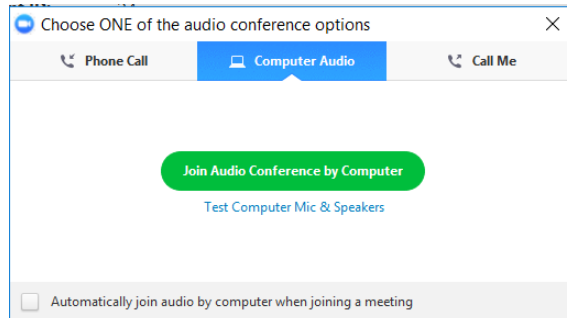
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## Using Your Microphone and Speakers

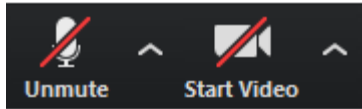
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# Using Zoom

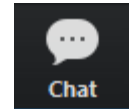
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## Asking a Question

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# A Multi-Layered Problem

## Different Segments of Facilities Workforce Pose Distinct Challenges

### Staff Segment



**Frontline Supervisors**

### Key Staffing Challenge

Improve effectiveness at managing people and processes



**Skilled Tradespeople**

Recruit and develop to fill critical vacancies



**Frontline Service Staff**

Retain and engage to minimize turnover costs and improve productivity



# Tackling the Facilities Talent Crunch

## Best Practices for Addressing Diverse Staff Needs

### I

#### **Recruiting Skilled Trades Talent from a Shrinking Labor Pool**

##### **Practice 1**

Benefits Value  
Sell Document

##### **Practice 2**

Recruitment  
Pain Point Audit

##### **Practice 3**

Trades Student  
Internship Program

### II

#### **Engaging and Retaining Frontline Service Staff**

##### **Practice 4**

Service Staff  
Feedback Channels

##### **Practice 5**

Staff Enrichment  
and Development  
Programs

##### **Practice 6**

Mission-Connected  
Engagement Campaign

##### **Practice 7**

Behavioral  
Fit Assessments

### III

#### **Improving the Effectiveness of Frontline Supervisor Ranks**

##### **Practice 8**

Facilities-Focused  
Leadership  
Development Programs

##### **Practice 9**

Pre-Supervisor  
Immersion Programs

##### **Practice 10**

Non-Supervisory  
Career Ladders

### IV

#### **Growing Your Own Talent to Meet Demand for Skilled Labor**

##### **Practice 11**

Scalable Trades  
Apprenticeship  
Programs

##### **Practice 12**

Formalized Trades  
Upskilling Programs

##### **Practice 13**

Targeted Pre-  
Apprenticeship  
Programs



**Frontline  
Supervisors**



**Skilled  
Tradespeople**



**Frontline  
Service Staff**

## 4 Growing Your Own Talent to Meet Demand for Skilled Labor

# Expanding the Pipeline to Non-Trades Talent



7

## External Market Insufficient to Meet Total Labor Demands

”

### A Zero-Sum Game

“The folks that stuck around [through the recession] are going for higher paying jobs. There’s so much construction work here and not enough people. It’s a zero-sum game.”

*Rich Sliwoski  
Associate VP for Facilities Management  
Virginia Commonwealth University*

”

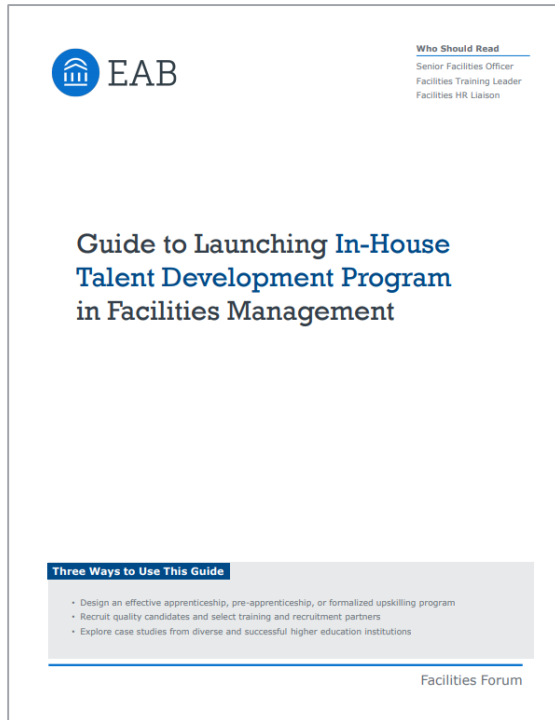
### Taking Matters Into Our Hands

“We can’t find the same pool of candidates we had five years ago. They aren’t there. We have to make them, and we have to make a lot of them.”

*Jenna Elmer  
Assistant Director, Human Resources  
University of Arizona*

# Step-by-Step Talent Development Guide

## Guide to Launching In-House Talent Development Program



### Resource in Brief

- Compendium of tools and templates to help SFOs and HR partners design, market, and scale talent development programs
- Specific resources include:
  - Checklist of steps to successfully launch apprenticeship programs in higher education
  - Planning templates from EAB, the Department of Labor, and existing higher education programs
  - Case profiles of institutions who pioneered a variety of talent development programs

**Download the Talent Development Guide [here](#).**





# A Renewed Focus on a Long-Standing Solution

## Apprenticeship Programs Have Proven ROI, Multiple Workforce Benefits

**Recent Bipartisan Support for Expanding Apprenticeships Across Industries...**

**...Reflects High Program Returns for Participants and Employers**

**INSIDE  
HIGHER ED**

**Expanding Apprenticeships Across More Jobs**

**THE  
HILL**

**Obama Administration Awards \$50 Million in Apprenticeship Grants**

**TIME**

**Trump Announces \$200 Million in Apprenticeship Funding**



### **Return on Investment**

- Enhanced recruitment
- Reduced turnover and increased productivity relative to non-apprentice candidates
- Augmented candidate soft skills
- Improved workforce engagement

Source: "The Benefits and Costs of Apprenticeships: A Business Perspective," *Department of Commerce*, <http://www.esa.gov/reports/benefits-and-costs-apprenticeships-business-perspective>; "Expanding Apprenticeships Across More Jobs," *Inside Higher Ed*, <https://www.insidehighered.com/news/2017/12/01/opening-more-occupations-apprenticeships-could-mean-more-job-opportunities>; "Obama Administration Awards \$50 Million in Apprenticeship Grants," *The Hill*, <http://thehill.com/policy/finance/302217-obama-administration-awards-50m-in-grants-to-expand-apprenticeships>; "Trump Announces \$200 Million in Apprenticeship Funding," *Time*, <http://time.com/money/4820268/trump-apprenticeship-plan/>; Facilities Forum interviews and analysis.

# Separating Apprenticeship Facts From Fiction

## Common Myths and Realities of Apprenticeship Programs in Higher Education






Myth	Reality	Example
<b>#1:</b> <i>"The process for starting apprenticeship programs is too bureaucratic and complicated."</i>	The Department of Labor can provide hands-on support to expedite program development.	The <b>University of Georgia</b> launched program in six months with support of DoL. <sup>1</sup>
<b>#2:</b> <i>"We can't afford to start an apprenticeship program."</i>	Apprenticeships are cost-effective workforce solutions for most institutions. Apprentices earn lower-than-market wages, and non-salary costs are marginal.	The <b>University of Massachusetts Amherst</b> estimates that their non-salary program costs are about \$5k-\$15k per apprentice per year.
<b>#3:</b> <i>"Apprentices will leave for higher-paying jobs after obtaining their credentials."</i>	Apprentices typically have high retention rates and demonstrate strong institutional loyalty.	75% of the <b>University of Virginia's</b> apprenticeship graduates still employed at institution, or remained through retirement.
<b>#4:</b> <i>"We don't have local unions or community colleges to provide required related instruction."</i>	In addition to unions and voc-tech <sup>2</sup> schools, online and non-traditional partners can provide related instruction.	The <b>University of Georgia</b> uses online training modules for carpentry instruction in lieu of available face-to-face programs.
<b>#5:</b> <i>"Our shops are too small to host programs."</i>	Institutions can launch apprenticeship programs with as few as one participant.	The <b>College of William and Mary</b> launched a program in one shop with only one apprentice.
<b>#6:</b> <i>"Apprenticeship programs are only run by unions."</i>	Higher education institutions have sponsored programs for decades.	The <b>University of Arkansas</b> has run an apprenticeship program since the early 1970s.

1) Department of Labor.

2) Vocational and Technical.

# Higher Ed Proof of Concept

## Select Characteristics of Pioneer Institutions' Apprenticeship Programs

	 UNIVERSITY OF ARKANSAS	 UNIVERSITY OF VIRGINIA	 UNIVERSITY OF GEORGIA	 THE UNIVERSITY OF ARIZONA	 WILLIAM & MARY <small>CHARTERED 1693</small>
<b>Year Started</b>	1973	1982	2006	2013	2017
<b>Program Length</b>	4 years	4 years	3-4 years	4 years	4 years
<b>Select Shops</b>	<ul style="list-style-type: none"> <li>• Electrical</li> <li>• High Voltage</li> <li>• HVAC</li> <li>• Locksmith</li> <li>• Plumbing</li> </ul>	<ul style="list-style-type: none"> <li>• Carpentry</li> <li>• Electrical</li> <li>• Masonry</li> <li>• Plumbing</li> <li>• HVAC</li> <li>• Plastering</li> </ul>	<ul style="list-style-type: none"> <li>• Automotive</li> <li>• Carpentry</li> <li>• HVAC</li> <li>• Stationary Engineering</li> </ul>	<ul style="list-style-type: none"> <li>• Electrical</li> <li>• HVAC</li> <li>• Plumbing</li> <li>• Stationary Engineering</li> </ul>	<ul style="list-style-type: none"> <li>• Electrical</li> <li>• Plumbing</li> </ul>
<b>Graduates to Date</b>	~115	171	25	26	N/A

Source: College of William and Mary, Williamsburg, VA; University of Arizona, Tucson, AZ; University of Arkansas, Fayetteville, AR; University of Georgia, Athens, GA; University of Virginia, Charlottesville, VA; Facilities Forum interviews and analysis.

# Question 1: Should We Register With the DoL<sup>1</sup>?

Partnership Provides Resources and Recruiting Benefit, With Few Limitations

## Benefits and Limitations of DoL Partnership

- ✓ Assures quality by reviewing program against accepted industry standards
- ✓ Enhances recruiting efforts through marketing resources and assistance
- ✗ Limits design flexibility as programs must meet federal and state training standards
- ✓ Expedites program development by providing templates and technical support
- ✓ Promotes registered programs to interested candidates
- ✗ May elongate training time for programs in trades without formal certification requirements

### Sample Federal Resources

#### US Department of Labor

- *Building Registered Apprenticeship Programs Toolkit*
- *Apprenticeship Assessment and Planning Tool*
- *Online Registration Documents*

#### Canadian Red Seal Program

- *Interprovincial Program Guides by Trade*
- *Ellis Chart (compares programs across Canada)*

### DoL Affiliation Provides Potential Recruitment Advantage

- Facilities leaders at the **University of Arizona, University of Georgia, and University of Virginia** market programs' DoL affiliation to prospective applicants
- Past participants cite the potential to earn DoL-issued certificates as a driving factor in their decision to apply

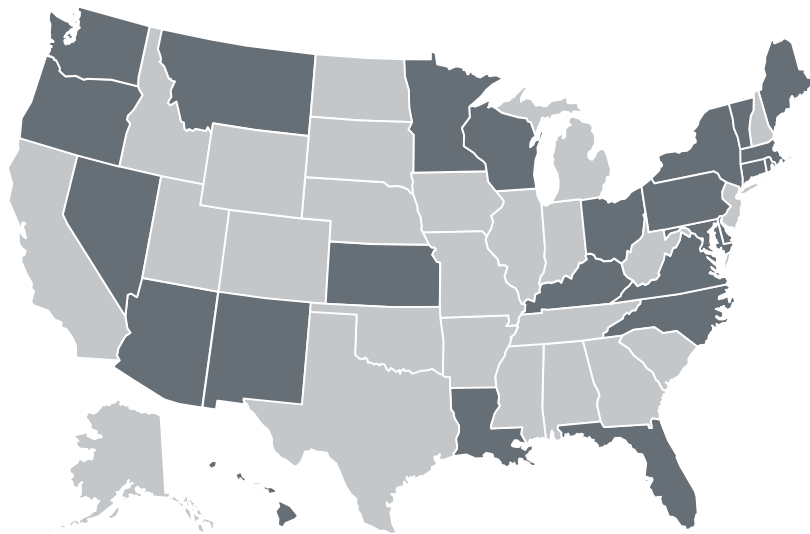
1) Department of Labor.

# State-by-State Department of Labor Resources



## Where to Access Support in Your Locality

### DoL<sup>1</sup> Apprenticeship Contacts by State



- State runs its own apprenticeship programs
- State belongs to federal apprenticeship system

- For US institutions, contact information for each state's DOL representative can be found [here](#).
- For Canadian institutions, contact information for the Red Seal Program's provincial or territorial authorities can be found [here](#).

Learn more about registering an apprenticeship program in Steps 8 and 9 of the [Talent Development Guide](#).

1) Department of Labor.

# Question 2: Which Shops Should Host Programs?

Arizona Analyzes Retirement and Turnover Data to Assess Future Demand



## Sample Shop-by-Shop Workforce Projections

Number of Employees Eligible to Retire (80 points/65 years) Per Year												
	Current # FTE	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	Retirement Potential
Electric	28	4	2	2	0	1	1	1	0	1	1	13
Plumbing	22	2	0	0	1	0	0	1	1	0	2	7
HVAC Refrigeratio	18	3	0	1	1	1	0	0	0	1	0	7
BAS/Controls	16	1	1	0	1	0	0	0	0	2	0	5
Plants	22	1	2	0	1	4	0	3	0	0	2	13
Sheet Metal	20	2	1	1	0	0	1	0	1	0	2	8
Paint	23	7	1	0	1	1	1	1	0	1	2	15
Carpentry	26	9	0	2	0	1	1	1	1	0	0	15
Masons	8	1	0	1	1	2	0	0	1	1	0	7
	Current FTE	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	Total Percentage
Electric	28	14%	7%	7%	0%	4%	4%	4%	0%	4%	4%	46%
Plumbing	22	9%	0%	0%	5%	0%	0%	5%	5%	0%	9%	32%
HVAC Refrigeratio	18	17%	0%	6%	6%	6%	0%	0%	0%	6%	0%	39%
BAS/Controls	16	6%	6%	0%	6%	0%	0%	0%	0%	13%	0%	31%
Plants	22	5%	9%	0%	5%	18%	0%	14%	0%	0%	9%	59%
Sheet Metal	20	10%	5%	5%	0%	0%	5%	0%	5%	0%	10%	40%
Paint	23	30%	4%	0%	4%	4%	4%	4%	0%	4%	9%	65%
Carpentry	26	35%	0%	8%	0%	4%	4%	4%	4%	0%	0%	58%
Masons	8	13%	0%	13%	13%	25%	0%	0%	13%	13%	0%	88%

Spreadsheet uses employee age data to project potential retirements by shop across 10 years

Leaders consider pending retirements as absolute numbers and percentage of total shop workforce when evaluating need for apprentices

### Other Factors Considered When Determining Initial Apprenticeship Shops



Length of time to train apprentices



Anticipated shop growth needs




Shop staff buy-in

# Question 3: How Will We Pay for the Program?

## Methods to Finance Apprenticeship Wages and Other Costs

### Three Potential Ways to Fund Apprenticeship Programs

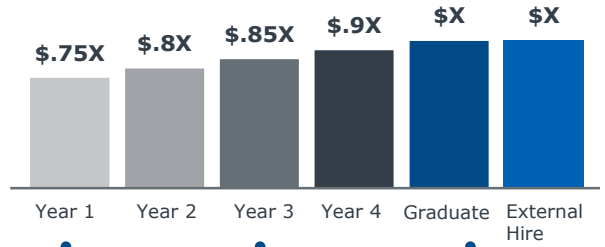
- 1 Vacant salary lines
- 2 Chargebacks
- 3 Central strategic funding



### Making the Case for Funding

Facilities leaders at the **University of Arizona** used department workforce projections to establish business need for apprenticeship program and secure new funding line from central administration

### Apprentice Wages Lower than Market Rates in Programs' Initial Years



- 

Apprentices starting wages ~25% lower than external market hires
- 

Wages increase incrementally across program as apprentices grow skills
- 

Apprentices earn starting market rates after program completion

### Non-Wage Program Costs Typically Marginal

- Tuition and fees
- Equipment
- Textbooks
- Program administration

# Question 4: How Will We Deliver Instruction?

Alternatives Exist When Technical Schools and Unions Unavailable

## Traditional Educational Partners

## Non-Traditional Educational Partners



**Vocational and Technical Schools**



**Unions**



**Department of Labor**

The **College of William and Mary** worked with state DoL<sup>1</sup> to identify best-fit training partners in region for electrical apprenticeship



**Online Training Programs**

The **University of Georgia** utilizes online training modules for carpentry apprenticeship since sufficient face-to-face instruction unavailable in region



**Non-Profit Organizations**

The **Smithsonian Institution** partners with ABC CraftMasters Training Trust, a 501(c)(3) offering construction craft training, for its HVAC apprenticeship

Learn more developing required competencies in Step 12 of the [Talent Development Guide](#).

1) Department of Labor.



# Question 5: How Do We Recruit Apprentices?

## Combine Expansive Outreach with Strategic Partnerships

### Best Practices for Marketing Apprenticeship Programs



Advertise through a variety of internal and external channels, including newspapers, radio ads, and print ads at local businesses



Host or attend job fairs for prospective applicants to meet with current apprentices and shop staff



Maintain program-specific webpages that emphasize participant benefits and include robust FAQs

#### Potential Recruitment Partners

- Community colleges
- High schools
- Non-profit organizations
- Department of Labor
- Military transition centers
- Internal facilities department

# Institutional Apprenticeship Resources



## University of Virginia's Apprenticeship Website

**FACILITIES MANAGEMENT Apprenticeship Program**

HOME CURRICULUM APPLICATION PROCESS FAQ

**In the news**

**Newsline - UVA Apprenticeship Program Holds Job Fair**

**NCC2 - UVA Holds Annual Apprenticeship Job Fair**

**Apprenticeship Program**

Established in 1962, UVA Facilities Management Apprenticeship Program provides an opportunity for new and skilled trades through a combination of on-the-job training and classroom instruction.

## University of Arizona's Apprenticeship Website

**Apprenticeship Program**

Home Apprenticeship Program

**About Our Apprent**

The apprenticeship program is designed for training and classroom instruction over a 3-year period that trains the apprentice to be a first-class electrician. We are looking for highly motivated, capable, skilled trade-through on-the-job training as a result of our candidates for our program. Successful applicants to continue to visit us.

**Awards**

- Celebrating Innovations in the Workplace Award
- PEO/Service Recognition

**Job Descriptions**

- Electrician Apprentice
- IETAC Apprentice
- Plumber Apprentice

**Schedule of Classes**

## Sample Arizona Apprenticeship Position Description

**Human Resources**

JOB CODE	TITLE	PAY GRADE	PAY RANGE	PLSA
00845	Electrician Apprentice	25	\$16,500.13-\$23,145.65	Non-exempt

**Outstanding Characteristics:**

This classification is not part of a series; however, this classification does encompass examples of duties to be assigned over the four-year apprenticeship training program. Typical working conditions include restricted movement, day, shift, odd day, wet environments, and working with hazardous materials. Incumbents must be able to lift 50 and carry heavy objects.

**Knowledge, Skills, and Abilities:**

Knowledge of and skill in using basic mathematics.

Knowledge of and skill in using spreadsheet and word processing software.

Ability to effectively communicate orally and in writing.

Ability to read written materials, such as work instructions, safety procedures and material data safety sheets.

See the University of Virginia's Apprenticeship webpage [here](#).

See the University of Arizona's Apprenticeship website [here](#).

Download the University of Arizona's apprentice position descriptions [here](#).



# Programs Provide Quantity and Quality

Graduates Demonstrate High-Caliber Work and Future Leadership Potential

## Select Higher Education Apprenticeship Program Results

**54%**

of the **University of Arkansas's** current skilled trades workforce started as apprentices

**75%**

of the **University of Virginia's** apprenticeship graduates are still employed at the institution, or remained at institution through retirement

**33%**

of the **University of Virginia's** apprenticeship graduates have been promoted to manager roles

“

“Our apprentices are some of our best employees. They understand our unique systems and processes, and they're loyal because we helped them further their careers and earn certifications. With external candidates, there's a longer learning curve to gain as much campus familiarity.”

**Doug Grode**

**Assistant Director of Facilities**

UNIVERSITY OF CALIFORNIA, LOS ANGELES

”

# Shorter, More Customizable Training Alternatives

## Upskilling Programs Fill Roles With Fewer Credentialing Requirements

### Comparison of Scalable Apprenticeships to Formalized Upskilling Programs

	<b>Scalable Apprenticeship Programs</b>	<b>Formalized Upskilling Programs</b>
<b>Facilities Unit Goal</b>	Develop talent to fill high-demand trades roles	Develop talent to fill high-demand trades roles
<b>Target Roles</b>	Electrical, plumbing, HVAC	Maintenance technician, structural trades, plant utilities assistant
<b>Training</b>	Combination of on-the-job learning and related technical instruction	Required on-the-job learning; related technical instruction optional
<b>Target Audience</b>	Internal or external candidates	Primarily internal candidates (e.g., custodial, grounds, helpers)
<b>Length</b>	Typically 3-6 years	Typically 1-3 years
<b>Outcome</b>	Participants earn industry-recognized credentials	Participants develop skills required to meet institution-specific trades needs

# Building an Internal Pipeline

## CU Boulder's Custom Program Upskills Entry-Level Talent



University of Colorado  
Boulder

### Labor Trades and Crafts Trainee Program

- Developed in response to increased turnover in Level I pipe mechanic and structural trades roles
- Recruits internal staff from custodial, recycling, and grounds
- Structured as two-year, on-the-job training and mentoring program
- Trainees earn 20% less than Level I technicians, but wages higher than earned in prior frontline service roles

### Program's Three-Pronged Training Approach

- 1 Training workbooks:** Trainees complete guides with hundreds of fill-in-the-blank questions that provide fundamental knowledge of role
- 2 Watch stations:** Participants perform all required job duties in front of a qualified technician
- 3 Practical exams:** Shop supervisors conduct oral exams that test trainee's overall knowledge of shop and duties

# Developing Talent Pays Off for CU Boulder

## Early Successes and Cost Savings Drive Internal Demand for Expansion

### Labor Trades and Crafts Trainee Program by the Numbers

5

Graduates filling  
Level 1 trades roles

12

New positions created  
over four years to  
expand program

\$50K

Approximate cost  
savings to date from  
employing trainees



Position Number: 740100  
LTC Trainee VII  
Department: Facilities Management  
Percent of Time: 100%

### Posting

#### Pipes/Mechanical Trades Intern - Preventative Maintenance

The Preventive Maintenance (PM) Shop in Facilities Management is looking to hire and train current Facilities and HDS employees for Pipes/Mechanical Trades I positions. As this is an "intern to target" opportunity, no experience is necessary.

The goal of this program is to provide FM and HDS employees with the best training opportunities available so that after the training period, employees will meet the State of Colorado minimum requirements for a Pipes/Mechanical Trades I position. This comprehensive program focuses on core competencies that the PM shop works with every day.

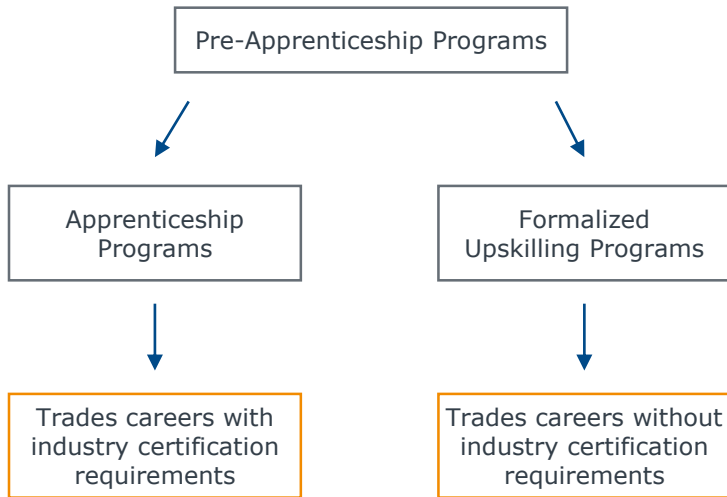
The program will entail up to a two-year training period in the intern position. The purpose of the training period is to ensure that the employee has a full understanding of what is expected of the position, and that the job is a good fit for both the employee and the team. The employee will be evaluated and coached on a quarterly basis throughout the duration of the program. If the employee successfully completes the program, the employee will be promoted into a Pipes/Mechanical Trades I position in the PM shop.

Download the position description  
for Labor Trades and Crafts Trainee  
Program [here](#).

# Targeting Non-Traditional Pipelines

## Pre-Apprenticeships Grow Talent Pool While Advancing Diversity in Shops

### Pre-Apprenticeships Provide Foundational Skills to Access Trades Careers Training Programs



### Potential New Pipelines for Trades Talent

- ▶ Women
- ▶ Youth
- ▶ Underrepresented Minorities
- ▶ Immigrant Populations
- ▶ Recovering Homeless
- ▶ Recovering Addicts

# Higher Ed Pre-Apprenticeships in Practice

Programs at Northwestern and VCU Expose Participants to Trades Work

## Select Pre-Apprenticeship Program Details

Read more about Northwestern in the [Guide](#).

<b>Program</b>	<b>Northwestern</b> Evanston Skilled Trades Training Program	 Quick Start Construction Training
<b>Target Population</b>	Underrepresented youth in local community	Formerly homeless, addicted, or incarcerated individuals
<b>Length</b>	1 year	1 month
<b>Training</b>	Basic equipment, safety, professional skills	Basic equipment, OSHA <sup>1</sup> compliance, communication
<b>Results</b>	Hired 10 of first 12 graduates into entry-level trades roles	100% of initial cohort successfully placed in private-sector apprenticeship programs

1) Occupational Safety and Health Administration.



# DoL<sup>1</sup> Support for Pre-Apprenticeships

## Federal Resources Available to Launch and Finance Programs



### Program Development

#### *Select Resources Available*

- Quality Framework for designing programs that meet DoL standards
- Sample program curriculum
- Pre-apprenticeship toolkit with outreach materials that explain benefits of programs to potential partners and participants
- Recruitment and selection tools and practices
- Searchable database of existing program information



### Funding

#### *YouthBuild Grants*

# \$80M

2018 federal grant funds authorized for pre-apprenticeship programs for at-risk youth

For more information and resources for starting pre-apprenticeship programs, visit:

- U.S. Department of Labor's [website](#).
- ApprenticeshipUSA's [website](#).
- Canadian Careers in Trades' [website](#).

# Matching Institutional Needs to Proven Solutions



## Summary of “Grow Your Own” Trades Programs

	<b>Apprenticeship</b>	<b>Formalized Upskilling</b>	<b>Pre-Apprenticeship</b>
<b>Goal</b>	Provide training to attain journey-level trades certifications	Provide training to attain trades roles without required certifications	Create new pipelines into entry-level trades roles or apprenticeships
<b>Target Audience</b>	Internal or external candidates	Typically internal candidates	External candidates
<b>Length</b>	Typically 3-6 years	Typically less than 2 years	Typically less than 1 year
<b>Training Curriculum Design</b>	Designed around federal, state, and industry standards	Designed around industry standards and internal needs	Designed around industry standards and target pipelines’ needs
<b>Related Instruction</b>	Must include related technical instruction	May include related technical instruction, but not required	May include related technical instruction, but not required
<b>Credentials</b>	Participants earn portable, industry-recognized credentials	Participants do not earn portable credentials	Participants earn basic safety certifications
<b>Frequent Focus Areas</b>	<ul style="list-style-type: none"> <li>• Electrical</li> <li>• Plumbing</li> <li>• HVAC</li> </ul>	<ul style="list-style-type: none"> <li>• Maintenance Technicians</li> <li>• Structural Trades</li> <li>• Plant Utilities Assistants</li> </ul>	<ul style="list-style-type: none"> <li>• Basic construction skills</li> <li>• Safety skills</li> </ul>

# Resource Available Now

## Guide to Launching In-House Talent Development Program

### Section 1

#### *Step-by-Step Guide for Launching In-House Talent Development Program*

Step	Apprenticeship Program	Formalized Upskilling Program	Pre-Apprenticeship Program <sup>1</sup>
<b>Pinpoint Trade(s) to Grow Through Talent Development Program</b>			
1. Analyze internal workforce data	✓	✓	✓
2. Determine program viability	✓	✓	✓
3. Determine best-fit talent development program	✓	✓	✓
<b>Create an Operational Plan</b>			
4. Assign leadership responsibilities	✓	✓	✓
5. Determine program costs	✓	✓	✓
6. Identify funding sources	✓	✓	✓
7. Set program goals and evaluation mechanisms	✓	✓	✓
<b>Register U.S. Apprenticeship Program with Government Agency</b>			
8. Weigh whether to register apprenticeship program	✓	N/A	N/A
9. Register U.S. apprenticeship program	✓	N/A	N/A
<b>Design Your Program</b>			
10. Select a training partner	✓	✓	✓
11. Select mentor(s) to lead on-the-job training	✓	✓	✓
12. Determine required competencies	✓	✓	✓
13. Build training schedule	✓	✓	✓
14. Complete necessary program documentation	✓	✓	✓
<b>Recruit Program Candidates</b>			
15. Market talent development program	✓	✓	✓
16. Build relationships with recruitment partners	✓	N/A	✓

### Section 2

#### *Case Studies of Talent Development Programs in Higher Education Facilities Management*

- California State University San Marcos
- Northwestern University
- University of Alberta
- University of Arkansas
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# Facilities Forum

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