



MENTORING YOUR REPLACEMENT





It is estimated that half of all public school facility managers or directors “rose through the ranks”, beginning their careers as custodians or maintenance staff.



The Benefits of Mentoring

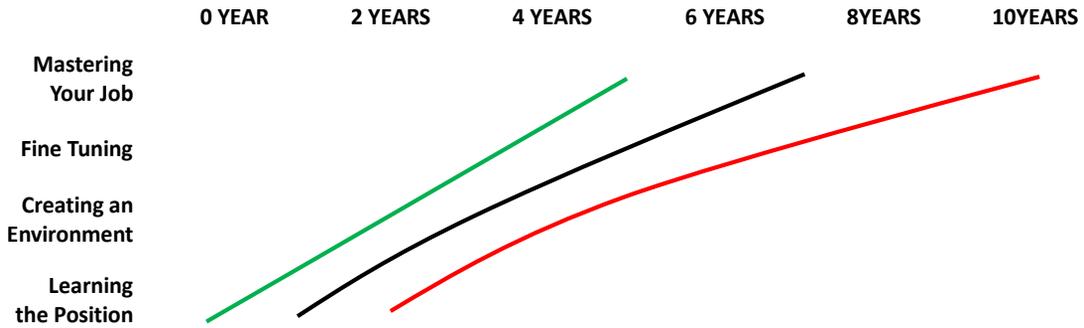




Mentorships...

- Acknowledge employee skills, intelligence, experience and their commitment.
- Empower employees to recognize and realize their full potential.
- Strengthen the mentor's leadership and management skills.
- Improve academic, social, and economic prospects for the mentee.
- Build lasting and trusting relationships.





New managers with little or no experience/training in a management position.
Non-mentored employees, even those with a background in facilities, begin with a distinct disadvantage of having to learn the culture of the district.
Mentored employees begin with a knowledge of the district, processes and culture.



A GOOD MENTEE (or Protégé)...

- Listens actively and reflects on what they would like to learn.
- Has a desire to learn and isn't afraid to ask questions.
- Is willing to take chances and follows through on commitments.
- Maintains trust with their mentor and other administrators.
- Is positive and communicates when feeling overwhelmed.
- Supports their mentor's decisions but is not afraid to ask questions or give suggestions.
- Communicates with their mentor as to what they have learned or would like to learn.





A GOOD MENTOR...

Meets with their protégé and learns all he/she can about their skills, their aspirations and determines what they bring to a managerial position, or that they may need assistance with, to excel in a managerial position.

Teaches their protégé using their knowledge and a sharing of experiences (story-telling and self-disclosure).

Motivates and encourages their protégé by allowing them to make decisions.

Is empathetic, congenial and respectful.

Inspires their protégé with positive feedback and openness.

Supports their protégé, introducing him/her to others while noting their contributions and potential.



A GOOD MENTORSHIP PROGRAM...

Is simple in its design and flexible in its application.

Is documented for future use in the district, i.e. that the design, intent, process, results and next steps are known by school district administration, the union and the board of education.

Is recognized by the school district upon completion of each phase by administration and by the board of education.

Provides the mentee with compensation through the program (knowing that this is additional work beyond his/her normal job duties).

Provides the mentee with additional resources for career development (memberships, classes, etc.)





WHAT TO AVOID...



WHAT TO AVOID...

Too much formality in the program

Negative comments or feedback

Ignoring your mentee's suggestions

Over-burdening your mentee

Lack of support, resources or defining next steps





FOR MENTORS AND MENTEES...

*It's all about trust, respect
and support for each other.*



BERKLEY
SCHOOLS



Berkley's Mentorship Program

In 2016, Chris Smallwood asked about the possibility of developing specific facilities management skills as one of his career goals. Mr. Smallwood is the head custodian at Norup International School and has been with the Berkley School District for seven years. As a certified climate control technician, Mr. Smallwood brought knowledge of hydronic heating systems, air-conditioning, electrical theory and property maintenance to the program, as well as hands-on experience in plumbing and refrigeration.



BERKLEY
SCHOOLS



Berkley's Mentorship Program - Proposal

It was apparent that Chris was very competent with regard to the technical aspect of facilities management. The focus of the mentoring program was therefore centered on developing specific interpersonal skills, learning day to day responsibilities of a facility manager, prioritizing facilities management tasks, shadowing the operations' facilitator during bond activities and meetings, identifying critical facilities' needs, budgeting, communication, organization and time-management.



Berkley's Mentorship Program - Design

Mentoring began: June 19, 2017 (50% of day spent with their mentor and 50% at Chris' assigned building, though the schedule was flexible).

Program Duration: Ten weeks (June 19 through August 25) – this schedule allowed for one full week prior to the start of the 2018 school year for start of school preparation.

Employee (Mentee) Compensation: An additional \$1,000 (\$100 per week/\$200 per pay) for the ten-week program.





Berkley's Mentorship Program - Implementation

For ten weeks, Chris and I partnered during a period that included a number of summer programs at his assigned building and construction activity at half of the school district's buildings (350,000 square feet of abatement and construction activity.) Chris was quickly recognized as a valued member of the district's bond team, attending weekly meetings in addition to construction/trades meetings at each school.



Berkley's Mentorship Program - Outcomes

Chris worked closely with me on day-to-day facilities issues that included general and sinking-fund invoicing, capital purchasing for maintenance, athletics and central office, decision-making with regard to partnership opportunities, fine-tuning the district's new building automation system, and implementing a web-based work order/asset and document management system called AkitaBox.





Berkley's Mentorship Program - Feedback

It is clear through informal conversations with a variety of staff and a series of questions posed to Mr. Smallwood at the end of August, that Berkley's mentorship program has been a huge success to date. The district recognized that Chris possessed not only the technical skills needed for the position, but also had the critical thinking and interpersonal skills that are required in any successful manager. His contribution to a successful summer program that was heavy with construction activity and summer programming was significant.



BERKLEY
SCHOOLS



Berkley's Mentorship Program – Next Steps

In recognition of the program's value to Chris and to the district, Phase 2 of Berkley's mentorship program will be extended through June of 2018. Chris also recently became a member of MSBO, which provides him with the opportunity to pursue continuing education credits in facilities management. Again, the district saw this as crucial to Chris continued learning process in becoming an exceptional facility manager. Mr. Smallwood also recently attended a Michigan School Business Officials (MSBO) facilities meeting in Lansing to hear legislative updates and discuss roundtable issues with fellow directors/managers.



BERKLEY
SCHOOLS



Berkley's Mentorship Program – Next Steps

The next phase of the mentorship program will focus on daily activities and seasonal responsibilities of a facilities management position. The program is structured so that Chris can spend the majority of his day at Norup, but with the flexibility to attend meetings, to assist in facilities planning and to enroll in leadership classes when they occur. Chris will also be working closely with myself on the district's new asset/document management software, building automation system, Phase 3 construction, invoicing and the identification of sinking fund and facilities grant opportunities.



What have you learned from Berkley's mentorship program?

“I have learned a lot about relationships and interactions between teams and individuals. I also understand more about the inner workings or ‘behind the scenes’ part of operations. It seems like a balancing act and all about prioritizing, planning and budgeting.”

Chris Smallwood





Inspire
Mentor!
Coach
Team Build
Collaborate
Motivate

QUESTIONS?



THANK YOU

Chris Smallwood, Head Custodian
Norup International Academy
(248) 837-8349 csmallwood@berkleyschools.org

Jon Barth, Operations Facilitator
(248) 837-8049 jbarth@berkleyschools.org

