GRADUATE LEARNING PLAN
for
MAAPS Student

•ADDRESS:
•PHONE: •EMAIL:
DOCUMENT DATE: XXXX

FOCUS AREA:	Designing Corporate Offices for the Multigenerational Workplace
Prof. Advisor:	- Dr. PA •PA Position/Title: •PA Address: •PA Phone: •PA Email:
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Cluster:	- XX
Approval:	- xx-xx-xxxx (date approved by Student's Academic Committee) - _____ (date approved by Graduate Student Program Review Committee)

▶PART I: Personal/Professional Background & Goals

A. Description of My Personal/Professional History:

From an early age, I knew I would be an interior designer. In the days before HG TV, my parents took us to model homes. Every weekend there was a new community to visit, new models to tour. I made small sketches of my favorite features and characteristics. Over the holidays, we'd drive to the affluent neighborhoods to "see the Christmas decorations," but I wasn't looking at Rudolph, I was checking out the dormers. In high school I took a "housing class" in the home ec department and several mechanical drawings classes. I met my future husband in "architectural drawing," junior year. I was the only girl in a class of 25 high school boys!

My parents did not go to college, but it was always assumed that my younger brother and I would. Being the first girl in the extended family to attend, we had the mentality that college was essentially a 4 (or in my case a 5) year training program after which one would graduate with a skill that would pay enough money to live. As my major was decided, I had the luxury of investigating various interior design programs. There was a credentialing body for interior design programs that I consulted. (We take for granted the immediate access to information. In 1975 to access the information, one had to type a letter with carbon paper, as we would not have considered the expense of a toll call, wait for a reply by mail and repeat the process.) The only interior design program offered by an IL state school at the time was SIU. It seemed like too far of a drive, so I extended my search to neighboring states. The University of Cincinnati (UC) caught my attention. It was rated as the #1 interiors school in the country because of its co-operative education program. UC was my first choice. My parents were skeptical. We'd only been thru OH once on the turnpike on our way east. It was a city college, urban, dangerous.

Not being a straight "A" student, I knew I needed a significant extracurricular activity to bolster my college applications. Working the ranks, I was eventually elected as Student Council President in a high school of 5500 students. Here's XX's Big Break #1. When I was a senior, attending an orientation program for incoming freshmen, I was seated on stage next to the Superintendent of Schools. He was making small talk and asked about my college plans. Amazingly, they had a UC interior design co-op student living with them that quarter. Even though we didn't know these folks, he was the Superintendent; he had to be a good guy. My mom made the long distance call to the mom of the co-op student, allowed me to take the Greyhound to Cincinnati by myself, stay with this student's family and check it out. I enrolled in 1977 in a freshman class of 90 students, their largest ever.

Through the co-op program my first position was in a health care environment at the VA Hospital in North Chicago, a long term psych facility. The UC director of co-operative education had me pegged for a facilities management position at a large steel manufacturer in Cleveland for my second co-op position. I protested saying I'd already done my time at one of the least glamorous assignments, the VA and I wanted a position at a design firm. I was not in a position of strength to refuse an interview. Concurrently on campus, there were other interviews, mostly offered to favored students. Somehow I got a co-op program interview for the positions at Skidmore, Owings & Merrill in Washington, DC. They were only taking two students and made the decision that same day. I was not one of them. But here's XX Big Break #2. The next day when the SOM fellow got back to his office, he saw that the work load could accommodate one more student and he requested me. At the time, with an SOM co-op on your resume, you could go anywhere. My third co-op position was at a hospitality firm in Houston, TX. From that experience I've kept the love of country music and Galveston Island. After graduation I knew I was going to design offices in Chicago.

The economy was in recession in 1982, the year I graduated. Despite my extensive experience for a student, there were few openings. Working on contract, I began at a locally significant interiors firm, ISD. Remaining as a consultant there for two years, while they hired others as regular employees with less experience than me, I sent out one resume for another job to the Chicago office of SOM.

Several designers had left SOM for ISD and I thought they might have some openings. Here's my third XX Big Break. It was SOM's policy to only hire right from college and then *home grow* their talent. I had two years experience. However, I had referenced my college co-op work in the SOM DC office. The connection was made and I was hired. We called this design period the "wretched excess of the 80's." Work here involved first class travel around the country, routine 80 hour weeks and the prestige of working in the interiors studio of the architectural firm that gave the world the Sears Tower. For me it all came apart when Bruce Graham, the champion partner that had interiors under his wing, was forced to retire. The other string of partners slated to guide interiors paled and the era was ending. Despite being elected as an Associate of the firm, a huge honor and accomplishment after just three years, it was time to move on.

Our "spies" overheard the partners talking about a dynamo woman from another firm. The Partnership was controversially considering this woman to head interiors. She ran the little known interiors studio, ISI, a division of the large AE firm A. Epstein & Son. They were located west of the river, off Lake Street, when that neighborhood was empty warehouses and a couple pioneering loft offices. A friend of mine "dared" me to schedule a lunch with her after he'd tried with no luck. Finding her direct dial, I called her one morning at 6am and she picked up. She was so surprised that someone from SOM was calling her that we got the lunch. I accepted a VP position there, at a considerable raise, a month later. We eventually built the Epstein interiors studio with 6 other senior staff from SOM.

ISI had a plan to secure the interiors portion of the contract to move the Sears Merchandise Group Headquarters out of the Sears Tower into a new facility in Hoffman Estates. Our firm was a long shot for the 3 year, 2 million SF project, but we now offered a senior design/technical/management team with SOM tutelage. We won the commission. As the "project executive" in charge of all aspects of the project, with a staff of 25, my life for the next 3 years was 24/7/364 Sears. This was the big league, with the developer, land planners, architect, engineers, consultants of every flavor and client laboring on this news worthy project. Design had to bring efficiency first. It was the proverbial baptism by fire for me; the only woman in a leadership role and the only one of either gender under 30.

Never again would I work that hard for someone else. In 1992, ten years after graduating from college, we formed our own partnership. Born of the concept of capturing ADA consulting work, the core of our practice remained corporate interiors. My architect/partner in the firm and I had worked together at SOM, so we had similar values, work ethics and design aesthetics. It was a profitable productive partnership. It was during this period that I began teaching courses at a community college. I missed the mentoring part of working at a large firm and got my fix with these community college students.

Then life got in the way. Living in the suburbs, working in the city with two young children was stressful. Clients didn't care where your office was, as long as they could connect. Relocating my practice to the suburbs did not impact my downtown connections and established many new suburban ones.

Today I divide my time between my corporate interiors practice, teaching and community/volunteer activities. Reflecting on the coming decades, the dynamics of the office and teaching interiors will foster my love of mentoring and design.
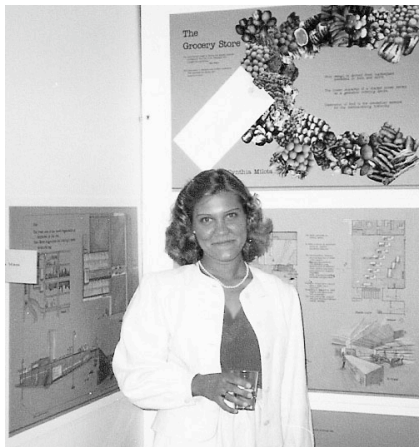
XX – 1980's   XX – 2000's

B. Explanation of My Experience in Support of My Graduate Focus Area:

The making of corporate office interiors is a marriage of design and business. The effects of sociology, economics, and psychology all play a role. During the course of my career, I have designed over 5 million square feet of space for Wall Street titans and Main Street entrepreneurs. The backbone of all these projects has been the offices & workstations. The workplace integrates the demands of the business with the needs of its employees.

In our interiors practices, we have witnessed the workplace move from one that dictates hierarchy to one that offers choice and flexibility.

See my video "The Multigenerational Workplace"

The MultiGenerational WorkPlace
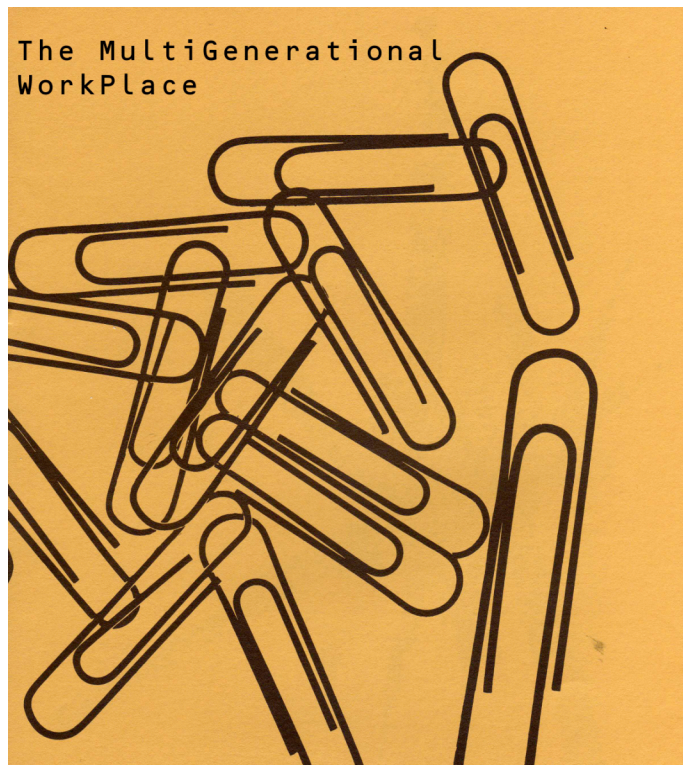
C. Description/Explanation of My Personal/Professional Goals:

My personal and professional goals are three fold:
1. Become a subject matter expert in an aspect of the design of multigenerational workplaces
   -consult with industry resources
   -advance the knowledge in this area
2. Attain credentials to work in a full time interior design teaching position
   -earn Educating Adults (EA) certification
   -mentor entry level professionals
   -advance the interiors profession
3. Maintain my corporate interiors practice
   -service my existing stable of clients
   -joint venture on larger projects with my subject matter expertise

Community College

▶PART II: Liberal Learning Self-Assessment

<u>Directions</u>: In Part II, the student reflects upon and assess his/her current performance in relation to the five LIBERAL LEARNING skills and specific facets associated with each (See HANDBOOK SECTION IV.) This self-assessment is important in identifying gaps between where the student sees him/herself now and where he/she wants to be in each of these areas at the end of the MAAPS Program. In this way, both strengths and limitations can be identified and either built-upon or resolved through specific Learning Activities in the student's Focus Area and/or through all-the-more purposeful participation in the Liberal Learning Seminars. Specifically, this section is to include:

    A. a description of the student's <u>strengths and limitations regarding each of the five Liberal Learning Skills & Facets</u> including intended strategies for developing areas of limitation and enhancing areas of strength. *(For a fuller description of the LL Skills & Facets, see HANDBOOK SECTION IV.)*

    B. a description of the student's <u>particular interests in each of the six Liberal Learning Seminar topics.</u> *(For a fuller description of the LL Seminars, see HANDBOOK SECTION IV.)*

A. Liberal Learning SKILLS—My Strengths & Limitations

(1) My facility with <u>Self-Assessment & Self-Managed Learning</u>
<u>Areas for Improvement</u>
-working independently –dichotomy of broad view & getting it done
-old habits for how to proceed, proven
-too sharp a focus on what wasn't perfect-beat myself up
<u>Areas of Strength</u>
-working independently –read self motivation, want to earn $, have to engage
-new practices with resources: technology, people
-observing trends (in teaching & practice) and moving to adopt
<u>Strategies for Improvement</u>
-Use findings from Myers-Briggs/Strength Finders to assess my strengths
-Give myself permission
-Be comfortable with ambiguity

(2) My facility with <u>Critical, Creative & Systemic Thinking</u>
<u>Areas for Improvement</u>
-need to learn various modes of systematic inquiry
-think about these processes abstractly rather than from an interiors practice perspective
-need tools to test hypotheses
<u>Areas of Strength</u>
-deal well with complexity and bringing clarity from ambiguity
-have the systems view and can functioned at all levels
-understanding the point of view (and agenda) of persons interacting with
<u>Strategies for Improvement</u>
-embrace the thinking "the city educated the man" Hutchins 1970:133, for problem solving, everything you touch or encounter consider from a learning perspective
-see out perspectives, information, resources from cohort group

(3) My facility with <u>Applying Values-based Decision-Making</u>
 <u>Areas for Improvement</u>
 -I am non-confrontational, so my ethical perspectives are not always communicated
 <u>Areas of Strength</u>
 -left ISI due to ethics of selling myself on projects vs other junior staff
 -many opportunities in business to compromise ethical framework (e.g. kick-backs to
 Real Estate brokers for projects or sales reps for specs…), just will not go there
 -most precious professional commodity, one's personal reputation/brand, no matter
 where you work axiom: only takes one mess up to un-do 20 years of doing good
 <u>Strategies for Improvement</u>
-Look for the good in others first
-Live the axiom "if you don't have anything good to say, don't say anything"
-model behavior by works, not words
-provide my intuitive self with a voice and listen to that "little voice"

(4) My facility with <u>Various Modes of Communication</u>
 <u>Areas for Improvement</u>
 -speaking presentation skills, making all my points, speaking slowly/articulately
 -engage my audience into the presentation, make them feel that their knowledge-
 participation is valued & sometimes crucial to the presentation
 -synthesizing readings and forming from my perspective
 <u>Areas of Strength</u>
 -understanding the most effective mode of communications with others (reading the
 circumstances) e.g. should this be a call, email or meeting….
 -presenting for the audience, reading the room
 -anticipating next steps from non-verbal communications
 <u>Strategies for Improvement</u>
-fully utilize the DePaul services, (e.g. writing lab, research librarians, reading clinics?)
-keep a journal-log of effective (and ineffective) presentation strategies/techniques
from courses taught and attended

(5) My facility with <u>Interpersonal Relations</u>
 <u>Areas for Improvement</u>
 -Impatient with poor leadership - Need to be at peace with allowing others in position
 of authority to make their own mistakes (even if it impacts on me) not be a "know it
 all!" – more than one way to skin a cat…
 -don't be controlling
 -differing perspectives on timing, impatient with slow replies, move on w/o tardy input
 <u>Areas of Strength</u>
 -Interior Design is a team sport, vary accustomed to being the leader and participant
 across platforms (within own team & with client team)
 -no "bad idea" platform where team members present their perspectives & group
 investigates possibilities
 <u>Strategies for Improvement</u>
 -when interviewing/gathering information during research, view from the interviewee
 perspective
 -actively listen, MORE.

B. Liberal Learning SEMINARS—My Hopes & Interests

(1) My hopes/interests for Exploring Modes & Processes of Systematic Inquiry **(LLS-425)**
-focus topic, learning that there is much "general" info, need to stratify more specifically into one aspect for true new learning
-learn about research methodologies; understand how these strategies translate into interior design problems
-there is much scholarly research in the generational aspects of my topic, need the tools to find, manage, analyze, comprehend, synthesize into my topic
-learn qualitative & quantitative tools; determine what methodology most appropriate
-determine if my final project will require human subjects; if so learn what is required
    -learn how to conduct & implement a survey; ask the right questions
    -observe workplaces & document findings
-tools to measure accuracy of methodology
-construct framework for methodology to be dynamic & verifiable

(2) My hopes/interests for Understanding Personal & Org. Change **(LLS-435)**
-new offices bring change; amount/style of change management varies by project; expand my toolkit of change mgmt strategies
-in teaching adults, construct a framework to facility their change into the interiors industry
-apply models of change management to my personal circumstances, identifying opportunities

(3) My hopes/interests for Enhancing Interpersonal Dynamics **(LLS-445)**
-the multigenerational workplace topic is all about interpersonal dynamics
-learning to classify and identify interpersonal dynamics
    -varying styles/patterns by generations
    -points of conflict & commonalities
-establish understanding of "the office" interpersonal dynamic roles; admin, mgmt, interns, consultants….

(4) My hopes/interests for Valuing Human Differences **(LLS-455)**
-age discrimination in the workplace;
    -skill sets, technology tool kits
    -benefits, contract employment, disparate compensation
-other workplace factors, in addition to generational; gender, cultural/religious background, ethnicity, race (to broad for my topic, but understand influences)
-age diversity is seen as a corporate advantage; but the reality is?
-learn strategies to encourage diversity in my teaching methods

(5) My hopes/interests for Engaging Ethical Reasoning **(LLS-465)**
-learn if different generations bring to the workplace different ethical models
-research ethical decision making as it relates to workplace design (e.g. fair for all workstations to be the same)
-research ethical decision making as it relates to workplace operations (e.g. fair for some to have flexible hours)
-examine and reflect on my personal code of ethics

(6) My hopes/interests for Exercising Effective Leadership **(LLS-475)**
-historically how leadership methods have shaped the physical workplace
-study current leadership trends and their workplace impact
-how leadership of different generations impacts the workplace model
-how a change in leadership and not a change in real estate impacts the workplace

►PART III: The Graduate Focus Area

A. My Graduate Focus Area PHRASE:

Designing Corporate Offices for the Multigenerational Workplace

Determining how (and if) the generation of an employee, along with factors in HR, IT and RE, impact the preference and ultimately the design of workplaces.
   HR=Human Resources
   IT=Information Technology
   RE=Real Estate

B. EXPLANATION:

(1) Definition: What does the phrase (above) mean? Please provide here a brief narrative explanation of the Focus Area phrase (above).

"…this is not the first time in history that people from different generations have worked side by side," [1] but "this is first time in American history that we have four different generations working side by side in the workplace." [2]

There has been much research and study into the multigenerational workplace from the social sciences and some from the interior design industry. My focus will to look at generational factors and their influence on the design of office interiors. I want to investigate the physical manifestation of generational data from a corporate office interior designer perspective.

[1] Pitt-Catsouphes, Marcia & Smyer, Michael. "The 21st Century Multi-Generational Workplace" *The Center of Aging & Work Workplace Flexibility at Boston College* (June 2007) pp. 1-12.

[2] Greg Hammill. "Mixing and Managing Four Generations of Employees," *Fairleigh Dickinson University Magazine Online* (Winter/Spring 2005) pp. 1-

Competing Values Framework (Cameron & Quinn 1999) Interpreted into Furniture (Haworth 2005)

(2) <u>Major Components</u>: What are the major components included in this Focus Area and how do they relate to each other?
- Literature/Research Review
    - social sciences of generational trends, characteristics
    - interior design publications (scholarly & commercial)
- Design/Research Review
    - Professional organizations (IFMA, IIDA, USGBC, others)
    - Design firms
- Create a methodology to understand the physical manifestations in the design of offices

(3) <u>Major Trends</u>: What are the major trends affecting this Focus Area?
- Distributed Work
- "Restructuring of the Workplace" team/communications
- "Continued Job Flexibility" change management
- "Working Parents"
- "Aging Problem"
- Influence of Technology
- Economic – Real Estate Influences
- Inclusion & Diversity/ HR Issue

(4) <u>Knowledge Base(s)</u>: What areas of knowledge (disciplines/fields) are most relevant to this Focus Area?
- Forward thinking Corporate Leaders who are working to implement this thinking into their workplaces
- Real Estate (including Interior Design)
- Human Resources
- Social Sciences: anthropology, sociology, psychology
- Real Estate
- Technology

(5) <u>Major Contributors</u>: Who are some of the major contributors in this Focus Area (e.g., authors, researchers, professional associations, etc.)?
This listing XX's research to date:
- A+D Firm Research
    - Kay Jones – IA Interior Architects: workplace & multigenerational
    http://www.crewdc.org/news/032305.htm
    - Christine Smith - Gensler
- Independent Business Consultants
    - Sarah Jones – Accent Business
    http://www.accentbusinesscommunication.com/sarah.html
    - Sandy Smith – Culture, Age, Gender studies
- Organizations
    - The Future of Work - PA
    http://www.thefutureofwork.net/
    - Boston College The Center on Aging & Workplace Flexibility - Marcia Jones
    http://www.bc.edu/research/agingandwork/projects/genTalent.html
    - Human Environment Research Org - Tim Smith
    http://www.hero-inc.com/
    - Cornell –International Workplace Studies Program
    http://iwsp.human.cornell.edu/workplace.php
    - Society of HR Managers (SHRM)

(5) <u>Major Contributors</u>: (con't)

- Furniture Manufacturer's Research:
  - o Knoll- Mike Jones
    http://www.knoll.com/research/index.jsp
  - o Herman Miller-Ginny Smith
    http://www.designmatters.net/features/0607adapt.html
  - o Haworth
    http://www.haworth.com/en-us/Knowledge/Workplace-Library/Pages/Topics.aspx
  - o Steelcase
    http://www.steelcase.com/na/Research.aspx?f=17554
- Miscellaneous:
  - o W. Stanton Smith – Deloitte Article
  - o NY Times Generation Writer – Michael Jones
  - o WSJ Generations Writer – Sue Smithr
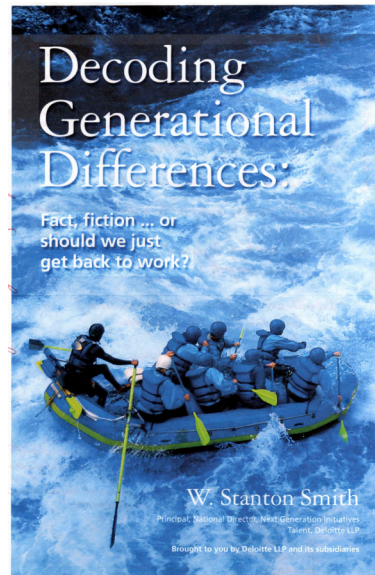
(6) <u>Cutting Edges</u>: What are the key areas of knowledge and skill required to be on the "cutting edge" of this Focus Area? In which areas do you already possess competence? In which areas are you seeking new learning?

Be Industry/Practice Current

- Understand what major corporations are doing with this issue
- Understand impacts on facility managers
- Understand impacts on HR, Technology, Real Estate

XX Competence

- Workplace Programming & Planning
- Process of Workplace Design
- Furniture Solutions

XX New Learning

- Process to ask the questions & gather information
- Process to synthesize information
- Researching delivery methods-format for information (& audience)

(7) <u>Resources Consulted</u>: What resources did you consult in answering the previous questions and building your Graduate Learning Plan?

INTERVIEWS

Ongoing	Mary Smith/PhD Ass't Professor Political Science: Elmhurst College
Ongoing	Mary Elin Jones/EdD Co-Coordinator ISBE New Teacher Induction Program
10-01-09.1	Joy Smith/PhD Professor Emeritus: UW Madison
12-07-09.2	Interior Design Educator's Council (IDEC) Referral
01-14-10.3	Informational regarding Int Design Masters Programs
11-05-09.1	Mark Jones Ass't Professor: UW Madison
01-14-10.2	Worked with Mark @ SOM in 1980's
	Informational regarding Int Design Masters Programs
11-07-09	Jacque Smith Int Design Dept Head, Harper Junior College
	MAAPS Graduate,
	Informational about MAAPS program
11-09-09	Janice Jones, M Ed, Specialty in ID Online Education Boise ID
	Worked with Janice at ISD in 1980's
	Informational about options in Masters Programs
11-10-09	Michelle Smith, VP Market Development Interior Investments
12-2-09	Market Leader for Herman Miller
	Informational about HM Workplace Research & ID Industry
11-13-09	Jessie Jones, Admissions Harrington College of Design
	Information on Harrington's Master Int Design Program
11-18-09	Cindy Smith, Instructor: School of the Art Institute of Chicago
	Author of *Interior Design: Handbook of Professional Practice*
	Worked with Cindy at ISD in 1980's
	Information about SAIC programs & Masters Interiors Programs
12-07-09	Rashni Jones: Institute of Design – IIT
	Information about Design Education at IIT
12-17-09	Douglas Smith: SAIC Int Architecture Faculty & Advisor
	Interview for admission to SAIC Int Arch program
01-13-10	Kay Jones-Sr Principal IA (Interior Architects) Washington DC
01-22-10	Designer, Author, Frequent Lecturer
	IA's Multigenerational research
01-26-10	Richard Smith-Retired Partner Seyfarth Shaw Chicago
	Informational on Labor Law-HR Issues
02-02-10	Kelli Jones-Dir Diversity & Inclusion Sara Lee, Downers Grove, IL
	Informational regarding SL's diversity/generational efforts
02-06-10	Ben Smith
	Information on "office port network" small business work places
02-12-10	Byron Jones-MAAPS Classmate
	Regarding overlaps in our topic areas
02-14-10	Linda L Smith-MAAPS Classmate
	Regarding commonalities in our topic & competences
02-15-10	Phil Jones-MAAPS Classmate
	Regarding Video & Interior Design
02-19-10	NIU Facilities Management Cohort Group
	Regarding generational issues in their workplaces
02-23-10	Elva Jones
	Discussions regarding PA
02-24-10	Liz Smith
	Regarding her MAEA degree & teaching at Harrington Institute of Interior Design
02-25-10	Charlie Jones – Work Design Collaborative
03-08-10	Discussion on his work & potential for generational projects
03-02-10	Mark Smith Ass't Professor: UW Madison
	Discussion on Focus Area/Research & Verification
03-06-10	Val Jones Designer FGM – Gen X'er
	Discussion on generations in the workplace
03-12-10	Marcie Smith, Center of Aging & Workplace Flexibility at Boston College
	Discussion on her work & how might overlap with my project

BOOKS

Becker, F. (2004). *Offices at Work: Uncommon Workspace Strategies that Add Value and Improve Performance*. San Francisco, CA: Jossey-Bass.

Becker, F., & Steele, F. (1995). *Workplace by Design: Mapping the High Performance Workscape*. San Francisco, CA: Jossey-Bass Publishers.

Benko, C., & Weisberg, A. (2007). *Mass Career Customization: Aligning the Workplace with Today's Nontraditional Workforce*. Boston, MA: Harvard Business School Press.

Gibson, S. J. (2009). *The Zooom Guide to Generations*. Lexingtion, KY: BookSurge Publishing.

Grantham, C. E., Ware, J. P., & Williamson, C. (2007). *Corporate Agility: A Revolutionary New Model for Competing in a Flat World*. New York: American Management Association.

Propst, R. (1968). *The office: A facility based on change*. Zeeland, MI: Herman Miller, Inc.

ARTICLES

Grantham, C., & Ware, J. (2008). *Helping to create the future of work*. Lecture presented at Core Net Global, Local Chapter, New York, NY.

Hammill, G. (2005, Winter/Spring). Mixing and Managing Four Generations of Employees. *Fairleigh Dickson University Magazine Online*, 1-7.

Miller, H. (2007). *Set them free: how alternative work styles can be a good fit*.

Needleman, S. (2009, December 7). Office personal space is crowded out. *Wall Street Journal*, p. B1.

Pitt-Catsouphes, M., & Smyer, M. (2007, June). *The 21st century multigenerational workplace*. Retrieved from The Center on Aging 7 Work / Workplace Flexibility, Boston College website: http://agingandwork.bc.edu/documents/IB09_MultiGenWorkplace_000.pdf

Sargent, K. (2009, August). *A pivotal shift: Leveraging for advantage*.

Smith, W. S. (2008). *Decoding generational differences: Fact, fiction ...or should we just get back to work?* Retrieved from Deloitte Development, LLC website: http://www.deloitte.com/view/en_US/us/article/5abf899a961fb110VgnVXX100000ba42f00aRCRD.htm

WEB SOURCES

Grantham, C., & Ware, J. (n.d.). *The future of work* [achieved articles]. Retrieved from http://www.thefutureofwork.net/

►PART IV: Application Setting

Directions: In Part IV, the student describes the setting (work or otherwise) that will serve as his/her "laboratory" for both applying learning to practice and deriving learning from practice with respect to the Focus Area and the Liberal Learning Skills/Seminars. In short, the question to explore here is "where will you apply learnings from your graduate study…and how (in what capacity)?"

A. My Application Setting:

Learning Lab will be a corporate office setting with the following criteria:

-Management Team embraces being a study site
-Multiple ages represented in this workplace
-Opportunity to interview test subjects
-Opportunity to observe test subjects

-Workplace should offer choice-variety in workstation offerings

-Will look to my PA & Panel of Experts for direction/recommendations

Sketches from Herman Miller "my studio" web site

OFFICE DESIGN CHALLENGES

HAWORTH
GENERATIONS

Younger office workers spend a greater portion of their time working in groups or teams than older employees. This trend increases in more open work environments and for younger employees (Brand, 2008).

AGE AND COLLABORATION WORK TRENDS IN NORTH AMERICA
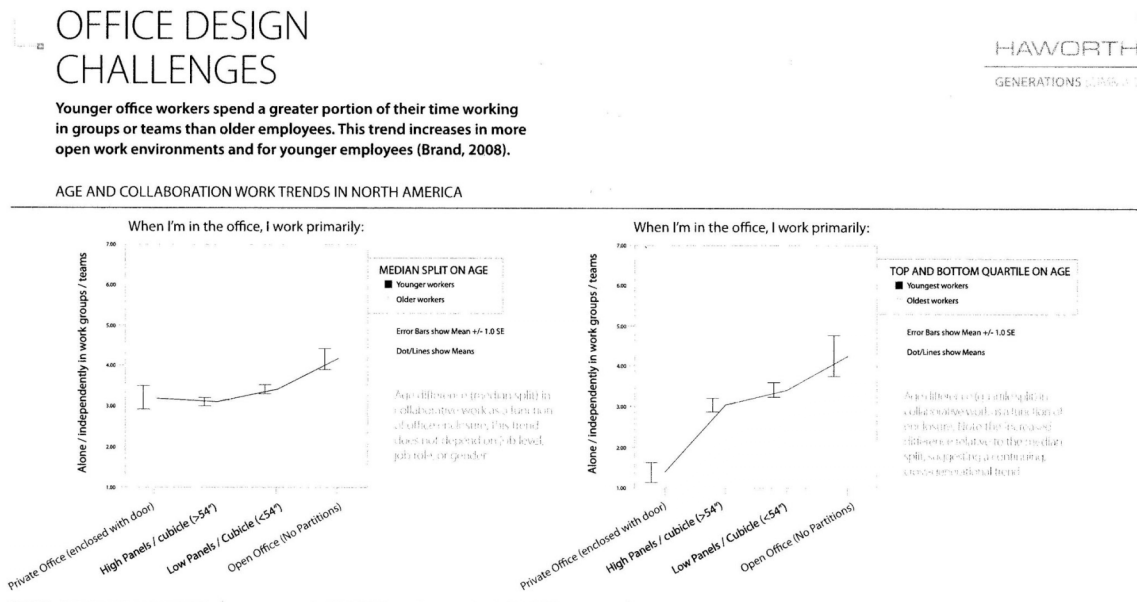
Given the long-term trend toward greater collaboration, office environments should be designed to accommodate this shift.

Some considerations:

- Employees should be prepared for the shift from personal territories and dedicated individual space to group and team territories.
- Provide collaborative zones proximal to individual work areas.
- Private offices or work areas are still needed for concentrative, individual work.
- If possible, group and individual work activities should be acoustically separated.

▶PART V: Professional Competencies

Title Page to Part V

This page provides an overview of the following NINE PAGES of the Graduate Learning Plan. In brief, these nine pages outline the plan for the student's development and demonstration of graduate-level comprehension and skill regarding the **eight Professional Competence Areas.** One page is devoted to each of the eight competence areas—with the ninth page reserved for a supplemental competence in one of the previous areas. A fuller description of each competence area is included at the top of each of the subsequent pages.

DIRECTIONS: In designing Part V, please use the following nine pages as templates. Each page includes a general description of a particular Professional Competence area and a table or grid for your individual design.

AP-510: Ability to understand the **main theories** that guide and explain practice in the Focus Area.

AP-520: Ability to understand **methods of research** appropriate to the Focus Area.

AP-530: Ability to apply **specialized skills** appropriate to the Focus Area.

AP-540: Ability to engage **communication modes** appropriate to the Focus Area.

AP-550: Ability to understand the **organizational and/or interpersonal dynamics** within which practitioners in the Focus Area define and fulfill their roles/responsibilities.

AP-560: Ability to interpret **challenges from larger contexts** (e.g., temporal, social, or international) facing the Focus Area.

AP-570: Ability to analyze **ethical issues** involved within the Focus Area.

AP-574: Ability to engage **reflection in/on practice** within the Focus Area.

AP-585: A second competence (supplemental) in one of the previous areas.

• Professional Competence AP-510 •

<u>Ability to understand the MAIN THEORIES/IDEAS
guiding and explaining Focus Area practice.</u>

*"can describe and analyze at least two significant ideas (e.g.,theories, models, principles,
and/or concepts) in the focus area or related fields—including implications for practice."*

DESCRIPTION of AP-510 (2 cr hrs): This area addresses knowledge and understanding of theories, models and/or theoretical frameworks—including their implications for practice—relevant to the Focus Area. In areas where theories are not well established (e.g., emerging fields of study or in unique combinations of fields), this area includes exploration of theories in related fields. As the student addresses contemporary theories, he/she should be familiar with their relationship to theoretical traditions. Successful demonstration of competence in this area includes:

　(a) Knowledge of the differences among the terms—theory, concept, principle and model;

　(b) Ability to analyze (compare, contrast, critique—not merely describe or react to) theories or their counterparts including their application to practice.

PLAN for AP-510	
(1) Competence Statement	Can articulate ideas (theories, models, concepts, principles) regarding adult learning that inform design choices in general, as well as a specific design project.
(2) Learning ACTIVITIES	**EA 516 Designing Educational Offerings** This course builds competencies in designing educational offerings. It emphasizes pre-design assessment models and practices to prepare practitioners for designing a variety of education events and processes with the learner's needs in mind.
(3) Learning PRODUCT(s)	Will include work products as an outcome of the course and a final course grade

(4) Assessor *(anticipated)*	EA 516 Instructor
(5) Schedule *(anticipated)*	Quarter 4 – Fall XXXX

• Professional Competence AP-520 •

Ability to understand METHODS OF RESEARCH appropriate to the Focus Area.

*"can describe and analyze at least two methods of gathering data appropriate
to the focus area and develop a detailed protocol for implementing one."*

DESCRIPTION of AP-520 (2 cr hrs): This area addresses the systematic gathering of data and interpretation of findings as practiced within the focus area and/or related fields. Successful demonstration of competence in this area includes:
  (a) Knowledge of the types, purposes, and relative utility of research methods (not "tools" such as library and internet research per se) currently practiced in the profession;
  (b) Understanding contingencies involved in the appropriate application of each; and,
  (c) Ability to develop a protocol for implementation.

PLAN for AP-520	
(1) Competence Statement	Can describe and analyze at least two methods of gathering information including interviews, field observation, case studies, surveys and can develop a protocol for one.
(2) Learning ACTIVITIES	Review research methods literature on interviews, field observations, case studies and surveys. • Ascertain different types of instruments for various purposes • Select/refine one approach most suitable for my research needs Consult with my PA & Panel of Experts for insights Incorporate finds from LLS-425 Exploring Systematic Inquiry Seminar Observe potential workplaces where the research may be conducted to test assumptions for how instrument may be implemented.
(3) Learning PRODUCT(s)	-Produce a paper documenting finds on • different types/approaches to interviews, field observations, case studies and surveys. • selecting the approach for the application • draft an instrument (one of the 4 options listed above) for implementation in AP587 -Annotated bibliography
(4) Assessor *(anticipated)*	Professional Advisor
(5) Schedule *(anticipated)*	Quarter 3 – Summer XXXX

• Professional Competence AP-530 •

Ability to apply SPECIALIZED SKILLS appropriate to the Focus Area

"can describe and demonstrate skill (or set of skills) relevant to the focus area."

DESCRIPTION of AP-530 (2 cr hrs): This area involves identifying skills that are particular to the profession and the context(s) in which these skills are applied. The emphasis is on actual demonstration of specialized skills used in practice. Successful demonstration of competence in this area includes:
   (a) Selection of skills that appropriately represent the profession & one's professional goals; and,
   (b) Application of skills at a level appropriate to both professional contribution & graduate study.

PLAN for AP-530	
(1) Competence Statement	Can articulate ideas (theories, models, concepts, principles) regarding adult learning that inform design choices in general, as well as a specific design project.
(2) Learning ACTIVITIES	EA 516 Designing Educational Offerings This course builds competencies in designing educational offerings. It emphasizes pre-design assessment models and practices to prepare practitioners for designing a variety of education events and processes with the learner's needs in mind.
(3) Learning PRODUCT(s)	Will include work products as an outcome of the course and a final course grade
(4) Assessor *(anticipated)*	Instructor of EA 516
(5) Schedule *(anticipated)*	Quarter 4 – Fall XXXX

• Professional Competence AP-540 •

Ability to engage COMMUNICATION MODES appropriate to the Focus Area

*"can describe and demonstrate communication skill (or set of skills)
relevant to a particular context in the focus area."*

DESCRIPTION of AP-540 (2 cr hrs): This area involves facility with communication modes relevant to professional practice in the focus area. It requires an understanding of the relationship among key communication variables (the message, the method, the audience and the context), a repertoire of communication strategies, and a dexterity or ease of access permitting the professional to adapt communication strategies to changing situations as necessary. Successful demonstration of competence in this area includes:
  (a) Selection of appropriate method(s) of communication in relation to the context (audience
       and environment) in which the communication will occur; and,
  (b) Application of skills at a level appropriate to both professional contribution & graduate study.

PLAN for AP-540	
(1) Competence Statement	Understands principles of effective dialogue and can apply a variety of communication methods in adult learning situations.
(2) Learning ACTIVITIES	**EA 517 Facilitating Adult Learning** The intersection of design, learning outcomes, and assessment processes passes through the medium of facilitation in educational settings. This course expands the practitioners' repertoire of effective delivery of facilitation/instruction strategies and techniques, and integrating the use of technology in instruction (including Internet-based teaching).
(3) Learning PRODUCT(s)	Will include work products as an outcome of the course and a final course grade
(4) Assessor *(anticipated)*	Instructor of EA 517
(5) Schedule *(anticipated)*	Quarter 5 – Winter XXXX

• Professional Competence AP-550 •

Ability to understand the ORGANIZATIONAL and/or INTERPERSONAL DYNAMICS within which practitioners in the Focus Area define their roles and fulfill their responsibilities.

"can describe and analyze organizational and/or interpersonal dynamics
inherent within professional practice in the focus area."

DESCRIPTION of AP-550 (2 cr hrs): This area addresses the human and structural issues that professionals encounter within practice (work) environments. It provides an opportunity for students to consider how their professional role affects and is affected by systems, technology, structure, and other people within their practice settings. Successful demonstration of competence in this area includes:
  (a) Identification of relevant dynamics (e.g., open/closed systems, power, trust, culture, conflict, diversity, gender, communication, change, impact of technology, etc.); and,
  (b) Description and analysis of particular dynamics in relation to their impact on professional practice and vice versa.

PLAN for AP-550	
(1) Competence Statement	Can construct a comprehensive plan for assessing learning of adult learners.
(2) Learning ACTIVITIES	**EA 526 Assessing Learning & Evaluating Programs** This course presents approaches for selecting and applying assessment and evaluation models and strategies. It focuses on assessing individuals' learning in the context of evaluating programs and actions intended to meet learners' needs. Participants will gain skills in evaluation instrument design, selection of assessment methods and instruments, assessment of short-term effects, and report writing.
(3) Learning PRODUCT(s)	Will include work products as an outcome of the course and a final course grade
(4) Assessor *(anticipated)*	Instructor of EA 526
(5) Schedule *(anticipated)*	Quarter 7 – Spring XXXX

• Professional Competence AP-560 •

Ability to interpret CHALLENGES FROM LARGER CONTEXTS facing the Focus Area.

"can describe and analyze challenges from the larger context facing the focus area—including implications for professional practice."

DESCRIPTION of AP-560 (2 cr hrs): This area addresses the ability to see the profession (including its issues and problems) within a context that includes at least one of the following aspects: the temporal (historical development and future directions of the profession); the social/cultural (relationship of the profession to its societal context); and, the international (the state of the profession globally). Successful demonstration of competence in this area includes:

  (a) Identification of significant challenges facing practitioners in the profession; and,
  (b) Analysis of selected challenges within a framework that emphasizes one or more of
      aspects listed above (temporal, social/cultural, or international).

PLAN for AP-560	

(1) Competence Statement	-Analyze the perspective of Facility Managers managing the multigenerational office
	-Issues related to Workplace in general and multigenerational in specific: FMP Study Course will include the following topics:
	  • Business of Facility Management
	  • Leadership & Management
	  • Operations & Maintenance
	  • Planning & Project Management
	-Significant challenges facing the Facility Managers which interior design professionals must integrate into workplace design include the following:
	  • Integrated Modeling – why facilities management is a critical support system for businesses
	  • Strategic Planning – linear & non-linear processes; relationship mapping
	  • Communications – In Presentations; In Crisis; Tools & Techniques
	  • Real Estate – Impacts on Decision Making; Space Standards
	  • Technology – Optimization; System Selections/Training/Integration

(2) Learning ACTIVITIES	-Strategies to accomplish
	  • Attend 75 Contact Hours of courses (weekends from 1-29 to 3-20)
	  • Successfully complete the quiz at the end of each chapter

(3) Learning PRODUCT(s)	-After completion of the course, apply for and attain the Facility Management Professional (FMP) certification. http://www.ifma.org/learning/fm_credentials/fmp_index.cfm
(4) Assessors	-IFMA Instructors Northern IL University Professional & Continuing Education http://www.niu.edu/non-credit/CFM/fmp_detail.shtml
(5) Schedule	Quarter 1 & 2 – Spring XXXX

• Professional Competence AP-570 •

Ability to analyze ETHICAL ISSUES involved within the Focus Area.

"can describe and analyze ethical issues impacting the
focus area—including implications for professional practice."

DESCRIPTION of AP-570 (2 cr hrs): This area addresses the relationship between beliefs and assumptions regarding humanity, good/evil, right/wrong, etc., and behavioral outcomes (including conflicts). Successful demonstration of competence in this area includes:
  (a) Identification of significant problems, dilemmas, or circumstances in the focus area
     requiring ethical decision-making and the determination of an appropriate response;
  (b) Ability to analyze problems and propose solutions using various philosophical
     frameworks or constructs.

PLAN for AP-570	
(1) Competence Statement	Identify & investigate the ethical questions surrounding workplace design and perception of fairness, chiefly - allowing the individual the workplace that best suits their needs and assessing the impact on the overall organization when this ethic of care is implemented.
(2) Learning ACTIVITIES	-Knowledge gain from LLS 455 Valuing Human Differences -Draw upon the resources of my Panel of Experts to identify key trends/issues for identification, via the following methods • Individual personal interviews • 2/3 group conference calls • On going email exchange -Literature review on this topic, with particular emphasis on Nel Noddings' "ethic of care" -Research the work of Boston College's Center on Aging & Workplace Flexibility Institute the concept of "work ability" & "universal design" in the context of my competence statement. - Draw upon findings from AP 587
(3) Learning PRODUCT(s)	-Annotated Bibliography -Summary report -Use findings to inform work on AP 589
(4) Assessor *(anticipated)*	Sarah Smith, MA; Accent Business or Sandy Jones, MA; Research on Age/Culture/Generations Consider assessment in context of AP 589 – final project?
(5) Schedule *(anticipated)*	Quarter 8 – Fall XXXX

• Professional Competence AP-574 •

Ability to engage REFLECTION ON/IN PRACTICE in the Focus Area

*"can describe and analyze approaches to reflection and apply such to a
particular personal situation involving one's professional practice."*

DESCRIPTION of AP-574 (2 cr hrs): This area addresses the interplay between and among thinking, doing and reflecting in the often-ambiguous and complex contexts of daily practice. Whereas action provides for the practice of ideas, reflection allows for the creation of new ways of mentally organizing ideas in order to find additional possibilities (e.g., new ideas, new perspectives, new choices, new understanding of continuing choices, etc.) to inform future action. Successful demonstration of competence in this area includes:
  (a) Identification of various approaches to reflection (e.g., experiential learning, transformative learning, emancipatory learning, mindfulness, meditation, contemplation, journaling, after action review, etc.); and,
  (b) Ability to analyze one's own experience through reflection.

PLAN for AP-574	
(1) Competence Statement	-Apply journaling, mindfulness and after action review techniques to document my DePaul graduate school experience. -Be able to tell a story, sometimes personal & reflective and sometimes consumable by a wider audience about the process of my studying the multigenerational workplace. -Use the reflective videos to reflect on my progress and to assist in formulating my new directions after DePaul. -Use the consumable videos as a portfolio piece to sell "my story" to potential clients/employers.
(2) Learning ACTIVITIES	-Journal, record insights, photographs, readings and significant findings from quarters 1, 2, 5 and 6. -Collect quotes, readings, impressions, what was surprising, what was never before conceivable, what was confounding. -Successively elevate the quality of the productions by learning/ implementing various video software programs.
(3) Learning PRODUCT(s)	-Create a movie/video at the end of the quarters listed above to document findings & progress.
(4) Assessor *(anticipated)*	Professional Advisor
(5) Schedule *(anticipated)*	Will be complete Quarter 6 Spring XXXX

• Professional Competence AP-585 •
(Supplemental Competence I)

DESCRIPTION of AP-585 (2 cr hrs):
Ability to interpret CHALLENGES FROM LARGER CONTEXTS
facing the Focus Area.

*"can describe and analyze challenges from the larger context facing the
focus area—including implications for professional practice."*

This area addresses the ability to see the profession (including its issues and problems) within a context that includes at least one of the following aspects: the temporal (historical development and future directions of the profession); the social/cultural (relationship of the profession to its societal context); and, the international (the state of the profession globally). Successful demonstration of competence in this area includes:
   (a) Identification of significant challenges facing practitioners in the profession; and,
   (b) Analysis of selected challenges within a framework that emphasizes one or more of the aspects listed above (temporal, social/cultural, or international).

PLAN for AP-585	
(1) Competence Statement	-Identify & analyze the following impacts on office design for the multigenerational workplace: • **Information Technology Issues** What – types of technology in use in office today How – how is technology's use changing how we use the office Where – is tech being used for work When – is technology infringing on work • **Human Resources policies/issues** diversity & inclusion, attract & retain legal compliance (e.g. OSHA/ADA) change management practices organizational development issues • **Real Estate Issues** What - issues facing real estate decisions How - offices are being designed Where - offices are located When – are people working or going to the office
(2) Learning ACTIVITIES	-Draw upon the resources of Thought Leaders to identify key trends/issues for identification, via the following methods • Individual personal interviews • Tour of office spaces • On going email exchange -Draw upon interviews from XX Professional network in Chicago Design Community -Outline available data from existing resources-literature review -Determine what data does not exist from conventional sources
(3) Learning PRODUCT(s)	-Write Literature Review -include literature sources & personal introductions from PA -Compile written Synopsys of Interviews-included in literature review -Write an abstract based on the lit review to submit to the Midwest Regional Int Des Educator's Council Conf in Oct XXXX
(4) Assessor *(anticipated)*	-Professional Advisor ~~Consider assessment in context of AP 589 – final project?~~ Assessment will be conducted now in spring quarter XXXX
(5) Schedule *(anticipated)*	-Quarter 2 Spring XXXX

• Professional Competence AP-586 •
(Supplemental Competence 2)

DESCRIPTION of AP-586 (2 cr hrs):

-When ready, replace this italicized materials with your response.
-Review the previous eight areas (theories, research methods, specialized skills, etc.) and choose an area in which to develop a SECOND Competence Statement.
-Follow the directives from that area and insert the entry for the SECOND Competence Statement (including its Learning Activities, Learning Product, Assessor and Schedule) on this page.

PLAN for AP-586	
(1) Competence Statement	Can construct a comprehensive plan for assessing learning of adult learners.
(2) Learning ACTIVITIES	**EA 526 Assessing Learning & Evaluating Programs** This course presents approaches for selecting and applying assessment and evaluation models and strategies. It focuses on assessing individuals' learning in the context of evaluating programs and actions intended to meet learners' needs. Participants will gain skills in evaluation instrument design, selection of assessment methods and instruments, assessment of short-term effects, and report writing.
(3) Learning PRODUCT(s)	Will include work products as an outcome of the course and a final course grade
(4) Assessor *(anticipated)*	Instructor of EA 526
(5) Schedule *(anticipated)*	Quarter 7 – Spring XXXX

• Professional Competence AP-587 •
(Supplemental Competence 3)

DESCRIPTION of AP-587 (2 cr hrs):

<u>Ability to apply SPECIALIZED SKILLS appropriate to the Focus Area</u>
"can describe and demonstrate skill (or set of skills) relevant to the focus area."

This area involves identifying skills that are particular to the profession and the context(s) in which these skills are applied. The emphasis is on actual demonstration of specialized skills used in practice. Successful demonstration of competence in this area includes:
  (a) Selection of skills that appropriately represent the profession & one's professional goals; and,
  (b) Application of skills at a level appropriate to both professional contribution & graduate study.

PLAN for AP-587	
(1) Competence Statement	-Implement survey instrument designed in AP 520 to gather data identified as lacking from AP 585

(2) Learning ACTIVITIES	-Draw upon the resources of my Graduate Committee to identify specific information sources
	   • Individual personal interviews
	   • 2/3 group conference calls
	   • On going email exchange
	-Conduct information gathering method most appropriate for data/insights required

(3) Learning PRODUCT(s)	-Annotated Bibliography -Summary report -Use findings to inform work on AP 589 -Movie/video to document progress
(4) Assessor *(anticipated)*	Professional Advisor Consider assessment in context of AP 589 – final project?
(5) Schedule *(anticipated)*	Quarter 6 Spring XXXX

• Professional Competence AP-588 •
(Supplemental Competence 4)

DESCRIPTION of AP-588 (2 cr hrs):

-When ready, replace this italicized materials with your response.
-Review the previous eight areas (theories, research methods, specialized skills, etc.) and choose an area in which to develop a SECOND Competence Statement.
-Follow the directives from that area and insert the entry for the SECOND Competence Statement (including its Learning Activities, Learning Product, Assessor and Schedule) on this page.

PLAN for AP-588	
(1) Competence Statement	Understands principles of effective dialogue and can apply a variety of communication methods in adult learning situations.
(2) Learning ACTIVITIES	**EA 517 Facilitating Adult Learning** The intersection of design, learning outcomes, and assessment processes passes through the medium of facilitation in educational settings. This course expands the practitioners' repertoire of effective delivery of facilitation/instruction strategies and techniques, and integrating the use of technology in instruction (including Internet-based teaching).
(3) Learning PRODUCT(s)	Will include work products as an outcome of the course and a final course grade
(4) Assessor *(anticipated)*	Instructor of EA 517
(5) Schedule *(anticipated)*	Quarter 5 – Winter XXXX

• Professional Competence AP-589 •
(Supplemental Competence 5)

DESCRIPTION of AP-589 (2 cr hrs):

-When ready, replace this italicized materials with your response.
-Review the previous eight areas (theories, research methods, specialized skills, etc.) and choose an area in which to develop a SECOND Competence Statement.
-Follow the directives from that area and insert the entry for the SECOND Competence Statement (including its Learning Activities, Learning Product, Assessor and Schedule) on this page.

PLAN for AP-585	
(1) Competence Statement	-Will create a model that links characteristics of the following : • Generation • Workplace Type • Culture of Organization
(2) Learning ACTIVITIES	-Interpret information gathered from AP585 & 587 -Formulate a graphic model that will synthesize data/research gathered
(3) Learning PRODUCT(s)	Culmination of Research Data into a "package" Options include: • Web Site • Software Program • College Course • Presentation for Professional Audience • Case Study Findings Report • Summary Report • Movie/Video Orchestrate a "show" or "presentation" of final work
(4) Assessor *(anticipated)*	Professional Advisor
(5) Schedule *(anticipated)*	Quarter 8 Fall XXXX

▶PART VI: Plans for Culmination

Directions: In Part VI, the student is to identify which of the two Culmination Options he/she is currently considering and, regarding such, with what possible focus per option chosen. To be sure, Part VI's plans are held as *tentative—pending further evolution and refinement as study in the Focus Area progresses*. As possible, the student is encouraged to identify his/her Culmination Option as early as possible in order to integrate all aspects of the Program together and, most directly, use the earlier parts of the program to build toward the latter. (For a fuller description of Culmination Options, see HANDBOOK SECTION V.)

___X__ Option A—<u>Four Supplemental Competencies</u> *(2 cr hrs each)*
[AP-586, AP-587, AP-588, AP-589]

QTR	Planning/Integration	Liberal Learning Seminars	Focus Area Competency	HRS/QTR
1-W-10	**AP 501(4)** Learning Plan Res & Dev (Mon nights)	---		**4** movie
2-SP-10	**AP 502 (2)** Learning Plan Review (schedule individually)	**LLS 425 (3)** Exploring Sys Inquiry (4,10, 4/.24, 5/8) (Human Participant Protect Educ)	**AP 585 (2)** (larger contexts research)	**7** movie
3-S-10	**AP 528 (0.5)** Assessmt & Int I (Mon 8/9 pm)	**LLS 435 (3)** Pers & Org Change OnLine 6/27-7/31 + Sat 7/17	**AP 560 (2)** (FMP certification) **AP 520 (2)** (design instrument)	**7.5**
4-F-10	**AP 548 (0.5)** Assessmt & Int II (Mon 11/15 pm)	**LLS 445 (3)** Interper Dynamics OnLine 9/12-10/16+Sat 10/2	**EA 516 – AP 510/530 (4)** Designing Educational Offerings Sat 9/11,9/25,10/9,10/23,11/6	**7.5**
5-W-11	---	**LLS 455 (3)** Valuing Hum Diff OnLine 1/16-2/19+Sat 2/5	**EA 517-AP 588/540 (4)** Facilitating Adult Learning Sat 1/15,1/29,2/12,2/26,3/12	**7** movie
6-SP-11	**AP 558 (0.5)** Asssessmt & Int III (Mon 6/6 pm)	**LLS 475 (3)** Effective Leadership OnLine 3/27-4/30+Sun 4/17	**AP-587 (2)** (implement instrument) **AP-574 (2)** (practice reflection)	**7.5** movie
7-S-11	**AP 578 (0.5)** Assessmt & Int IV (Mon 8/8 pm)	**LLS 465 (3)** Ethical Reasoning (weekday nights)	**EA 526-AP 586/550 (4)** Assessing Learning & Eval Prog Sat 6/18,6/25,7/9,7/23,8/6	**7.5**
8- F-11			**AP-570 (2)** (ethics) **AP-589 (2)** (final project)	**4** movie

TOTAL **52**

▶PART VII: Professional Advisor & Working Relationship

Dr. PA

PA is a co-founder of the *Work Design Collaborative* and the *Future of Work* program. He has spent over twenty years studying and writing about the future of work. He is also the founder and chief scientist of the *Institute for the Study of Distributed Work*, where he manages an extensive applied research program focused on the emergence of the electronic workplace. He is recognized as an international expert on the design of information and organizational systems that support these new forms of work.

His most recent book, **_Corporate Agility_** was recently named one of the best business books of 2007.

He received his Ph.D. in Sociology from the University of Maryland. He also holds degrees in Psychology and Urban Economics from the University of Maryland. He previously authored or co-authored half a dozen other books including **Consumer Evolution**, released in late 2002, and **The Future of Work**, published in 1999. He has also written over a dozen technical articles in fields ranging from computer science to psychiatry.

A. Rationale/criteria for nominating specific PA:
↳**What led you to nominate the particular PA you nominated? (e.g., qualities? commitments? education? field of practice? position in field? etc.)**
- From day one of my studies "The Future of Work's" research was ubiquitous
- Charlie is a subject matter expert, author, frequently sought after speaker & yet was willing to chat with me about my ideas
- His work, writings, findings resonated with my thinking
- Seeing his style & thought process on various web interviews
- My intuition after email exchanges and two informational conversations

B. What I hope for regarding the "Student—PA" relationship:
↳**Describe the "working/learning relationship" you hope to build with your Professional Advisor.**
- While Charlie is a notable subject matter expert, from our first exchange he was open to a dialogue, seemed to respect my experience and perspective
- There is no learning curve for my topic. It *is* his "day job."
- He will fast forward my research work, providing an overview for what bodies of knowledge exist and where new learning is required.
- He will be engaged and accessible.
- Our relationship will be a two way dialogue with knowledge being shared back and forth
- Challenges me and brings another perspective
- Will be invested in getting me through this program in my planned timeframe

C. What I bring to the "Student—PA" relationship:

↳**What do you believe you bring to the "working/learning relationship" you hope to build with your Professional Advisor?**

- Thirty years of corporate office design experience
- A research "assistant" who, with direction, can add to the subject matter knowledge base.
- The confidence to "push back" if direction/advice does not match my goals
- Easy disposition & work hard/play hard mantra

D. Initial Plan for "Interaction Process" between Student & PA:

↳**Describe the interaction plan you have discussed with your PA (frequency of contact, method of contact, etc.).**

- Participate in XX Committee Conference Calls
- Serve as an Assessor for AP585 & AP589
- Email & phone interaction
- Periodic face to face meetings

E. Initial Plan for XX Trans-disciplinary Panel of Experts:

↳**Describe the group of professionals and the role each will hold in the XX Committee. Anticipate the frequency and method of interactions.**

- Dr. Catherine Marienau – Academic Advisor
  - DePaul University - Chicago
- Proposed Professional Advisor
- Organizational development & generational perspective
- Education perspective
- Interiors industry expert
- TBD – HR perspective
- TBD – Technology perspective
- TBD – Corporate Real Estate perspective

The XX's Panel of Experts will convene quarterly by conference call to initially assist with charting my course and then for a check in on my progress. Committee will be actively engaged in Learning Activities for AP 585 and 587.

Let's Get Started.