

FLATE - Organizational Profile – July 10, 2007



P.1 Organizational Description

Describe the organization’s operating environment and key relationships with customers, suppliers, PARTNERS, and stakeholders.

a. Organizational Environment

<p>(1) What are your organization’s main products and services?</p>	<p>Act as bridge between academia and industry; Expand diversity of the Florida economy; Enhance workforce development in the manufacturing sector; Enhance professional development of teachers; Outreach to students (middle and high school) and their parents, as well as to guidance counselors, teachers, and industry; Facilitate curriculum reform around the state at Community Colleges; Serve as an intellectual resource for industry associations, the Florida legislature, Community Colleges, School Districts, and DOE.</p>
<p>What are the delivery mechanisms used to provide your products and services to your CUSTOMERS?</p>	<p>Professional development workshops for teachers and faculty; Student tours of facilities; Websites; Handouts, video, Florida Trend NEXT publication insert, Career Pathways, and other media, newsletter, press releases, public speaking events, presentations, displays, exhibits, and attendance at events; Branding (FLATE & Made In Florida) of all the outreach activity; Development of training modules such as Soft Skills, curriculum modules for High schools, company based technical modules, and others. Conferences (hosting and attendance at)</p>
<p>(2) What is your organizational culture?</p>	<p>Collaborative environment, stakeholder- focused, excellence-driven, proactive leadership, individually action-oriented,</p>

What are your stated PURPOSE, VISION, MISSION, and VALUES

Mission: FLATE, a NSF-ATE Regional Center of Manufacturing Education, be the go-to organization for manufacturing education, create a manufacturing educational delivery system by offering the technical programs, curriculum development, best practice demonstrations, student involvement and outreach activities necessary to meet the workforce capacity and high performance skill needs of the manufacturing sectors within the region.

Guiding principles: Foster technical and professional advancement in the manufacturing community; Institute manufacturing related courses that are conducive to nontraditional scheduling times and delivery platforms; Develop an active corporate leadership team; Promote manufacturing careers and recognize manufacturing students and educators; Identify and monitor the manufacturing workforce needs; Support the development of emerging manufacturing technologies; Develop state of the art training and educational materials and delivery systems; Disseminate educational materials and resources to the manufacturing community; Encourage and nurture under-represented students to enter and complete manufacturing education programs.

(3) What is your WORKFORCE profile? What are your WORKFORCE or employee groups and SEGMENTS? What are their educational levels?

5 full-time, 2 part-time,
with Associate Degree 2
with to Bachelor's Degree 2
with Master's Degree 1
with PhD 2

<p>What are their key requirements and expectations?</p>	<p>Professional support/environment, benefits and compensation, flexibility in work hours, adequate spaces and equipment/tools, mutual support, teamwork and collaboration</p>
<p>What are your organization's WORKFORCE and job diversity, organized bargaining units, KEY benefits, and special health and safety requirements?</p>	<p>N/A</p>
<p>(4) What are your major facilities, technologies, and equipment?</p>	<p>Office spaces, two classroom labs with training equipment, vehicle, basic presentation equipment, display modules for exhibition. Network/Email infrastructure – provided by our host institution/College</p>
<p>(5) What is the regulatory environment under which your organization operates? What are the applicable occupational health and safety regulations; accreditations, certifications, or registration requirements; relevant industry standards; and environmental, financial, and product, regulations?</p>	<p>Administrative and financial procedures (HCC); Florida DOE criteria and frameworks, NSF financial and administrative requirements; grant restrictions and accountability</p>

b. Organizational Relationships

<p>(1) What are your organizational structure and GOVERNANCE system?</p>	<p>HCC/FLATE/BANNER leadership group, HCC structure including Board of Trustees, Leadership Team - oversee operations and guide strategic direction and vision;</p> <p>Executive Committee comprised of leaders from academic partners (highest administrators plus PIs, Director; IAC representative), NVC (national and statewide representatives of manufacturing industry, DOE representative, Workforce Florida representative, MAF representative, educators, Duncan McBride) - advises, evaluates and advocates, and reports to NSF;</p> <p>Industrial Advisory Committee (invited representatives from industry, other partners) comprised of industry representatives, educators, MAF representative, workforce and economic development members</p> <p>Weekly staff meetings re: activities and plans and work-related issues</p>
<p>What are the reporting relationships among your GOVERNANCE board, senior leaders, and parent organization, as appropriate?</p>	<p>FLATE Executive Director reports to HCC; accountable for management and operations;</p> <p>HCC and FLATE are financially accountable to NSF;</p>

<p>(2) What are your KEY CUSTOMER and STAKEHOLDER groups and market segments, as appropriate?</p>	<p><u><i>(Prioritized based on activity levels)</i></u></p> <p>School districts, educational institutions (CC);</p> <p>Students/(parents);</p> <p>Industry & MAF/RMAs;</p> <p>Community leaders, workforce boards, economic development groups;</p> <p>HCC, SPC, USF;</p> <p>DOE;</p> <p>NSF;</p> <p>Other ATE centers</p>	<p><u><i>(Based on desired Impact)</i></u></p> <p>Students/(parents);</p> <p>School districts, educational institutions (CC);</p> <p>Industry & MAF/RMAs;</p> <p>HCC, SPC, USF;</p> <p>Community leaders, workforce boards, economic development groups;</p> <p>DOE;</p> <p>NSF;</p> <p>Other ATE centers</p>
<p>What are their KEY requirements and expectations for your products, services, and operations? What are the differences in these</p>	<p>School districts, educational institutions (CC): <i>Unbiased guidance and industry-based curriculum, relevance, training and delivery support for services/products</i></p>	

<p>requirements and expectations among CUSTOMER and STAKEHOLDER groups and market segments?</p>	<p>Students/(parents): <i>career information to support decision-making, relevance, Degree, Certificate Pathways</i></p> <p>Industry & MAF/RMAs: <i>prepared workforce, increased workforce pool to draw from</i></p> <p>Community leaders, workforce boards, economic development groups: <i>prepared workforce to enhance economic development, increased workforce pool which might draw more manufacturing companies to Florida</i></p> <p>HCC, SPC, USF: <i>enrollment development, relevance, visibility</i></p> <p>DOE: <i>expertise, unbiased guidance and industry-based curriculum, relevance</i></p> <p>NSF: <i>enrollment, increase in technician level workforce, visibility</i></p> <p>Other ATE centers: <i>collaboration, best practices. dissemination of materials</i></p>
<p>(3) What are the most important types of suppliers, PARTNERS, COLLABORATORS, and distributors?</p>	<p>Suppliers: <i>Webmaster, graphics developer, external evaluator, faculty developers (SMEs)</i></p> <p>Partners: <i>MAF, HCC, SPC, USF, NSF, DOE</i></p> <p>Collaborators: <i>regional manufacturing associations, community colleges, BANNER Center, workforce</i></p>

	<p><i>boards, economic development councils, ATE centers, select industry leaders (NEXT sponsors, toured facilities, video subjects, etc)</i></p> <p>Distributors: <i>Outreach Manager and ambassadors</i></p> <p>FLATE staff</p>
<p>What role do these suppliers, PARTNERS, COLLABORATORS, and distributors play in your work systems and production and delivery of your KEY products and services?</p>	<p>Suppliers develop and provide materials.</p> <p>Partners offer guidance, strategic vision, infrastructure support; outreach to academic and industrial Stakeholders (Educational and MAF partners)</p> <p>Collaborators provide support and input for specific activities and events.</p> <p>Distributors serve primarily as connection to students, and RMAs, to a lesser extent</p>
<p>What role, if any, do they play in your organizational INNOVATION processes?</p>	<p>Through participation in the governance structure (described above), they provide vital input because they are on the front-line and have a hands on point of view; they are or directly touch customers and stakeholders;</p>
<p>What are your most important supply chain requirements?</p>	<p>Communication, providing feedback, technical expertise, timeliness</p>

(4) What are your KEY supplier and CUSTOMER partnering relationship and communication mechanisms?	Group and/or team meetings; 1-on-1 visits and tours with stakeholders; attendance at partner meetings (e.g. MAF); websites, newsletter, email, phone, handouts, DVD
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P.2 Organizational Challenges

Describe your organization’s competitive environment, your Key Strategic Challenges, and your system for performance improvement.

a. Competitive Environment

(1) What is your competitive position?	TBD
What is your relative size and growth in your industry or markets served?	TBD
What are the numbers and types of competitors for your organization?	<p>Re Outreach and competition for student face time: <i>Junior Achievement, internet job search/recruiting, High Tech Corridor, FCAT prep, MOSI</i></p> <p>Re Professional Development: <i>Endeavor Academy, private providers, ATE Centers, School districts</i></p> <p>Re Enrollment in FLATE-originated programs: <i>other similar CC programs, other technical programs, training providers, private educational institutions, employers, Lead the Way</i></p> <p>Re Curriculum Adoption: <i>ATE centers, private providers, individual faculty</i></p>

<p>(2) What are the principal factors that determine your success relative to your competitors?</p>	<p>Re Outreach: <i>Pervasiveness of materials and brand/name, support by industry, support by academia;</i></p> <p>Re Professional Development: <i>Repeat customers, positive feedback,</i></p> <p>Re Enrollment & Curriculum Adoption: <i>Curriculum relevance, support by industry, flexibility, cost</i></p>
<p>What are any KEY changes taking place that affect your competitive situation, including opportunities for INNOVATION and COLLABORATION, as appropriate?</p>	<p>Raised security concerns, fewer but more skilled jobs, legislative actions, changes in school policies and budgets, rapid changes in technology, aging of the workforce;</p>
<p>(3) What are your KEY available sources of comparative and competitive data from within your industry?</p>	<p>Other ATE Centers, US DOL, workforce boards, AWI, NAM, NSF, DOE, professional publications</p>
<p>What are your KEY available sources of comparative data from outside your industry?</p>	<p>TBD</p>
<p>What limitations, if any, are there in your ability to obtain these data?</p>	<p>Timeliness and accuracy of reports, costs to acquire and accessibility of reports and information</p>

b. Strategic Challenges

<p>What are your KEY business, organizational, human resource STRATEGIC</p>	<p>Challenges: <i>renewal/approval of grant, student recruitment (enrollment into CC programs), long-term</i></p>
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<p>CHALLENGES and advantages with organizational SUSTAINABILITY?</p>	<p><i>source of funding and organizational structure, awareness of FLATE in the educational community, defining our impact, competition for like funds; the unfavorable perception of the manufacturing industry and its job opportunities, Host institution's policies/restrictions as they relate to salary rates</i></p> <p><i>Advantages: Only provider of curriculum reform, DOE approved ET degree, Partnerships and collaborations, reputation, institutional support</i></p>
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c. Performance Improvement System

<p>What are the key elements of your PERFORMANCE improvement system, including your evaluation and LEARNING PROCESSES?</p>	<p>Baldrige/Sterling model approach to improvement. Feedback collection, analysis, implementation of changes; staff professional development opportunities</p>
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