

FLATE - Organizational Profile – August 2016



This profile is a snapshot of FLATE, the key influences on how it operates and its competitive environment

P.1 ORGANIZATIONAL DESCRIPTION

What are your key organizational characteristics?

a. Organizational Environment

<p>(1) Product and Service offerings: What are your main product and service offerings? What is the relative importance of each to your success?</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 middle and high school students, and their parents, as well as to guidance counselors, teachers, and industry; Facilitate reform and consolidate curriculum around the state at Community Colleges, and for career and technical education; Serve as an intellectual resource for industry associations, the Florida legislature, Community Colleges, School Districts, and the Florida Department of Education (DOE).</p>
<p>What mechanisms do you use to deliver your products and services?</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 communication media including FLATE Focus (newsletter), press releases, public speaking events, presentations, displays, exhibits, and attendance at events; Branding (FLATE & Made In Florida) of all the outreach activity; Development and distribution of training modules such as Soft Skills; Development and distribution of curriculum modules for High Schools; Development and distribution of company-based technical modules; Conferences (hosting and attendance); Curriculum frameworks delivered through partnerships with Community Colleges.</p>

(2) Mission, Vision, Values: What are your stated mission, vision, and values?

Vision: FLATE will be Florida's leading resource for education and training expertise, leadership, projects, and services to promote and support the workforce in the high performance production and manufacturing community.

Mission: FLATE, a NSF-ATE Regional Center of Advanced Technological Education, is the go-to organization for manufacturing and related advanced technical education, and develops educational delivery systems by offering the technical programs, curriculum development, best practice demonstrations, professional development, 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: These serve as the basis for reasoning, action, and organizational decision-making. These Guiding Principles show the way and direct the movements of our organization. We use these Principles as a filter (criteria) through which we analyze our projects and initiatives to determine whether we should invest time and other resources to accomplish them:

- ◆ 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

	<ul style="list-style-type: none"> ◆ 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.
<p>What are your organization's core competencies and what is their relationship to your mission?</p>	<ul style="list-style-type: none"> ◆ Deep knowledge of the community college environment and the industry; and communication with these groups (Relationship to Mission: Be the go-to organization for manufacturing and related advanced technical education; create an educational delivery system by offering the technical programs curriculum development, best practice demonstrations) ◆ Subject matter expertise in a variety of technical areas in ATE disciplines (Relationship to Mission: Create an educational delivery system by offering the technical programs curriculum development, best practice demonstrations) ◆ The providing of a neutral setting to relate and link the industry with community colleges; and to bring together community colleges (Relationship to Mission: Be the go-to organization for manufacturing and related advanced technical education; create an educational delivery system by offering the technical programs curriculum development, best practice demonstrations; student involvement and outreach activities) ◆ Ability to build partnerships (Relationship to Mission: Be the go-to organization for manufacturing and related advanced technical education; create an educational delivery system by offering the technical programs curriculum development, best practice demonstrations; student involvement and outreach activities) ◆ Project management to complete deliverables on time and above expectations (Relationship to Mission: Be the go-to organization for manufacturing and related advanced technical education; ◆ Financial management of projects (Relationship to Mission: Financial management is a tool to accomplish the Mission) ◆ Grant writing (Relationship to Mission: Grant Writing is a tool to accomplish the Mission)
<p>(3) Workforce Profile: What is your workforce profile? What recent</p>	<p>6 full-time, 3 part-time; with Associate Degree: 2; with Bachelor's Degree: 2; with Master's Degree: 2;</p>

<p>changes have you experienced in workforce composition or your workforce needs?</p>	<p>with Doctorate: 3.</p>
<p>What are: -Your workforce or employee groups and segments? -The educational requirements for different employee groups and segments? -The key drivers that engage them in achieving your mission and vision?</p>	<p>The workforce (including both paid and volunteer) is comprised of individuals who have specific professional degrees and expertise associated with adult education, professional engineering, manufacturing, public relations, organizational psychology.</p> <p>FLATE volunteers, numbering around 100 people, perform mostly outreach and curriculum activities, and typically participate about half a day per year. For the whole workforce: Shared belief in the Mission; Professional support/environment.</p> <p>Additionally, for the paid workforce: Benefits and compensation, flexibility in work hours, adequate spaces, adequate equipment and tools, mutual support, and teamwork and collaboration.</p>
<p>What are your, organized bargaining units? What are your organization's special health and safety requirements?</p>	<p>The workforce, both paid and volunteer, is widely diverse in gender and ethnic background, as well as geographic within the State. There is a mix of office work and field outreach activities for all. There are no special health and safety requirements.</p>
<p>(4) Assets: What are your major facilities, technologies, and equipment?</p>	<p>Office spaces, two classroom laboratories with equipment for training, a company vehicle, basic presentation equipment, and exhibition display modules. Our host institution, Hillsborough Community College, provides network and email infrastructure.</p>
<p>(5) Regulatory Requirements: What is the regulatory environment under which you operate? What are the key applicable occupational</p>	<p>FLATE is subject to the host's administrative and financial procedures; Florida Department of Education (DOE) criteria and frameworks; National Science Foundation (NSF) financial and administrative requirements; and grant restrictions and accountability. No certifications are required,</p>

<p>health and safety regulations; accreditation, certification, or registration requirements; industry standards; and environmental, financial, and product regulations?</p>	<p>nor are there other applicable regulations.</p>
<p>What ethical challenges do you face?</p>	

b. Organizational Relationships

<p>(1) Organizational Structure: What are your organizational structure and governance system?</p>	<p>Hillsborough Community College (HCC) governance structure including the Board of Trustees, National Science Foundation (NSF) Advanced Technological Education (ATE) program manager, and the FLATE Leadership Team - oversee operations and guide strategic direction and vision; Executive</p> <p>The Executive Committee, comprised of leaders from academic partners (senior administrators plus Principal Investigators, FLATE Executive Director), the Industry Advisory Committee (IAC) representative, the National Visiting Committee (NVC), comprised of national and statewide representatives from the manufacturing industry, a DOE representative, a Workforce Florida representative, a Manufacturers Association of Florida (MAF) representative, and educators - advises, evaluates and advocates for FLATE, and reports to the ATE program Manager at NSF.</p> <p>The Industrial Advisory Committee (IAC) comprised of industry representatives, educators, MAF and regional manufacturing association representatives, workforce development and economic development members – advises and provides relevant industry, academic, and economic input to</p>
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	<p>FLATE activities and direction.</p> <p>Staff participates in activities and work-related issues; and meets weekly to review plans and progress.</p>
<p>What are the reporting relationships among your governance board, senior leaders, and parent organization, as appropriate?</p>	<p>Executive Director reports administratively to the HCC Dean of Business and Technical programs; reports operationally to the ATE program Manager at NSF.</p> <p>HCC and FLATE are both financially accountable to NSF for grant funding.</p>
<p>(2) Customers and Stakeholders: What are your key market segments, customer groups, and stakeholder groups, as appropriate?</p>	<p>Stakeholder groups:</p> <ul style="list-style-type: none"> ◆ NSF ◆ Other national ATE centers and projects. <p>Stakeholder and Customer groups:</p> <ul style="list-style-type: none"> ◆ Parents (on behalf of Students); ◆ Educational institutions including School Districts and Community Colleges; ◆ Industry and manufacturing associations; ◆ HCC, Saint Petersburg College (SPC), University of South Florida (USF); ◆ Community leaders, workforce development boards, economic development groups; ◆ DOE; ◆ Some ATE centers and projects.
<p>What are their key requirements and expectations for your products and services, customer support services,</p>	<p>Stakeholder groups:</p> <ul style="list-style-type: none"> ◆ NSF: <i>Enrollment, increase in technician level workforce, visibility, financial stability, and sustainability of the mission</i> ◆ Other national ATE centers and projects: <i>Collaboration, best practices, dissemination of materials</i>

<p>and operations? What are the differences in these requirements and expectations among market segments, customer groups, and stakeholder groups?</p>	<p>Stakeholder and Customer groups:</p> <ul style="list-style-type: none"> ◆ Parents (on behalf of Students): <i>Career information to support decision-making, relevance, Degree, Certificate Pathways</i> ◆ Educational institutions including School Districts and Community Colleges: <i>Unbiased guidance and an industry-based curriculum, relevance, training and delivery support for services/products</i> ◆ Industry and manufacturing associations: <i>A prepared workforce, increased workforce pool to hire from</i> ◆ HCC, Saint Petersburg College (SPC), University of South Florida (USF): <i>Program enhancement, enrollment development, relevance, visibility</i> ◆ Community leaders, workforce development boards, economic development groups: <i>A prepared workforce to enhance economic development, increased workforce pool which might draw more manufacturing companies to Florida</i> ◆ DOE: <i>Expertise, unbiased guidance and industry-based curriculum, relevance</i> <p>Some ATE centers and projects.</p>
<p>(3) Suppliers and Partners: What are your key types of suppliers, partners, and collaborators?</p>	<p>Suppliers: <i>Webmaster, graphics developer, external evaluator, subject matter expert (SME) faculty developers, multimedia specialists, FLATE Ambassadors</i></p> <p>Partners: <i>MAF, HCC, SPC, USF, NSF, NVC, IAC, DOE, Workforce Florida, BANNER Centers, BITT, FESC</i></p> <p>Collaborators: <i>Members of industry (NEXT sponsors, toured facilities, video subjects, etc), regional manufacturing associations, community and state colleges, secondary schools, workforce boards, economic development councils, other ATE centers, educational and technical supply distributors</i></p>
<p>What role do they play: -In your work systems, especially in producing and delivering your key</p>	<p>Suppliers: <i>Develop and provide materials, technical expertise, conduct outreach</i></p> <p>Partners: <i>Provide guidance, strategic vision, infrastructure support; expertise; outreach to academic</i></p>

products and customer support services? -In enhancing your competitiveness?	<i>and industrial stakeholders such as educational and MAF partners</i> <i>Collaborators: Provide support and input for specific activities and events; expertise in specific curriculum areas; outreach; professional development activities</i>
What are your key mechanisms for two-way communication with suppliers, partners, and collaborators?	Group and/or team meetings; one-on-one visits and tours with stakeholders; attendance at partner meetings (e.g. MAF); websites, FLATE Focus (newsletter), email, telephone, handouts, DVDs, IAC meetings, NVC meetings, Executive Committee meetings, press releases, blogs, surveys, social media.
What role, if any, do these organizations play in contributing and implementing innovations in your organization?	The NVC and IAC provide strategic guidance and trend spotting for use in the FLATE planning process. Through participation in the governance structure, these stakeholders/partners provide vital input from their perspectives on the front-line.
What are your key supply chain requirements?	Communication, providing feedback, technical expertise, performance timeliness.

P.2 Organizational Situation

What is your organization's strategic situation?

a. Competitive Environment

(1) Competitive Position: What is your competitive position? What are your relative size and growth in your industry or the markets you serve?	FLATE is the highest funded ATE program in Florida, and it has higher funding than any Florida BANNER Center. Additionally, the FLATE Program/degree adoption rate at community colleges is higher than any other program adoption in Florida. Maximum number of hours articulated by credit hours in Florida FLATE has a well-branded, high traffic, comprehensive outreach effort (i.e. Made In Florida).
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<p>How many and what types of competitors do you have?</p>	<p>In each type of competitive arena described below, there are large numbers of competitors.</p> <p>Competition in Outreach for student face time: <i>Any school-supported or parent-driven extra-curricular activity, public science centers</i></p> <p>Competition in Professional Development and Outreach faculty face time: <i>Any school-supported or extra-curricular activity, High Tech Corridor, science centers, professional societies, school districts</i></p> <p>Competition regarding FLATE-originated programs: <i>Other similar community college programs, other technical programs, training providers, private educational institutions, employers, Project Lead the Way</i></p> <p>Competition regarding Curriculum Adoption: <i>Private providers, individual faculty</i></p> <p>Competition regarding Organization Sustainability Funding: <i>other ATE centers, BANNER Center for Manufacturing</i></p>
<p>(2) Competitive Changes: What key changes, if any, are affecting your competitive situation, including changes that create opportunities for innovation and collaboration, as appropriate?</p>	<p><i>Favorable changes:</i> Updating of the state course numbering system (FLATE-driven); new adoptions of the FLATE Engineering Technology (ET) degree and Community College certificates, national recognition that the FLATE ET degree is aligned with the stackable, industry recognized certification pathway.</p> <p><i>Unfavorable changes:</i> Raised security concerns regarding students on plant tours and physical access to schools, restricted student travel (related to outreach), fewer but more skilled jobs, legislative actions, changes in school policies and budgets, rapid changes in technology, aging of the workforce.</p> <p>The principal factors that determine success relative to competitors include:</p>

	<p>In Outreach: <i>Ubiquitous materials and brand name, support by industry, support by academia;</i></p> <p>In Professional Development: <i>Repeat customers, highly positive feedback, product licensing</i></p> <p>In Enrollment & Curriculum Adoption: <i>Curriculum relevance, support by industry, flexibility, cost</i></p>
<p>(3) Comparative Data: What key sources of comparative and competitive data are available from within your industry?</p>	<p>Other ATE Centers, Federal Department of Labor (DOL), workforce development boards, Agency for Workforce Innovation (AWI), National Association of Manufacturers (NAM), NSF, DOE, professional publications and organizations.</p>
<p>What key sources of comparative and competitive data are available from outside your industry?</p>	<p>In regard to Professional Development: Professional societies (AVS), corporate universities, “match cover” universities.</p>
<p>What limitations, if any, affect your ability to obtain or use these data?</p>	<p>Timeliness and accuracy of reports, high costs to acquire and limited accessibility of reports and information, limited access to proprietary data.</p>

b. Strategic Context

<p>What are your key Strategic Challenges and Advantages in the areas of business, operations, ethics, societal responsibilities, and workforce?</p>	<p>Strategic Challenges (business operational, and workforce):</p> <ul style="list-style-type: none"> ◆ Building awareness and recognition of FLATE in the secondary educational community ◆ Defining the FLATE impact ◆ Competition for like funds ◆ Host institution’s policies and restrictions (e.g. as they relate to salary rates)
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	<p>Strategic Challenges (Organizational Sustainability):</p> <ul style="list-style-type: none"> ◆ Inexperience, in the community colleges, in grant writing and processing ◆ Renewal/approval of the primary funding grant ◆ Student recruitment (enrollment into community college programs) ◆ Long-term sources of funding ◆ Long-term organizational structure ◆ An unfavorable perception, by the public, of the manufacturing industry and manufacturing job opportunities <p>Strategic Advantages:</p> <ul style="list-style-type: none"> ◆ The only provider of curriculum reform in Florida ◆ Development of the DOE-approved ET degree ◆ Partnerships and collaborations ◆ Reputation ◆ Institutional support
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c. Performance Improvement System

<p>What are the key elements of your performance improvement system, including your processes for evaluation and</p>	<p>Use of the Baldrige/Sterling model approach to improvement; feedback collection, analysis, and implementation of changes; staff professional development opportunities; use of guiding principles; the problem-solving structure.</p>
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improvement of key organizational projects and processes?	
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