



leadership

survey

understand

supervisors

mentorship

five steps to an IDP program

AIA KANSAS CITY

EMERGING PROFESSIONALS TASK FORCE

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AIA Kansas City is committed to providing support to its members. Nationally, lack of licensure has become an epidemic in our profession with a 50% decrease since the transition to a computerized exam. In response to this epidemic, the AIA Kansas City Emerging Professionals Committee, with the acknowledgement to the AIA California Council and AIA National for the many portions of this text, has developed the following guide to provide members with a process, templates and suggestions for the development of firm-based Intern Development Programs.

The architectural intern's education begins in school, but does not end there. Training in architectural firms, continuing education and professional practice extend the educational process. The shift from school to office is not a transition from theory to pragmatism. It is a period when theory merges with pragmatism. Internship is, in many ways, the most significant developmental period in the intern's career as an architect.

Firms and licensed professionals are being called to step up to the plate. It is time to evaluate your firm's participation in the development of your emerging professionals. If there is a lack in development, then the time has come to implement a program.

An in-house Intern Development Program has several paybacks, and inviting whole firm participation can reap many benefits to employees of all levels. Your firm will benefit from the increased competence, versatility, and productivity of employees fully exposed to the complexities of professional practice today.

Time is money, but in this case, time is an investment in the future of the architectural profession, including your firm and its employees. Of course it is easy to do nothing, but what is the real cost of doing nothing?

For every 4 licensed architects that we are losing to retirement or death, only 1 architect is becoming licensed

*Average Age = 55
45% AIA Members > 55
25% Retire within 4 years
77% of AIA KC Licensed*

INTRODUCTION

The AIA Kansas City Emerging Professionals Committee is a task force with the goal of providing support through the licensure process. “Emerging Professionals” are defined as those individuals in their architectural internship or recently licensed. Members of the AIAKC EPC are involved locally, regionally and nationally:

- Several national IDP Auxiliary Coordinators
- State IDP Coordinator for Missouri
- Member of AIA Central States EPC
- Member of National IDP Subcommittee
- Member of National Associates Committee
- Past and Present AIA KC Associate Directors

Our goals are

- Build camaraderie around the licensure process (ie. Peer Pressure);
- Support awareness of licensure process amongst new grads and tenured senior associates;
- Promote teaching and learning by a pooling of people and resources
- Provide recognition for firms and individuals who succeed in promoting mentorship and licensure status.

The AIA Kansas City website www.aiakc.org has detailed information on these topics and for further information call the office at 816-221-3485.

Resources:

AIA Kansas City provides many resources for Emerging Professionals to support members without formal in-house programs and to supplement those who do, including:

- ARE Study Materials for check-out
- Monthly ARE Study Sessions
- A Mentorship Network
- Opportunities for Involvement and Professional Growth
- Annual Emerging Professionals networking events
- Periodic IDP Bootcamp and Training lunch and learns



WHY SUPPORT IDP

The comprehensive training your architectural interns receive is crucial to their professional development. If they are well trained and have a broad range of experiences, they will be better prepared to pass the ARE and become competent licensed Architects. By emphasizing IDP and providing in-house support for your architectural interns, you are creating a resource to attract, train, and retain top quality employees. Your firm can help your architectural interns prepare for the challenges of the practice of architecture in the future.

You will find the NCARB IDP training standard and core competencies a practical guide for architectural intern work assignments. In addition, the IDP can provide a framework for the productive application of the mentor/apprentice relationship, a vital and integral part of the training process for your emerging professionals.

Architectural Interns realize that internship is a two-way street. Your interns who receive opportunities for exposure to the 16 IDP training areas will reward your commitment to them with a dedication and effort that exceed normal employment. Your firm, therefore, has a responsibility to provide the training setting and the practice-based information to the next generation of Architects.

- Promotes greater focus and self-confidence in employees.
- Increases competence, versatility and production of employees.
- Strengthens the commitments of overall firm objectives.
- Improves inner office camaraderie by bridging gaps between old and new employees.
- Improves interoffice communication and heightens a sense of responsibility.
- Contributes back to the overall profession as a whole by promoting licensure.
- Provides fresh ideas and energizes office spirit.
- Provides AIA CEUS for mentors.
- Investing in emerging professionals at this leveled sparks a sense of relevancy and importance within the firm which can lead to long term loyalty.

Five Steps to an In-House IDP Program

1. Step Up
Identify Your Leaders
2. Survey Says
Define What You Need
3. Get in the Know
Understand the Process
4. Super Who?
Educate Your Supervisors
5. Mentorship
Redefine Apprenticeship

1: STEP UP

Identify Your Leaders

The Path to licensure can be difficult to traverse due to always changing regulations, testing material, format changes, reporting requirements and experience challenges. Add to that the number of regulating entities involved such as NCARB, State Regulating Boards and testing agencies, and one can begin to understand the complex process and red tape facing those in pursuit of licensure.

Seeing these challenges as potential obstacles, the AIA created an online repository for information relative to the path to licensure. Previously only State components and educators had access to this information, but in 2007 access to the material was extended to firms who designate an internal **Auxiliary IDP Coordinator**. The portal not only grants Coordinators access to valuable resources, but also connects them to Coordinators in other State and Local components allowing shared ideas and providing feedback on current efforts. It also provides the opportunity to share successes and give input on upcoming decisions that may affect the licensing process.

To register an Auxiliary IDP Coordinator, simply contact the AIA Emerging Professionals Committee and indicate your interest in becoming an Auxiliary Coordinator. Auxiliary IDP Coordinators will be invited to participate in discussions and regular meetings with other local Coordinators to share their best practices and raise awareness of the challenges facing interns today.

Discuss with the leaders in your firm how they see this program being supported. The organization of your program can be lead by one individual or by a team of leaders. It is important that the discussions include principals and interns in developing the program.

Resources:

Additional Information
on IDP Coordinators
www.aia.org/ep_findcoordinator

Register an Auxiliary
IDP Coordinator
Email: idp@aia.org

Challenge:

Designate two in-house IDP Coordinators, one which is a principal in your firm and the other a recently licensed Architect or soon-to-be licensed intern.

Register one of your two IDP Coordinators, at no cost, as an Auxiliary IDP Coordinator and gain access to valuable resources developed to assist in the pursuit of licensure.

Define the organizational structure of your in-house program.

2: SURVEY SAYS

Define What You Need

Firms come in various sizes and have several different focuses. Internship support will vary based upon the structure of the firm. This guide isn't meant to fit all firms but offer a place for different firms to start developing education opportunities for interns.

The best place to begin would be to assess your firm's current intern support status and determine what kind of support your firm needs. Easier said than done, right? Queue the survey!

An example survey for interns and licensed architects has been provided in the folder included with this booklet and is available on the AIA KC website. Larger firms might be able to put this survey to good use; whereas smaller firms may simply want to have an open conversation with their employees. Either way, a discussion or survey about licensure can quickly take the pulse of your organization and identify the needs, interests, and expectations of the individuals in the firm.

Once you complete the survey and establish your firm's needs, use this information to establish the goals of your in-house program and a timeline to achieve these goals. Your first goal may be very simply: **To assist every architectural intern in becoming an architect.** An example plan and timeline may include:



Resources:

Emerging Professional Survey Architect Survey
included here and at www.aiakc.org

Best Practices:
BRR Architecture
<http://www.brrarch.com/grow-with-us/idp.aspx>

Challenge:

Survey your interns and architects to determine your needs

Establish goals for your program

Define a plan and timeline for accomplishing those goals

3: GET IN THE KNOW

Understand the Process

For emerging professionals, the internship experience is one of the most significant influences in their development as future architects. It is a transformation from student to professional through the application of accumulated academic knowledge to the real world practice.

The Intern Development Program administered by NCARB responds to the intern's professional development needs by providing them with a wide range of resources with the goal to enhance day-to-day experience. This record-keeping system facilitates the documentation of internship activities, while the IDP supplementary education system provides a variety of learning resources designed to enrich training. The IDP training requirement establishes levels of training in important areas of architectural practice. In conjunction with an IDP mentorship system, it is a valuable exchange for all involved.

IDP can be a frustrating process if not clearly understood and supported by your firm. Therefore, eliminate the confusion through training for everyone in your firm, and what better way than with an IDP/ARE Boot Camp. An overview of the process can be given in an hour lunch presentation including how to start, maintain, and evaluate an IDP record. An IDP/ARE Boot Camp presentation is available on the AIA Kansas City website.

Attendance at this presentation should be a requirement for interns and architects alike. Certainly, recent graduates should have an idea what the path to licensure requires and the expectations that need to be met. Through the power of the survey, it will become evident there is a mysticism and a knowledge gap amongst the various levels of architecture. De-mystify the system and get everyone on the same page! This will not only assist Interns in clarifying the path they have chosen, but can also support task diversity throughout the firm.

IDP is
16 Sections
4 Categories
8 Hrs = 1 Credit
700 Credits Required

7 ARE Sections
in recommended order
Schematic Design
Site Planning & Design
Building Systems
Structural Systems
Construction Documents
& Services
Building Design
& Construction Systems
Programming, Planning
& Practice

Average Completion Time
4.8 yrs for IDP
6.7 yrs for ARE

“Be careful what you are good at.” As an Intern, it can be easy to find a niche you easily excel in; however, a variety of core disciplines are required in order to successfully complete IDP and qualify to take the ARE. Too many times, interns get pigeon holed into certain tasks. Educating the whole firm about the expectations and requirements of IDP can help break the cycle, challenge and cultivate new skills, and enhance the work place for everyone.

Now that your team is equipped with the IDP tasks and core competencies which prepare interns with the tools to pass the ARE, it is time for the real work to begin. Use this knowledge to spark inner office events such as job site tours, outside vendor presentations, and in depth office charettes and discussions. Help interns create a detail and then experience it first hand at the job site. Bring in consultants to talk about the means and methods of their scope and details. Host additional lunches and learn about new materials and products. It doesn't need to stop there. Start study groups and share strategies. Opportunities to learn and grow wait to be created by you, your staff, and your firm.

Ideas for In House Support

- Establish a schedule for IDP review with all eligible interns.
- Schedule monthly lunch-n-learns which focus on an IDP core competencies.
- Schedule monthly job site visits for all eligible interns.
- Establish a promotional benchmark requiring completion of IDP and licensure.

How do we build our program?

- Increase the number and variety of experience and learning opportunities for interns
- Promote opportunities available locally from manufactures and local organizations
- Conduct specific classes on your own within your firm.
- Increase the exposure of your interns to project related activities

The best part is that each new practice experience opportunity builds upon the previous opportunities.

Resources:

IDP Bootcamp Presentation
online at aiakc.org

NCARB Certification Timeline
IDP Timeline
included here and at www.ncarb.org

Sample Case Studies for
Supplementary Education
included here and at www.aiakc.org

Challenge:

Launch your program
with an IDP Bootcamp for
everyone in your firm

Establish NCARB records
for every intern in the firm

Increase learning opportunities
and support for IDP

4: SUPER WHO?

Educate Your Supervisors

Now that everyone is familiar with the overall process, the time has come to focus on the other key players: Supervisors and Mentors. Both are required to complete the Intern's Employment Verification Form but if well-informed and supported, can be the key to a successful internship.

A Supervisor in the traditional sense is defined as somebody who oversees and guides the work or activities of a group of other people. IDP adds another level to this supervision. In order for a firm member to be an Intern's IDP Supervisor, two important criteria need to be met. First, an Intern's IDP Supervisor needs to be directly involved with the intern on a daily basis, assessing the quantity and quality of the intern's work. Secondly, the IDP Supervisor must be currently licensed in the state in which the office of the architectural firm is located.

Supervisors are expected to have a general understanding of the IDP objectives and training requirement, in order to provide broad training opportunities. Although supervisors are not responsible for documenting the activities, they must be familiar with documentation procedures. The IDP supervisor verifies and certifies your NCARB Employment Verification/IDP Training Unit Report forms.

Introduce your supervisors to NCARB's expectations as listed above in a training session designed specifically for those in this leadership role. Use this meeting as an opportunity to educate your leaders about the power of delegation, and as a place to start the dialogue for enhancing the internship experience at your firm to truly a hands-on experience. Create a forum to exchange ideas and needs for the various Interns as it relates to an Intern's progress with the IDP training areas. Use the IDP Guidelines as more than just a tool for Interns but as an outline that breaks down each required discipline complete with task and expectations.

Resources:

IDP/ARE Bootcamp
online at www.aiakc.org

IDP Guidelines
online at www.ncarb.org

Delegation best practices:
http://www.aia.org/SiteObjects/files/bp_09_01_12.pdf

Challenge:

Identify a Supervisor for every intern. Supervisors must be effective at delegating: organized, good listeners, trustworthy, motivating, and able to forgive for mistakes.

Provide Training for Supervisors for a general understanding of IDP and to improve communication and delegation skills.

5: MENTORSHIP

Redefine Apprenticeship

The foundation and continuum of architectural practice has always had its roots in education, and mentoring through an on the job apprenticeship has been the traditional method of training young architects. For the architectural intern, the mentor has traditionally been the person who guides the apprentice along his or her journey towards being a competent and responsible professional, designer, technician, and member of the community. Whether a mentor is a colleague or a supervisor within the firm, the goal is the same: to assist in the professional growth and development of a lesser experienced person.

The NCARB booklet “Intern Development Program (IDP) Guidelines,” describes the basic role of mentor a mentor as someone “with whom you meet periodically to review your training progress and discuss your career objectives...who demonstrates a long-term commitment to your professional growth.” Mentors must be licensed architects and an intern’s IDP Supervisor may also be their IDP Mentor. However, it is NCARB’s recommendation the mentor be outside the firm.

The IDP mentor serves interns by giving them advice and offering a supportive forum for discussing problems and aspirations. Ideally, the intern will select a mentor whom he or she knows well—perhaps a professor or former employer—someone who shares his or her professional philosophy.

Many larger firms find it easier to create an internal mentor/ intern network from adjacent studios or groups. Other firms partner together to work on projects, and mentorship certainly can work on a very similar vein. Regardless of which path is right for your firm, if you have interns on the payroll, mentoring should already be a main part of your firm’s overall success. Formal or informal program, all licensed professionals should live the example and offer support for the future of the professional no matter what your age, title, or position.

Resources:

Mentoring Tips & Guidelines
included here and at
www.aia.org/ep_mentoringlinks

Find a Mentor or Be a Mentor
applications included here and at
www.aiaac.org or www.aia.org

Challenge:

Educate everyone in the firm about Mentorship with a lunch presentation and discussion.

Assign Mentors to every intern or assist them in finding mentors outside the firm.

Recognize Reverse Mentoring: Interns have a lot to learn from the licensed professional, but you might be surprised what an intern can teach you. Interns will challenge their mentors to be better informed architects.

Encourage Peer Mentoring

Promote office camaraderie through informal information sharing at events such as routine happy hours or lunches.

NEXT STEPS

Now that you are on your way to establishing internship support within your firm, strive to take it to the next level and get some recognition as you succeed along the way. AIAKC offers two programs to reward firm efforts with licensure support. Which one is your firm? Or is your firm both? Program criteria are a great way to see if your firm's program adds up.

The program has two phases. The first phase is the "AIA Kansas City Intern Friendly Firm," and the second phase is the "AIA Kansas City Teaching Firm." Both of these programs are designed to allow AIA Kansas City member firms to be recognized for their commitment to their interns. Both programs can also be used as guidelines for firms who are establishing their own in-house IDP programs, to establish a plan of action based on the various requirements of the recognition programs.

This campaign will give member firms "Intern Friendly Firm" or "Teaching Firm" designation within our local chapter. To be considered, the applicant firm must complete, and turn in for review, the application. There is no charge to be considered an "Intern Friendly Firm," only your firm's dedication to this effort. Upon application approval, your firm will be notified with a certificate for your office and designation on the AIA/KC website. "Intern Friendly Firm" status is valid for two years.

As your program continues to improve, consider checking out the AIA National Component's IDP Outstanding Firm recognition program. Much like the local program, the national program can be used as a guideline and a measuring stick for the further development of your in-house professional development programs.

Resources:

AIAKC Intern Friendly Firm
AIAKC Teaching Firm
*applications included here
and at www.aiakc.org*

AIA National Component's
IDP Outstanding Firm
recognition program
www.aia.org/idp_outstandingfirm_guidelines

Challenge:

Assess your program
by applying for the AIA
Intern Friendly Firm
recognition program.

Take it to the next level
with the AIA National
Component's Award

Go beyond IDP with the
AIAKC Teaching Firm Award

Share what you learn!

AIA Kansas City

emerging professionals task force



MENTOR THE AIAKC MENTORING PROGRAM

The success of the AIAKC Mentoring Program is dependent upon your participation. Share your successes and failures in establishing matchmaking events with your colleagues and others in the program by completing the form below. This will add to the breadth of knowledge to be shared by participants in the AIA-KC Mentoring Program.

Please complete this form and forward it to the AIA-KC via fax (816) 221-5653.

FORM APPLICANT _____

PHONE _____

EMAIL _____

CHAPTER _____

TITLE _____

PARTICIPANTS _____

SUPPLIES NEEDED _____

TIME FRAME _____

INSTRUCTIONS _____

DISCUSSION POINTS _____

MENTOR THE AIAKC MENTORING PROGRAM

Participant Profile Questionnaire

This form is used by both mentors and interns to assist in matching expectations. All information will be shared with both parties before meeting to provide a general overview of qualifications and experiences.

AIA CHAPTER _____
NAME _____
FIRM _____
ADDRESS _____
CITY _____ STATE _____ ZIP _____
PHONE _____ FAX _____
EMAIL _____

EDUCATION
SCHOOL(S) ATTENDED _____
DEGREES HELD _____
YEAR(S) GRADUATED _____

EMPLOYMENT EXPERIENCE
CURRENT POSITION _____
FIRM SPECIALITY _____
AREAS OF PERSONAL INTEREST _____

What specific objectives do you hope to reach in participating in this program?

1. _____
2. _____
3. _____

The most valuable contribution I can make to this relationship is:

Please indicate any preferences regarding ethnicity, gender, race, sexual orientation you might have in this relationship.

MENTORSHIP GUIDELINES

Mentor Tips

- Review the intern's training progress and suggest additional training and supplementary educational activities where certain training areas are felt by you to be lacking, and provide guidance to assure the intern's well rounded professional growth. This is the minimum level of responsibility of mentors.
- Require your intern to put down in writing his/her career goals, and review this document with him/her regularly. This could be a list of goals, one single goal or a candid description of where they want to be in two or three years. Mentors may wish to take on other tasks to help their mentees gain a better understanding of the profession and prepare them to become licensed. The type and amount of involvement with the mentor's training is limited only by the vast creativity of each mentor.
- Meet at least four times per year with your intern. The advantage of doing this is that it makes it easier to track the progress of the intern and notice when something needs a course correction.
- One may choose several interns and meet with them as a group on a regular basis. The advantage of this scenario is that it may help to create a less intimidating atmosphere when their peers are also present at the meetings. The interns tend to open up more when encouraged by people of roughly the same age. Inevitably, interns will feel a bit intimidated by the fact that the mentor may be older and more experienced in the profession.
- Provide guidance.
- Keep your commitments and appointments, and be punctual.
- If you do not enjoy being a mentor and it becomes a burden, take a sabbatical. You can always join the program later if you want.
- Upon approval, you will earn AIA/CES Learning Unit Credits for Mentoring. Be sure to complete the necessary reporting documentation to ensure this credit is recorded on your transcript.
- Enjoy your experience as a mentor and intern- it can be rewarding for the mentor and the intern.
- Review IDP training progress and sign training reports.
- Confer, if needed, with intern and supervisor.
- The mentor should be proactive in identifying opportunities for the intern where he or she can gain additional hands-on experience outside their own firm and even play the role of advocate in helping connect the intern with the opportunity.

Intern Tips

- Intern should be proactive and manage the relationship
- Experiment with the process to find one that works with mentor
- Know your goals in advance
- Be honest
- Make sure both parties are comfortable with the scope
- Set clear expectations regarding relationship
- Attend all meetings
- Don't expect job offers from a mentor
- Don't borrow money
- Recognize your changing needs
- Don't waste each other's time; if you have outgrown the relationship, move on
- Have a vision you can share with your mentor
- Be prepared to give; mentoring is a two way relationship
- Accept criticism
- Trust is critical; if you can't trust your mentor or intern, find another one
- Recognize when to disagree with advice
- Learn how to decline advice or suggestions
- Be respectful
- Give feedback to each other
- Be willing to adapt to each other's style
- Don't expect your mentor to be older than you

MENTORING MEETING LOG

1st Introductory Meeting

Date_____ Time_____ Location_____

Topics to be discussed_____

Suggestions

Objectives and Purpose; Define Expectations (for example: cost of meetings, appropriate forms of contact: home vs. work)

Impressions following meeting

Length of Time of Mentoring Relationship (minimum)

From_____ To_____

Constraints to Meetings

Frequency of Meetings

Development plan with measurable goals.

At the conclusion of this relationship we will have accomplished:

1. _____

2. _____

3. _____

4. _____

MENTORING MEETING LOG

Meeting # _____

Date _____ Time _____ Location _____

Topics to be discussed

Impressions of Meeting

Action Plan

Meeting # _____

Date _____ Time _____ Location _____

Topics to be discussed

Impressions of Meeting

Action Plan

CASE STUDIES FOR INTERN DISCUSSION GROUPS

CASE STUDY # 1 - GENERAL DISCUSSION:

On a rainy evening a young woman and her family visited a popular family restaurant. Outside of the restaurant the young woman slipped on the Italian paver tile entry and fell. She suffered severe injuries to her knee and hip which would eventually result in two years of difficult rehabilitation and over two hundred thousand dollars in medical bills. The young woman had no prior medical conditions.

Faced with the possibility of substantial legal awards and medical bills, the restaurant's insurance company investigated the incident. They discovered that the paver tiles, when wet, did not meet the minimum coefficient of friction required by the building code. They also found in the architect's specifications file a specification data sheet from the tile manufacturer's catalogs which clearly indicated that the coefficient of friction of the tiles was above the minimum code requirement. The specification data did not directly indicate whether the test was performed on wet or dry tiles. A "DIN" testing number was cited as the basis for the test results. Since the tile was manufactured in Italy the company used the European DIN testing methods rather than the ASTM procedures used in the United States. The Architect stated that the test results were used as the basis for the selection of the paver tiles.

EXERCISE A - DISCUSSION

- Do you believe that the Architect used reasonable professional skill and care in specifying this tile?
- How thoroughly should the Architect understand the methods and interpretations of the specialized testing that was performed?
- If the Architect had previously researched and specified the tiles on other successful projects should the Architect be expected to check each time he or she specifies the tiles to ensure that changes in the tiles composition or manufacturing process did not affect the product's safety?
- What is the Architect's responsibility to stay current with changes in building products and processes?
- How does the fact that the tests were performed using European DIN testing methods rather than United States ASTM standards affect the Architect's role in this matter?
- Assume that the Architect discovered during construction that the tiles' properties would be unsafe for the conditions specified and that the tiles had already been delivered to the job site but not yet installed. What actions should the Architect take?
- If discovered during construction what creative alternatives might be available to correct this situation?
- Should this incident have an effect on the way you practice architecture?

EXERCISE B - COMMUNICATIONS

- As the Architect, write a letter to the restaurant owner's insurance explaining your company's position in this matter.
- As the Architect, prior to specifying the tiles, write a letter to the tile manufacturer requesting additional information.
- As the Architect, write a specification for exterior paving tiles for discussion with other mentors & interns.

CASE STUDIES FOR INTERN DISCUSSION GROUPS

CASE STUDY #2

A client has seen a market for a trendy new nightclub and has hired an architect to design one. The client and Architect have worked together on several previous projects and seem to work well together. A contract is signed but it contains no specific project deadlines. The client indicates that he is anxious to complete this project as soon as possible to begin to see some return on his investments.

Due to an unexpected illness of one of the architect's critical employees and an unusually high workload in the firm, the length of time that the Architect spends performing work on the project's construction documents stretches out to almost twice that which they had previously spent on similar projects.

As the Architect is finishing construction documents, a similar trendy nightclub opens, shocking both the architect and the client. Because of this unexpected competition the client no longer believes that his trendy nightclub is economically viable. The client tells the Architect that because of the Architect's delays the project cannot go forward. The client states that he does not intend to pay the Architect's latest invoice. Although the client does not intend to press legal action against the architect, he indicates that he has lost a significant amount of money on what should have been a great business opportunity. The client makes it clear that he expects to recover additional money from the architect or he will look for another architect for his upcoming projects.

Discuss.

CASE STUDY #3

An unsuccessful electrical contractor on a recent public works project bid has telephoned you to discuss the bid. He tells you that he suspects that the project's electrical specifications, written by your electrical engineer, contain altered model numbers. He believes that an extra letter has been added to the end of the model number of each specified light fixture. He is concerned that the light fixture supplier and your electrical consultant have devised the system to confuse bidders intending to bid equal products.

You are aware that the project Owner currently uses the specified light fixtures and has expressed a desire to standardize hardware and equipment wherever possible.

Discuss.

CASE STUDIES FOR INTERN DISCUSSION GROUPS

CASE STUDY #4

You have been hired to design an outpatient surgical center. The owner has a limited budget and has stressed the importance of an efficient design. You have worked hard to design the building to meet the State required minimum sizes for each space but limit excess area.

During construction you receive a telephone call from the project framer. He is furring around ductwork installed on the face of a load bearing wall and has discovered that the furring intrudes into the required clear floor area of the surgical room. The design-build HVAC contractor had informed you of the duct size during the design process. Unfortunately, required fittings, and attachments have increased the duct's installed width by 3 inches. If the nonbearing wall on the other side of the room is moved, the clear width of the corridor on the opposite side of the wall will not meet the required code width.

Discuss.

CASE STUDY #5

You are the Project Architect responsible for managing an important multi-building project. You have been assigned a staff of twenty-five technical employees. One morning you smell what you believe to be alcohol on the breath of one of the architects on your staff. You have given the employee responsibility for one of the more critical buildings in the project. The employee has been with the firm for many years and his/her prior behavior has always been professional. You are aware that the employee has recently experienced a traumatic event in his/her personal life.

Discuss.

SAMPLE SURVEY: INTERNS

1. Name (optional): _____

2. How many years of architectural experience do you have?
 - Less than one year
 - 1-2 years
 - 2-3 years
 - 3-4 years
 - 4-5 years
 - 5 or more years

3. Have you started an NCARB record? (the first step to registering for the NCARB Intern Development Program)
 - Yes
 - Not yet, but I plan to
 - No, I don't plan to get licensed
 - I graduated from school before NCARB was required

4. Where are you at in the licensure process?
 - I have not yet started an NCARB record
 - I have an NCARB record and I am working on completing IDP
 - I am simultaneously completing IDP and the ARE
 - I have completed IDP and I have not yet started the ARE
 - I have completed IDP and I have started taking the ARE
 - NCARB is not required for me but I currently am taking the ARE
 - NCARB is not required for me but I plan to take the ARE, although I have not yet started

5. How much do you know about the IDP Program?
 - Expert, I am participating in the IDP Program and I know what is required of me
 - Expert, I am not yet participating in IDP but I know a lot about the program
 - Basic Knowledge, I know about the program but I would like to be educated about the specifics
 - Little Knowledge, I don't know much and I would really like to know more
 - Little Knowledge, I don't know much and I don't care to know more
 - IDP does not apply to me
 - Other: _____

6. Do you have a mentor and supervisor?
 - Yes, I have a mentor and supervisor
 - Yes, I have an IDP Supervisor but need a mentor
 - Yes, I have a mentor but need an IDP Supervisor
 - No, I need a mentor and IDP Supervisor
 - Other: _____

SAMPLE SURVEY: INTERNS (CONTINUED)

7. How would you like to see your firm participate in your education as an architect? (check all that apply)

- Formal Education and Mentorship Program
- Informal Education and Mentorship
- Organized study sessions with co-workers for the ARE
- More or updated study materials
- Recognition upon completion of the ARE/Incentive
- Decreased workload to allow for study time
- Education and support for IDP
- Other

8. If your firm established an educational program, where do your interests lie?

	Very interested	Indifferent	Not Interested
Construction Administration	0	0	0
Schematic Design	0	0	0
Site Visits	0	0	0
Volunteering Opportunities	0	0	0
Environmental Education	0	0	0
Office Management	0	0	0
Design Detailing/Building Technology	0	0	0
Construction Documents and Systems	0	0	0
Engineering Coordination	0	0	0
Code Research	0	0	0
Alternative Careers	0	0	0
Other (Please Specify)	0	0	0

9. If you intend to participate in the firm's educational programs, how often would you intend to participate?

- As often as I can
- Once a month (12 per year)
- Once a month with summers off (9 per year)
- Once every other month (6 per year)
- Once a quarter (4 per year)
- Once a quarter plus site visits (4+ per year)
- I don't intend to participate

10. Do you have any ideas or suggestions for mentorship at your firm?

SAMPLE SURVEY: ARCHITECTS

1. Name (Optional): _____

2. How Many Years have you been practicing architecture?

3-5 years

6-8 years

9-12 years

13-15 years

15+ years

3. What state are you licensed in? (check all that apply)

Missouri

Kansas

Other (list all): _____

4. How much do you know about the Intern Development Program (IDP)?

Expert, I completed IDP

Expert, I know quite a bit although I didn't complete IDP

Basic Knowledge, I know enough to be a good mentor or supervisor

Little Knowledge, I would like to know more about IDP so that I can be a more effective mentor or supervisor.

5. Are you currently a mentor?

Yes, I am a formal IDP Mentor for an intern at my firm

Yes, I am a formal IDP Mentor for someone outside of my firm

Yes, I am an informal mentor, I mentor on a daily basis

I consider myself an informal mentor but I would like to be a formal IDP Mentor

I don't currently mentor any interns but I would like to

I prefer not to mentor

6. Are you currently an IDP Supervisor?

Yes, I currently supervise Interns participating in the IDP Program

No, I am currently not supervising any interns

I don't know enough to be a formal IDP Supervisor, but I would like to learn more

I prefer not to be an IDP Supervisor

7. Do you intend to participate in the firm's educational programs for interns?

Yes, what can I do to participate?

Yes, if my schedule allows

Yes, and I would like to participate by being an educator through the program

No, I am unable to participate in additional educational programs

SAMPLE SURVEY: ARCHITECTS (CONTINUED)

8. How often would you like to participate in the firm’s educational programs for interns?

- 0 Once a month (12 per year)
- 0 Once a month with summers off (9 per year)
- 0 Once every other month (6 per year)
- 0 Once a quarter (4 per year)
- 0 Once a quarter plus site visits (4+ per year)
- 0 I don’t intend to participate

9. What would you like to focus of the firm’s educational programs to be?

	Very interested	Indifferent	Not Interested
Construction Administration	0	0	0
Schematic Design	0	0	0
Site Visits	0	0	0
Volunteering Opportunities	0	0	0
Environmental Education	0	0	0
Office Management	0	0	0
Design Detailing/Building Technology	0	0	0
Construction Documents and Systems	0	0	0
Engineering Coordination	0	0	0
Code Research	0	0	0
Alternative Careers	0	0	0
Other (Please Specify)	0	0	0

10. Do you have any ideas or suggestions for mentorship at your firm?

AIA Kansas City “Intern Friendly Firm” Program

Application

Intern Friendly Firms should be aggressive in developing a firm-wide atmosphere of learning and shared knowledge by providing comprehensive preparation of their firm’s Architectural Interns for successful completion of the Architect Registration Exam (ARE) and competent practice as registered architects.

To be considered an “Intern Friendly Firm,” the Applicant must have all of the following actions, activities, and policies in place. The Applicant will confirm compliance with each criterion by checking the box beside each item, and will have a **firm owner** sign and date the affirmation at the end of the application.

1. Commitment to the Architectural Intern

- Our firm has an in-house Intern Development Program (IDP) that is based on the Intern Development Program established by the National Council of Architectural Registrations Boards (NCARB).
- Our firm’s in-house IDP is managed by an in-house IDP Coordinator.
- Our firm encourages all licensure-eligible Architectural Interns to establish an NCARB Record and register with NCARB’s IDP.

2. IDP Core Competencies

- Our in-house IDP includes the 16 Core Competencies of the NCARB IDP and uses these core competencies as the basis for all training.
- Our in-house program uses these training standards for identifying critical areas of experience recognized by the profession as essential to competent practice.
- Our firm assists our Architectural Interns in developing knowledge of the core competencies through in-house educational programs and encourages and supports Interns’ participation in training activities outside the work place.

3. Supplementary Education

- Our firm encourages our Interns to experience educational activities that are not specifically required by the 16 core competencies.
- Our firm promotes the AIA/NCARB Emerging Professional’s Companion (EPC) and self study to compliment practical training.
- Our firm provides our interns AIA-approved continuing education resources and programs.

4. IDP Documentation

- Our firm trains our architectural interns about the record keeping process for the NCARB IDP, making sure each intern has their IDP Workbook properly set up and understands the record-keeping requirements.
- Our firm trains our IDP Supervisors as to their ethical and professional responsibilities.
- Our interns' IDP Supervisors and IDP Mentors verify that all records are accurate before signing each intern's report.
- IDP documentation is used as a portion of the architectural intern's annual review by our firm.

5. Mentorship

- Our firm uses mentoring, by licensed Architects, as a means to support, encourage and inspire our interns.
- When our interns cannot find an appropriate mentor, we contact AIA Kansas City or other sources for assistance in finding our interns an acceptable mentor.

6. Architect Registration Exam (ARE)

- Our firm emphasizes preparation for, and taking of, the ARE to all of our interns.
- Our firm provides administrative and technical support including the furnishing of resource and study materials, record keeping assistance and practice examinations.
- Our firm publicly recognizes newly licensed architects upon successful passage of the ARE.

Our firm: (Select only one of the following)

- allows our architectural interns to use personal time off for taking each section of the ARE.
- allows our architectural interns to use vacation time for taking each section of the ARE.
- provides paid leave for our architectural interns to take each section of the ARE.

7. Compensation

- Our firm pays all of our architectural interns in accordance with applicable Federal and State wage and overtime laws.

Our firm: (Select at least two of the following)

- reimburses our architectural interns \$100 of their NCARB IDP Registration Fee.
- reimburses our architectural interns for all of their NCARB IDP Registration Fee.

- reimburses our architectural interns for at least 50% of their ARE exam fees.
- Reimburses our architectural interns for 100% of their ARE exam fees.

By my signature below, I affirm that all of the above information about my architectural firm is complete and true to the best of my knowledge.

Firm Name

Firm Address

Firm Phone

Name – Printed or typed

Date: _____

Signature

Position: _____

AIA Kansas City “Teaching Firm” Program

Application

Teaching Firms should not only be aggressive in developing a firm-wide atmosphere of learning and shared knowledge, but should also be active in providing programs that intensify the learning process with specific teaching situations throughout the firm. These teaching situations should provide comprehensive preparation of their firm’s Architectural Interns for successful completion of the Architects Registration Exam (ARE) and competent practice as licensed architects as well as provide continuing education opportunities for their licensed architects.

To be considered a “Teaching Firm” by AIA Kansas City, the applicant must first be recognized as an “Intern Friendly Firm” by AIA Kansas City, and have all of the following actions, activities, and policies in place. The Applicant will confirm compliance with each criterion by checking the box beside each item, and will have a **firm owner** sign and date the affirmation at the end of the application.

1. Strategic Learning Plan

- Our firm has developed a Strategic Learning Plan, tailored to the firm, which defines the planning and design of our teaching program.
- Our Strategic Learning Plan outlines the key learning strategies and how those strategies will be evaluated and improved upon on an ongoing basis.
- Our Strategic Learning Plan includes an implementation process and a method for learning assessment.

2. Performance Review and Career Plan Development

- Our firm helps each individual create a Professional Development Plan that identifies short-term and long-term career goals.
- Our firm conducts performance reviews of each individual at least annually and links the reviews to their Professional Development Plan, including required learning opportunities to be completed for individual job descriptions.
- Our firm outlines and personalizes the expectations and requirements for the architectural intern and the Architect to advance his or her position with the firm.
- Our firm produces a written goals statement which is shared with the intern’s IDP Supervisor and IDP Mentor for review at the next performance review.

3. IDP Tracking System

- Our firm has a tracking system in place to monitor each architectural intern’s progress through IDP.

- Our tracking system evaluates the time it takes an architectural intern to complete the IDP process annually and establishes the minimum number of IDP Training Units to be completed each year.

4. AIA/CES Registered Provider Program

- Our firm is registered as an AIA Continuing Education System Provider and maintains all required standards.
- Our firm has developed our AIA/CES presentation plan based on the 15 Core Competencies of the NCARB IDP as well as the continuing education needs of our Architects.
- Our firm makes all of our staff aware of all presentation opportunities and we provide hard copy certificates to all who attend and participate.

5. IDP/ARE Support Groups

- Our firm provides our architectural interns with a venue to share ideas, stories, and lessons learned from their IDP and ARE experiences, creating opportunities for peer mentoring.
- Our firm provides space and time for our architectural interns to meet at least quarterly.

6. IDP Packet

- Our firm, under the direction of our in-house IDP Coordinator, makes information about the IDP accessible to all of our architectural interns.
- Our firm provides an IDP packet, including IDP guidelines and an application for an NCARB Council Record to every architectural intern within the first week of their employment.
- Our firm provides contact information for the firm's IDP Coordinator who reviews the packet material with each architectural intern and assists, as necessary, the completion of required forms.
- Our firm identifies the architectural intern's IDP Supervisor and assists them with selection of their IDP Mentor.

7. IDP Supervisor and IDP Mentor Training

- Our firm requires a training program for all IDP Supervisors and IDP Mentors which provides an information packet for each.
- Our firm provides training for each group that focuses on the IDP requirements and current internship model and process within the firm.
- Our firm maintains a standing Supervisor and Mentor support group that meets quarterly to review topics pertinent to the continued improvement of the Supervisors and Mentors.

8. IDP Community Service

- Our firm encourages participation in community service activities by all of our staff, including regular notification of our architectural interns and Architects about community service opportunities.
- Our firm participates in firm-wide community service projects at least twice yearly.

9. Financial Support Plan

- Our firm has a formal Financial Support Plan in place for the benefit of our architectural interns and Architects.

Our firm: (Select only one of the following)

- reimburses our architectural intern \$100 of the NCARB IDP Registration fee.
- reimburses our architectural intern for the entire NCARB IDP Registration fee.

- Our firm provides paid leave for taking each section of the Architect Registration Exam (ARE).

Our firm: (Select only one of the following)

- reimburses at least 50% of the cost of each ARE exam section, upon passing that section.
- reimburses all of the cost of each ARE exam section, upon passing that section.

Our firm: (Select only one of the following)

- reimburses at least 50% of the architectural intern's Associate AIA annual membership dues.
- reimburses 100% of the architectural intern's Associate AIA annual membership dues.

By my signature below, I affirm that all of the above information about my architectural firm is complete and true to the best of my knowledge.

Firm Name

Firm Address

Firm Phone

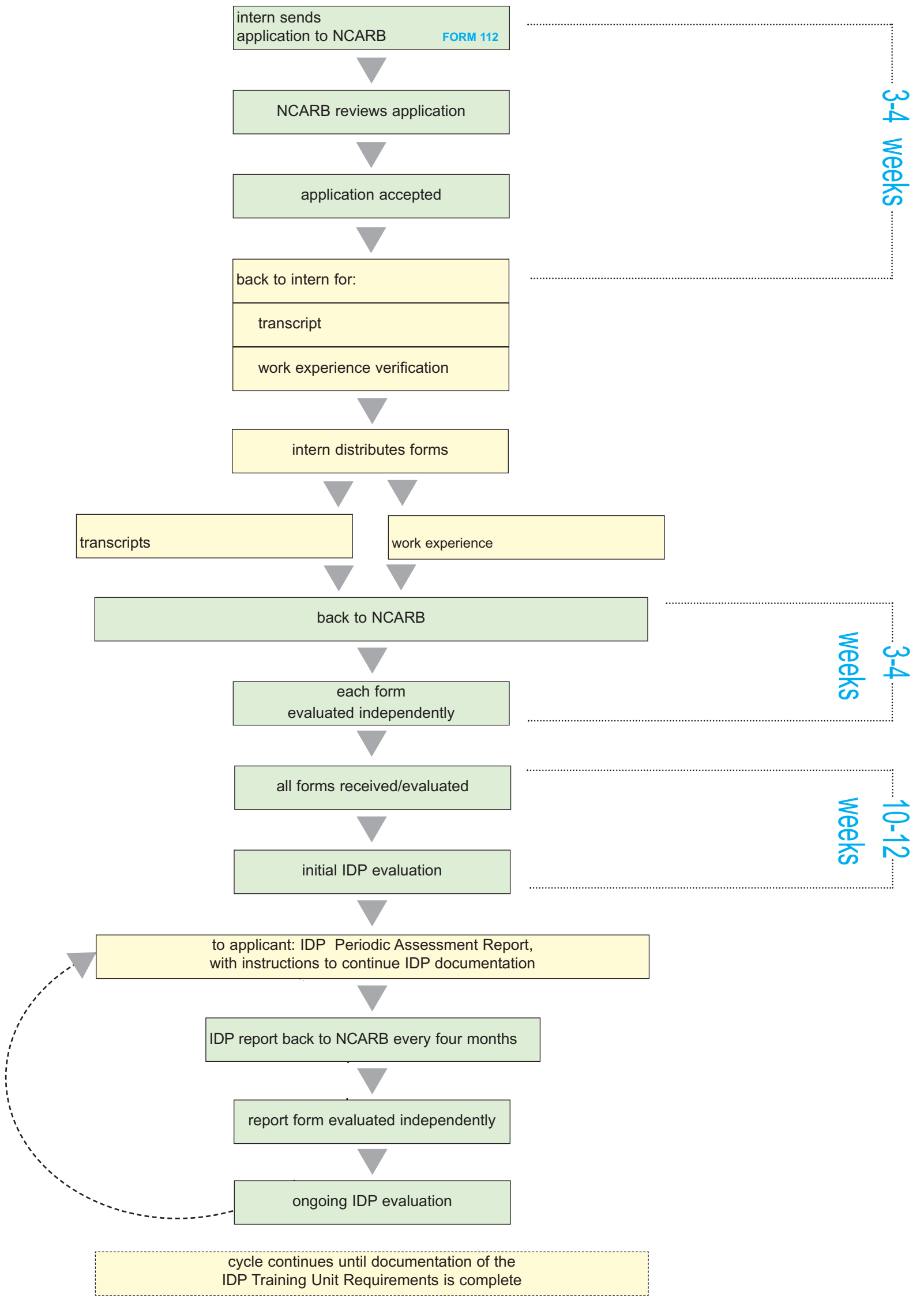
Name – Printed or typed

Date: _____

Signature

Position: _____

IDP Record Compilation Process



IDP Record Transmittal Process

