



# Blueprint for Partnership

## The IPA-IAPMO Plumbing Education Program

by Kathleen Mihelich & Sherard Jones

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*This introductory article written by Kathleen Mihelich, Director of Career Services, IAPMO and Sherard Jones, Workforce Preparation Specialist, IAPMO is the first in a series intended to provide information about the developing IPA-IAPMO Plumbing Education Program.*

It is with great enthusiasm that we at IAPMO embrace the opportunity before us to work toward the continued development of the Indian plumbing industry. From a global perspective, the establishment of IAPMO-India is momentarily pivotal, not only for plumbing, but for professional education and development. It is one of our goals to inform and educate as much as possible about our plans, methods and activities. To that end, we submit this article to familiarise you with the program, the staff and our project management approach.

### The Program Overview

The Government of India approved the establishment of IAPMO Plumbing Codes and Standards India Private Limited, to be known as IAPMO-India. IAPMO and the Indian Plumbing Association (IPA), both members of the World Plumbing Council (WPC), agreed upon a comprehensive plan to work together to establish a model code of plumbing installation and maintenance for all of India, the Uniform Plumbing Code – India.

IAPMO, the IPA and the Indian Institute of Plumbing (IIP) formed a partnership agreement to provide plumbing training and education throughout India. The agreement identifies four distinct target markets: Engineers and Contractors, Project Managers/Supervisors, Apprentice Plumbers and Task-trained laborers. To aid in reaching this goal, the IAPMO-India Plumbing Education Department was created.

### Who We Are

The newly formed Plumbing Education department will be integral in assisting IAPMO, IPA and IIP in the creation and successful implementation of the strategic,



complex and aggressive education-to-employment program that is intended to prepare multiple levels of professional groups in India to read, understand, interpret, engage and apply the provisions of India's Uniform Plumbing Code to initial installations and continued maintenance of plumbing systems.

The department consists of a Director of IAPMO-India Preparedness, located in India; a Workforce Preparation Specialist, located in the United States; and a Certification Administrator, also located in the United States. IAPMO's Director of Career Services is responsible for and will oversee all operations of the IAPMO-India Plumbing Workforce Education Department. The India-based director will be profiled in a later edition of this article. The following are the U.S.-based IAPMO staff members who will be working on the project.



**Kathleen Mihelich, Director of Career Services**—Kathleen has extensive knowledge of and experience in developing, implementing and

*maintaining adult-focused professional training and certification programs. Prior to joining IAPMO, Kathleen served as senior vice president, Professional Development Services for the International Code Council (ICC), following the merger of the three code organizations in the United States. Prior to ICC, she served as vice president, Professional Development Services for BOCA International. Between BOCA, the ICC and IAPMO, Kathleen has more than 20 years of code administration experience. Kathleen holds a Bachelor of Science degree in Education from Northern Illinois University and a Master's degree in Instructional Training and Technology from Governors State University in Illinois.*



**Sherard Jones, Workforce Preparation Specialist**—Sherard has a diverse background in training development and

*project management, having designed, initiated and managed educational*

*programs for numerous organizations. Sherard has twice managed the acquisition of provider status for an internationally recognized educational benchmark. He has also initiated and managed a project to create an internal Education Council within a citywide health system. His most recent experience came as he served as Curriculum Developer, where he was responsible for the development of state-level customized training programs. Sherard holds a Bachelor of Arts degree in Psychology and a Master's degree in Workforce Education and Development, both from Southern Illinois University.*



**Kathy Maka, Certification Coordinator**—Kathy has more than 10 years of experience in training design and delivery. She has expertise in the fields

*of engineering and project management. Kathy earned her Bachelor of Science degree in Industrial Technology from the School of Engineering at Southern Illinois University and her Master's degree in Training and Development from the University of St. Francis in Illinois. Kathy was most recently employed in a role where she oversaw the creation and updating of technical courses for online delivery. Prior to this role, she was responsible for the submission of online and classroom courses to licensing bodies throughout the United States.*



**Tony Marcello, Training Development Supervisor**—Tony oversees the development of all classroom and online training,

*maintains IAPMO's Training Catalog, supervises IAPMO's Career Services Committee and works with other organizations and clients in need of custom training. Tony earned his Master's degree in Instructional Design from Southern Illinois University and has been working in the training development field since 2002. Upon graduation, he began working as contractor for two separate training organizations within Motorola, providing consulting services in the areas of online training and test development. Tony progressed in his*

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*career with the International Code Council as a Curriculum Developer. At ICC, he specialized in creating complex training programs for the organization's high profile clients. Among other projects, Tony created the Ohio Building Code Academy; a completely original training initiative, where he managed every aspect of the project including curriculum development, test development, publishing and event facilitation.*



**Maria Sol Alba, Training Client Services Supervisor**—

*Maria Sol oversees all aspects of training scheduling and*

*delivery, including advising clients about the right topics and supervising the seminar coordinator for effective seminar delivery. Maria Sol's specialty is creating and putting into function new policies and procedures for Education Programs, focusing on providing customers with the best service. Maria Sol has worked in the codes industry for the last five years, always in areas related to education. She has firsthand experience coordinating every detail of programs delivered; from providing the right training to pairing clients with the right instructor. Maria Sol holds a Bachelor of Science in Business Administration, with focus on International Business and Marketing, and is currently working on her MBA at DePaul University in Chicago, Ill. Maria Sol is bi-lingual. Spanish is her primary language.*

#### **How We Are Approaching Our Work**

This program calls for intensive and expert project management, making it

important that we take a task-based approach to our work. Our first action was to develop a **Master Task Schedule** that would represent the planning phase and be the guiding reference for all activities. This task schedule provides us an overview and timeline for projects within the program. Next, we created a **Communication plan** to establish how we will communicate internally and externally, including the monthly authoring of this IPT article.

A very fundamental task to the success of this program is the conducting of a **Job Domain Analysis**. This step includes the analysis, review and synthesis of job information in order to determine the positions required to serve the plumbing industry in India. This task is derived from the model of Instructional Systems Design that we employ, and will be explained in greater depth in a later edition of this article. Following the Job Domain Analysis, conducting the **Personnel Skill Analysis** is necessary to determine the knowledge and skill gaps between current and required levels of performance. The next phase, developing the **Personnel Preparedness Plan**, completes a comprehensive education curriculum of study, education strategies and other types of training methods required as preparation for each position.

A very crucial step will be to establish the IAPMO-India certification credential as verification of technical knowledge and probable skills and abilities through the development of a **Certification Program**. Our last step will be to develop and implement the **Educational Partnership Plan**, where we will identify multiple types of in-country education partners and outline the structure in which potential education partners will be assessed through an objective, systematic and officially recognized accreditation process.

We will continue to provide information in the hopes that your queries and concerns are addressed. We look forward to this partnership as the foundation of a lasting framework for excellence in India's plumbing industry. Thank you for partnering with us on this journey onward and upward! 