- *Our Core Purpose: To be the "Corporate Occupancy Resource." Whatever the occupancy need of our corporate client, be prepared to enable them to satisfy those needs. Help our clients become more successful through improved performance of the space they occupy yielding increased productivity of their human resources.*

- *Our Core Values:*

  1. *Always do what is right for the client. Recognize success from our client's perspective and do what is best to enable that success.*

  2. *"Don't mess with our people." Recognize the dedication, commitment and value of our staff. Defend their integrity and achievements and stand behind them in their faults. Assure our clients of service—not servitude.*

  3. *Cling to integrity, responsibility and accountability. In whatever we do, always be prepared for the bright light of scrutiny. Always perform with integrity, take responsibility and be accountable.*

Don't be afraid of making a profit. Profits allow us to live a little better, to continue to provide and perpetuate the value we create, and build a platform for others to join us.

TEAM LEARNING

Team learning combines aspects of personal mastery and shared vision, but further emphasizes the need to apply these elements on a larger scale. According to Senge, team learning is a discipline, one in which members align and develop the team's capacity to create the results its members truly desire. Team learning builds on the discipline of developing a shared vision, but goes beyond it. According to Senge, team learning "also builds on personal mastery, for talented teams are made up of talented individuals. But shared vision and talent are not enough." He refers to a common problem among teams: they may be made up of talented individuals, and they may share a vision for a while, yet they fail to learn. He compares these failed teams to a great jazz

ensemble; it "has talent and a shared vision (even if they don't discuss it), but what really matters is that the musicians know how to *play* together." Senge goes on, "There has never been a greater need for mastering team learning in organizations than there is today. Individual learning, at some level, is irrelevant for organizational learning. Individuals learn all the time and yet there is no organizational learning. But if teams learn, they become a microcosm for learning throughout the organization."[2]

Senge then goes on to describe the three critical dimensions of team learning. The first dimension is the need to think insightfully about complex issues. According to Senge, "Here, the team must learn how to tap the potential for many minds to be more intelligent than one mind." The second dimension is the need for innovative, coordinated action. As Senge puts it, "Outstanding teams . . . develop . . . 'operational trust,' where each member remains conscious of other team members and can be counted on to act in ways that complement each other's actions." The third dimension of team learning is the role of team members on other teams. Senge provides the example of the actions of senior teams, most of which are actually carried out through other teams. To Senge, this "connectedness" of learning teams continually fosters other learning teams by spreading the practices and skills of team learning more broadly.[2]

To develop in all three dimensions of team learning, a team must master the practices of dialogue and discussion, the two distinct ways that teams converse. Senge explains that in dialogue, the participants freely and creatively explore complex and subtle issues. This exploration involves "a deep 'listening' to one another and suspending of one's own views." By contrast, in discussion, the participants present and defend different views, and search for the best view to support decisions that must be made at the time. No matter what mode the participants adopt, Senge says, "the discipline of team learning, like any other discipline, requires practice."[2]

Designers have always worked in teams—cross-functional groups with particular expertise (project management, design, technical coordination, or consultation)—who come together to apply their skills and knowledge to achieve their clients' desired outcomes. This time-honored process also fosters learning among colleagues and junior members of the teams. This interaction and on-the-job-learning is a major element of designers' professional development. When designers interact with and learn from each other, when they