

March/April 2003

VOLUME 19

NUMBER 2

Facilities Manager

The official publication of APFA: The Association of Higher Education Facilities Officers

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the WORKPLACE

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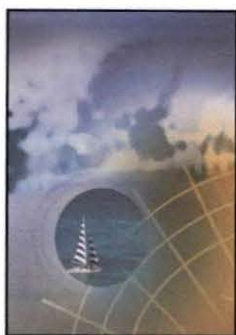
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Facilities Manager

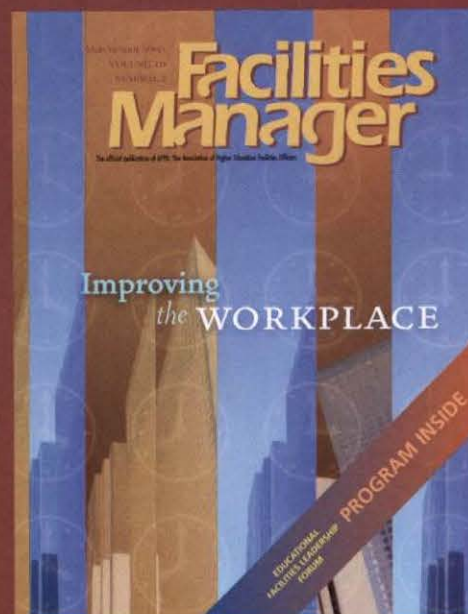
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Global Partner in Learning

From the Editor

by Steve Glazner

What do we look for in a desirable workplace? A list can range from the serious to the absurd: a position with some authority, a nice title and salary, a corner office with windows overlooking open space, a parking assignment vaguely near your building, tuition remission, season tickets for basketball or the theater, free pizza every Friday, relaxed dress code...

Each of us has our "required and desired" pressure points that motivate us to do well, or that hold us back if they are lacking, in our workplace. But more and more we want to work in an organization that values the personal qualities and professional expertise we bring to the workplace, that trusts us to work hard to support the mission and goals of the organization, that welcomes us and makes accommodations for our safety and well-being, and that makes us feel that we matter and are making a difference.

We welcome the contribution by Robert Galford and Anne Seibold Drapeau on "The Enemies of Trust." Excerpted from their new book, this article itemizes the different levels of trust that may exist, or not exist, in any organization. Their insights and conclusions are relevant to any workplace and hit the mark on what truly motivates employees at any level.

In the open society that most educational institutions represent, academic and personal freedoms are sometimes threatened by acts of violence from coworkers, students, or people from outside the campus. Ed Rice studied the nature of violence in the campus workplace for his doctor-

ate at Kansas State University, and he has graciously provided us with an excerpt from his dissertation for this issue. He discusses not only the factors that sometimes result in workplace violence, but also the communication and training needed on campus to identify, assess, and resolve potential problems.

APPA President Phil Cox continues his dialogue on the theme of diversity, which he defines in its broadest sense to be much more than the traditional perspectives of gender, age, race, or ethnic background. Martin Brennan reminds us that the Americans with Disabilities Act is an active and prevalent requirement with which educational facilities still need to be concerned. His checklist on ADA planning is succinct and useful.

* * *

Be sure to read the pullout preliminary program for the 2003 Educational Facilities Leadership Forum. We urge you to register soon for the July 27-29 program, which will be held at Opryland in Nashville, Tennessee. APPA will be co-locating with the annual meeting of NACUBO, the National Association of College and University Business Officers, and there are numerous educational programs and keynote speakers of interest to both the facilities and business officer. Keep in mind that your APPA badge will get you into all APPA and NACUBO sessions. To register, visit www.appa.org/education. We'll see you in Nashville! 🏰



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In Memoriam

Long-time APPA member **Charles L. Coddling** recently passed away. Chuck was employed at Bowling Green State University for 53 years. He served Bowling Green as director of physical plant and most recently as director of utility services. APPA staff remembers his timely donation of a fax machine in the late 1980s, thereby thrusting us into the technology age.

Join APPA/NAEB at the Leadership Academy

Invest in your future today and register now for the Professional Leadership Academy. Starting this year, APPA and NAEB (National Association of Educational Buyers) have come together to sponsor the academy and offer attendees the opportunity to immerse themselves in week-long dialogues to hone the skills needed to resolve daily workplace issues as well as network with colleagues from other institutions. Attendees choose one of three tracks (each track emphasizes a different perspective and type of leadership skill). The three tracks are Individual Effectiveness Skills, Organizational Leadership Skills, and Professional/Institutional Leadership Skills. Visit appa.org for registration information.

Mark Your Calendar for July 27-29!

National Association of College and University Business Officers (NACUBO) will be holding its annual meeting alongside the 2003 APPA Educational Facilities Leadership Forum at

Gaylord Opryland Hotel, Nashville, Tennessee. To enhance what APPA and NACUBO already have to offer, joint programming tracks for facilities finance and planning, design, and construction have been developed for facilities and business officers. Plus over 130 APPA exhibitors alone will be on hand to showcase the latest products and services for the educational facilities management profession.

Don't miss our exciting General Session speakers, the Honorable Al Gore and Rosabeth Moss Kanter, business leader and award-winning author. To jumpstart the Forum, the keynote speaker will be Charles Farnsworth, vice president of the Education Division at FranklinCovey.

To qualify for Early Bird rates, you must register before June 1. To register online, visit www.appa.org/education.

AME Gives to CFaR

APPA is pleased to announce that Applied Management Engineering, Inc. (AME) has donated \$50,000 to forward the goals of APPA's new research arm, the Center for Facilities Research (CFaR).

"When the CFaR initiative was first announced by APPA, AME immediately saw the enormous potential of a single focal point for both national and international facilities research under the aegis of higher education. We at AME value education outcomes and we are proud to continue our research role as both a member and sponsor of CFaR," stated AME Business Development Manager Robert G. Brooks, P.E. AME will serve on the CFaR Advisory Council, which comprises volunteer members dedicated to advancing the body of knowledge of educational facilities management through research, discovery, and innovation.

Recently founded by APPA, CFaR was established both to organize and consolidate research on educational facilities management issues and to engage in a deliberate search for information critical to policy making in higher education.

For more information about CFaR, please contact APPA at 703-684-1446.



2003 Recycling Mania Competition

Recycle Mania 2003 is a friendly competition between eight schools that have top recycling programs. The competing schools are Miami University, Ohio University, Bowling Green State University, Harvard University, University of Oregon, Western Michigan University, Ohio State University, and Washington University.

The contest runs through April 13 with the final results due on April 16. During this time, the schools will compete to see who can collect the largest amount of recyclables from residence halls, campus apartments, and dining halls. Measurements will be reported on a daily basis in pounds recycled per student living on-campus.

The Recycle Mania competition was created exclusively to advance waste reduction and recycling programs at the participating universities. The goal of the event is to increase student awareness and involvement in campus recycling.

through collaboration and partnership. In the end, the real winners will be all eight universities due to the achievements of their recycling efforts.

Plaza Building Earns Arizona's First LEED Rating

The first structure in Arizona to receive a rating from the U.S. Green Building Council, the Plaza Building at Pima Community College's Desert Vista Campus, has been awarded a bronze rating from the Green Building Council. This certifies that the building is energy efficient, good for the environment, and good for the people who work in the building—in other words a “green building.”

Leadership in Energy and Environmental Design (LEED) is a program of the U.S. Green Building Council that rates buildings based on defined, desirable standards for green buildings, materials, and practices for environmentally superior buildings. Along with the energy savings, green buildings are healthier buildings to work in, often resulting in less employee absenteeism.

A LEED certified building:

- has a higher value.
- is recognized by the industry.
- contributes to market-transforming rating system.
- saves money by reusing and recycling materials.
- retains value after demolition because a higher percentage of its content is recyclable.

Pima Community College has been recognized, both regionally and nationally, for its energy conservation, resource preservation, and pollution prevention efforts.

President Bush Proposes Funds for Minority Education

Recently, President Bush proposed increased funding for both Hispanic-serving institutions and historically black colleges and universities. This is to ensure educational

freedom, opportunity, and access for every American. The President's Fiscal Year 2004 budget will increase by 5 percent to fund the following programs: \$224 million for HBCUs, \$53 million for Historically Black Graduate Institutions, and \$94 million for Hispanic-serving institutions. Together, funding would total \$371 million and would help strengthen infrastructure and achieve greater financial stability, supporting activities such as construction, community outreach, purchase of educational materials, academic program development, and other student services.



According to Reuters, when asked about the timing of this announcement and whether it was in response to criticism of the president's legal challenge to the University of Michigan's policy of using racial preferences in admissions, a White House spokesman declined comment.

EPA Launches ECHO

On November 20, 2002, EPA launched its pilot website ECHO (Enforcement and Compliance History Online). This site allows a search of facilities in a community for the purpose of determining whether:

- EPA or state/local governments have conducted compliance inspections
- violations were detected, or
- enforcement actions were taken and penalties were assessed in response to environmental law violations.

Originally, the EPA announced that there would be a 60-day comment period, but that period was extended

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another 60 days until March 31, 2003. This comment period allowed site users an opportunity to review and comment on ECHO's content, design, and data accuracy.

Advantages of ECHO

- For the first time, the public and businesses can have a single point of access to environmental compliance information;
- Citizens can make better and more informed decisions regarding environmental issues impacting their communities;
- ECHO may provide state and local governments an important tool to evaluate environmental compliance problems and determine program priorities;
- Companies can use ECHO as a tool to monitor their record of compliance under federal environmental laws; and
- ECHO may provide market incentives for regulated entities to be in, or return to, compliance since the

public has direct access to company compliance records.

Data on the ECHO site covers a two-year period and includes information drawn from the following EPA databases:

- Air Facility System
- Permit Compliance System
- Resource Conservation and Recovery Act Information System
- Integrated Compliance Information System
- Facility Registration System
- U.S. Census Data

To ensure that ECHO's data is of high quality, EPA and the states conducted a comprehensive data review and established an EPA-state network of "data stewards" to manage, research, and correct reported errors. Furthermore, ECHO includes an online error reporting process that allows users to alert EPA and the states to possible errors. For more information on ECHO, visit www.epa.gov/echo/.



Today's College Freshmen are Different

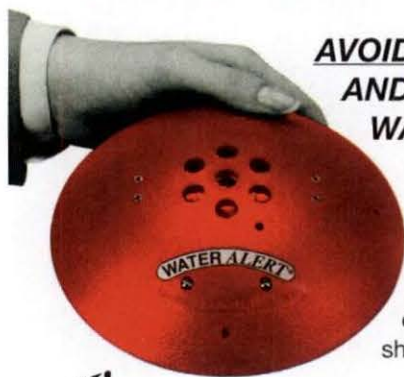
In *Millennials Go to College*, authors Neil Howe and William Strauss discuss today's college freshmen. According to a review of the book in *The Chronicle of Higher Education*, January 31, 2003, pA37, millennials are the group of students who began entering colleges two years ago. "They like to be sheltered, trust authority figures to take care of them, and are closer to their parents than any other generation that we've measured," states Hall. *Millennials Go to College* is an effort to help college administrators determine how to market to and design programs for these incoming students who no longer fit the stereotypes of Generation X.

The authors say today's incoming students are:

- Close with their parents.
- Focused on grades and performance.
- Busy with extracurricular activities.
- Eager to take part in community activities.
- Savvy in technology.
- Interested in mathematics and science, and less interested in the humanities.
- Demanding of a secure, regulated environment.
- Respectful of social conventions and institutions.

Campus security is also a key concern for millennials, as they are used to visible police presence at their high schools and metal detectors at airports. "Security for the first time is being actively marketed by campuses," said Howe. Colleges, he said, now need to market to both prospective students and their parents, who play a greater role than ever in college choice. 🏰

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Enhancing Skills Through E-Learning

by Suzanne Healy

In order to stay at the top of their field, today's facilities professionals need more convenient, cost-effective, and knowledgeable programs to increase their skills. At the same time, facilities professionals are expected to wear more "hats" than they ever needed to in the past. In a time when budgets are shrinking but expectations and responsibilities are rising, finding the time and money to grow professionally is a difficult task.

So where does that leave you? Frustrated? Yes. But what if the training could come to you at your desk? What if the cost was nominal? What if the content was cutting edge? What

if you didn't have to worry about rescheduling projects for the entire department because time from the office would not be lost? What if this skills enhancement was timely, inexpensive, and convenient? Sounds good, right? Sure. Now the question is "Where do I go to find such opportunities?" APPA, that's where!

During 2003, APPA will be joining the arena of e-learning. These programs will address the problems our members may be having in dealing with budgets issues and the inability to travel to attend the various APPA educational programs. While many schools are not able to send their staff for training this year, they still want and need to offer them quality educational programs. APPA is here to provide that to you!

These are the programs that we are hoping to offer in 2003. The plan is

to offer training topics that will keep your staff current and interested.

- How to Protect Yourself From Bloodborne Pathogens
- Be Safe: Dealing with Lock Out/Tag Out
- Right-to-Know
- Security: Keeping Our Buildings Safe

Nothing will ever take the place of the outstanding networking opportunities found at an onsite training seminar such as the Institute for Facilities Management or the Forum. But as we begin to ride the economic roller coaster together, we want you to know that professional training will not take a back seat. There will just be an additional way of offering information. We encourage you to take advantage of e-learning with what we hope will be an excellent educational opportunity. 🏠

Suzanne Healy is APPA's website production specialist. She can be reached at suzanne@appa.org.

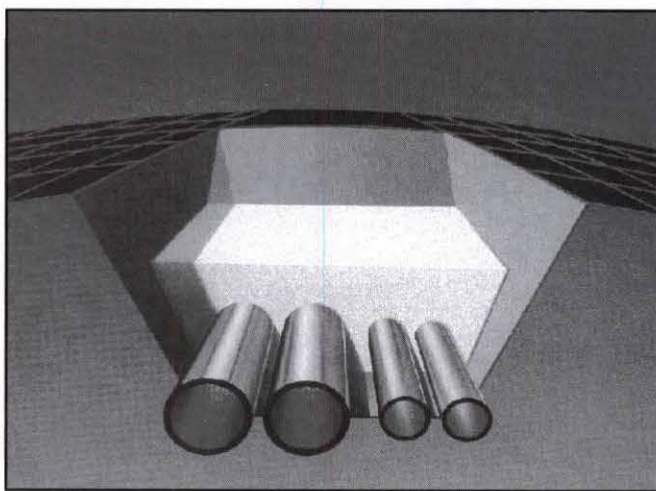
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Executive Summary

The Value of APPA Membership

by E. Lander Medlin

Because of the continued economic concerns of many educational institutions and/or their state, APPA must remain ever vigilant in its efforts to provide value for your membership dollar. As you read this column, invoices for membership dues are being processed. Therefore, it seemed like a good time to step back, reflect, and focus on the tangible and intangible value of membership in APPA and its important role in improving the facilities profession and influencing the educational enterprise as a whole.

Since its founding in 1914, the core purpose of APPA has been to share information among educational facilities management professionals. As such, APPA is dedicated to supporting educational excellence with quality leadership and professional management attained through education, research, and recognition. APPA achieves this mission by the active engagement of a rich network of facilities professionals and their involvement and participation in a broad array of educational and professional development programs, research opportunities, publications, and through the recognition of institutional excellence and individual achievement, all tailored to meet the needs and expectations of educational organizations.

Throughout our long history, APPA has shown its willingness to adapt, reshape, and transform itself to anticipate the changing landscape of educational institutions and the corresponding impact on the educational facilities management profession. Our



ability to remain flexible and adaptable is even more important now since the world has moved from an industrial age to an information age. This paradigm shift offers new challenges and new opportunities. APPA's approach to these challenges and opportunities will be critical.

The foundation we have laid together for many years remains the bedrock we can rely on. Indeed, the knowledge and experience of nearly 5,000 facilities professionals worldwide provides a thorough foundation in facilities management knowledge that remains unparalleled. This strength and vitality stems from the collective experience and exchange fostered by the membership's desire to personally engage in our programming, reach out to one another, and share concerns and new ideas. Personal and professional affiliation and connectivity remains the major driving force for those who become and remain members of APPA. Yet, the benefits of APPA membership extend well beyond a desire for personal identification and professional affiliation and include:

- Networking opportunities with colleagues;
- Exchange of case studies and effective and innovative practices for presentation and/or publication;
- Receipt of and/or contribution to *Facilities Manager* in print and/or electronic format;

- Purchase of programs and publications at member rates;
- Utilization of locally delivered and/or customized educational programming;
- Increased awareness and understanding of current trends and future directions of the academy and the profession;
- Access to industry guidelines and standards via surveys, publications, research projects, etc.;
- Increased information and research available through a robust website;
- Recognition of exceptional service and institutional excellence among your peers and colleagues;
- Professional endorsement;
- Credibility derived from affiliation with an established community of professionals;
- Representation and participation on APPA committees that serve to drive the content and direction of member programs, products, and services; and
- Leadership development by involvement in APPA's governance.

The tangible and intangible value of APPA's programs, products, and services gives its members a competitive edge and further enhances their professional image. This value is given personal and professional meaning time and time again from the personal stories and testimonies of longtime APPA members.

"Without reservation, I can say that the combination of education, networking, and resources available through APPA has played an important role in my progress...I am a better manager because of my APPA membership."

"After working 13 years at one institution, I received an offer from another organization for an assistant maintenance director position and took it. APPA was instrumental in my

Lander Medlin is APPA's executive vice president. She can be reached at lander@appa.org.

getting the job. A few years later, I received another opportunity to fill a very different position and area of responsibility...My thanks go to the Institute for Facilities Management for the training and great knowledge I received early on that contributed to my present work accomplishments. Keep up the good work that your organization is doing."

"I have found the strength of the organization to be its membership that comprises a plethora of information which people are willing to share...No matter whether you are, just beginning your career in the facilities management field or you are an old-timer, you will find APPA to be a key resource. I would encourage everyone in the facilities management field to pursue membership in the organization."

It seems clear that even the intangible benefits of membership are considered tangible ones. Yet it is also clear that we should not and will not stop here. There is much to be done if we are to remain nimble, flexible, and adaptable. For example, in addition to the above benefits that are available at the present time, APPA is on the cusp of revolutionizing the method in which we deliver our educational programs and informational products and services—electronic delivery via website enhancements that will allow increased member choice. Further, we are exploring other ways to forge new types of relationships and partnerships, all for the sake of exploiting the potential of this rich network on behalf of and for the benefit of the entire industry. The work of our recently formed Globalization Task Force will also help us assess how and where to branch out to different parts of the world to provide a more relevant and viable international dimension.

This large membership network of institutions and facilities professionals stems across 20 countries and continues to turn to APPA for their information on the effective

management, finance, and function of facilities. In addition, APPA has long been the only organization fully representing educational facilities and continues to be recognized as such throughout the education and the facilities management community. Therefore, APPA is uniquely positioned to provide leadership for the educational facilities management community worldwide. It is through the collective connectivity of this net-

work and the inclusiveness of all people, perspectives, and ideas associated with this industry that the facilities management profession will vigorously grow and further develop in its stature and credibility.

Your continued membership this year and in the years to come will ensure our collective success. As always, it is a pleasure to serve such a wonderful community of professionals. 🏢

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Bridging the World

by Robert E. McMains

APPA President Phil Cox's theme for his term is "inclusiveness." SRAPPA President Sam Polk's theme is "diversity," and in this vein he has begun a tremendous initiative to increase membership in APPA from historically black colleges

Bob McMains is director of plant operations at Emory University, Atlanta, Georgia. He is president-elect of the Southeastern region and can be reached at bob_mcmains@fmd.emory.edu. This article is adapted from his remarks to the SRAPPA membership at its October 2002 annual conference. The views expressed are the author's.



and universities. These ideals intertwine with SRAPPA's concept of Bridging the World.

The recently announced winner of the Nobel Peace Prize for 2002, Jimmy Carter, had started a "Year of Reconciliation" here at Emory University last year. We have endeavored to bridge gaps that exist in areas of race, ethnicity, gender, sexuality, social justice, health care, the environment, spirituality, science, religion, and—particularly in the aftermath of the tragic events of September 11 or the recent sniper attacks in Washington, D.C.—violence, global conflict, and tolerance.



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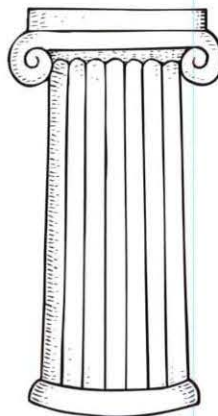
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We must bridge these areas internationally as well. Jimmy Carter and Emory University are focused on helping the international community. Hans de Wit, an expert on internationalization, said, "The pursuit of knowledge in the modern world requires vast resources that are not all available in any one university. International cooperation between higher education institutions in many cases then becomes a necessity."

According to *International Emory* magazine, a national policy on international education should begin with three objectives:

- 1) **Produce international experts and knowledge to address national strategic needs.** These are not unlike our own new membership drives. Why would potential members want to join APPA...why would others...whether they be HBCUs, K-12, community colleges, or schools in other nations, want to follow a country filled with separatists or those who don't take the time to understand them?
- 2) **Strengthen the United States' ability to solve global problems.** We see the problems. Rather than be victims and complain about how things are, let's resolve issues and show what can be. We can then lead the country in changing things for the better. And make no mistake about it...the United States is a world leader!
- 3) **Develop a globally competent citizenry and workforce.** Competency, credibility, and collaborative relationships are the three 'Cs' that APPA is emphasizing. As we move into the future, we must have a credible, competent workforce that understands how to relate to each other and work with each other in a collaborative way. We, and even more so, our children, and our students in school today, will be asked to move from school to school, region to region, and country to country. We have to have some standard of competence

in our fields of endeavor in order to understand the changing needs of a globalized society.

That global society looks to the United States to solve many of these issues. The United States looks to higher education to teach its future leaders. We create the environment to educate those leaders.

If we sit around and complain, we act like victims, when, in reality, our own children will be the victims. We can either decide to step up to the plate, recognize that we are the solution, or continue to sit on the sidelines, and complain, and wonder why things occur, or say what would've been. 🏰

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Membership Matters

When the Vice President Tells You to Spend More Time With APPA

A conversation with Kevin Folsom and Christopher Graham

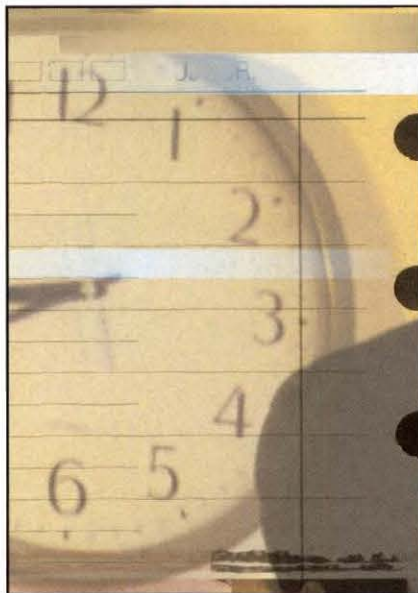
Interviewer: Kevin, how did you become acquainted with APPA?

Folsom: My introduction came in the form of a publication called *Today's Challenges to Tomorrow's Vision: A Study of Facilities Conditions at Schools of Theology*. That publication was a joint project between APPA and the Lilly Endowment, Inc. As I scanned the publication, I thought "Eureka! I've found gold!" I had finally found the resources to help me form resolutions and plans for all the maintenance issues that Dallas Theological Seminary (DTS) was encountering. With these resources, I compiled an initial report of the deferred maintenance backlog at DTS, as well as a plan of resolution. This report was presented to the Seminary Board of Incorporate Members who labeled it as a hallmark of the term of the current DTS President.

Interviewer: What happened next?

Folsom: As a result of the deferred maintenance report, I was able to convince DTS to allocate funding for APPA membership and allow me to attend an annual meeting in 1994. Nearly everything presented at the annual meeting directly related to my responsibilities as a director of facilities. Every APPA participant was willing to share their experiences without fear of losing competition

Kevin Folsom is the director of facilities and plant operations at Dallas Theological Seminary in Dallas, Texas. He can be reached at kfolsom@dts.edu. Christopher Graham is the director of utilities and custodial operations at Dallas Theological Seminary and can be reached at cgraham@dts.edu.



secrets. APPA provided me the opportunity to network and learn new approaches to the issues we faced on campus.

Interviewer: In what other APPA educational programming have you participated?

Folsom: In 1996 I began attending the APPA Institute for Facilities Management. During each weeklong session, a total of four, it seemed overwhelming to assimilate all the rich knowledge that I received. After each session, I typed up my notes, usually totaling about ten pages, in an effort to retain all the information presented. Upon my return to DTS, I shared my experiences and my notes with my staff in a "cognitive dump."

Interviewer: Kevin, I understand that you were instrumental in the development of the Dallas-Fort Worth Chapter of APPA. Can you tell me a little about that?

Folsom: I came to realize that facilities management within educational institutions is an industry of its own.

When I graduated from the Institute in September 1998, I set out to make the APPA "system" available to all my peer institutions in the Dallas-Fort Worth (DFW) area. At the time, there was not an APPA chapter in the DFW area. I decided to start one. I sent word to all the APPA members in the surrounding area stating that we could collaborate on our ideas to solve common facility challenges. I also mentioned that we should share vendor contacts. The DFW chapter held its first meeting on May 23, 1999, with three attendees. By November 13, 2001, we hit an all-time high of 62 attendees, with over 20 paid Business Partner members. Our most recent quarterly meeting was hosted at Birdville Independent School District in the DFW area with 25 members attending.

Interviewer: It sounds like quite a success story. Was it that easy from the beginning?

Folsom: A week after graduating from the Institute, I composed an e-mail message to be sent to all APPA members in the Dallas-Fort Worth area. Realizing that facilities managers can be inundated with hundreds of e-mail messages a day, I tried to be brief but still include as much of my dream of a DFW chapter as I could. Unfortunately, I received only one response and this was from a person stating that he was too busy to become involved. My next strategy was to continue attending APPA meetings to meet people specifically from my area and to help them understand the benefits of a local chapter.

A few months later, I was attending a TAPPA meeting when a drawing was held during general session for

prizes. The drawing was for a small barbecue grill and my name was called. When I turned around after receiving the grill, I noticed four people sitting close to my table—they were waving and pointing at me. As I moved closer to their table, I could hear them saying, “Hey, we want to talk to you.” I sat down and they leaned over and said, “Aren’t you the guy who wanted to start a DFWAPPA chapter?” I confirmed, and they said, “Great! Let’s do it. We want in.” We introduced ourselves and exchanged contact information, and DFWAPPA was launched!

When I returned from the TAPPA meeting, I quickly composed another message about meeting to create an APPA chapter in our area. I sent this message to the four individuals from Texas. I volunteered my campus for the first site for a meeting in May 1999. Three of the four were able to attend this first DFWAPPA meeting including myself. I was excited!

First we established goals of the chapter, a mission statement, and a website, which serves as a tool to share our information. On June 1, 2001, we initiated a Business Partner Program, and eight months later DFWAPPA had 20 paid memberships. The business partners have agreed to financially support our organization so that we can have the resources to hold meetings and a website to share facility information. In turn, the business partners are able to advertise their products on the website (www.dfwappa.org).

Interviewer: *Networking is an important facet of any association. Can you share an example where you received practical help as a result of networking in APPA?*

Graham: I find the APPAinfo discussion list most useful in the early planning stages of a project. Through the list I can get various perspectives from my DFWAPPA peers. During the construction of our ten-story residential housing, I used APPAinfo for

several topics that no one on our staff had previous experience with.

In one case I sought advice on the flooring that the architect had proposed for our lobby area. Thanks to the experience that several of our local APPA members had with that type of flooring (and a field trip by a staff member to a school in the area where they were using that flooring in the same application!), we were able to find another type of flooring that was more appropriate to the area from

a safety, aesthetic, installation, and maintenance perspective.

In another case we asked for advice about the garbage chute system that was being installed on campus. In this case, none of our DFWAPPA peers had experience with this system but they still sent in questions and comments based on what they would do if they were putting in a chute. For example, something none of us had thought about was the washing of the

Continued on page 19



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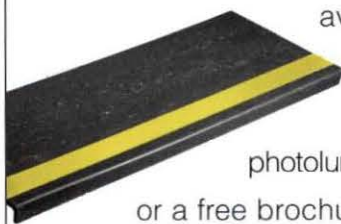
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Continued from page 17

room where the compactor sits. When one of the responders to the list asked about how this would be done we looked at the already-built room and realized it did not have a floor drain! We were able to go back to the general contractor and have one installed. That move alone saved our custodial staff many hours of unnecessary labor through the year.

Interviewer: What are some of the organizational benefits of belonging to APPA?

Folsom: For many years Dallas Theological Seminary contracted out 90 percent of its landscaping work. Three years ago we reversed this and now 90 percent of the landscaping is done in house. While at first the leadership was not convinced that this could be done, the *Operational Guidelines for Grounds Management* book made it possible for us to succeed. This publication gave us guidelines to

effectively organize the program, justify expenses for material and labor, and benchmark with other institutions. Today, campus users are much more pleased with the landscaping appearance, the maintenance procedures working with the campus activity, and the provision of safety.

Graham: Before we purchased the APPA publication *Custodial Staffing Guidelines for Educational Facilities*, there were no standards to determine our maintenance effectiveness or efficiency. The guidelines are not a snake oil that solves all problems, but they have given us a broad, firm foundation that is built upon years of experience and wisdom upon which we can tailor our program. For example, the levels of appearance found in *Custodial Staffing Guidelines* have given us a simple and common language to use (with custodians and vice presidents alike). These same levels of appearance helped us set our

custodial goals, evaluate where we stand at any given moment, and determine how changes in our operation or personnel will affect our goals.

Interviewer: What has been the impact of APPA membership upon you and your staff?

Folsom: Because of APPA resources, my staff seems more focused and energized. I enjoy coming to work every day as I feel like I am doing something meaningful by supporting education. Today, APPA continues to amaze me as their "system" continues to improve. For example, the *Comparative Costs and Staffing (CCAS)* survey and the *Strategic Assessment Model (SAM)* survey are phenomenal resources.

Finally, during one of my annual reviews, the DTS vice president of business & finance stated, "I like what I see coming from you, and I want you to spend more time with APPA." 🏢

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The Enemies of TRUST



by Robert Galford and Anne Seibold Drapeau

Trust within an organization is complicated by the fact that people use the word “trust” to refer to three different kinds. The first is *strategic trust*—the trust employees have in the people running the show to make the right strategic decisions. Do top managers have the vision and competence to set the right course, allocate resources intelligently, fulfill the mission, and help the company succeed? The second is *personal trust*—the trust employees have in their own managers. Do the managers treat employees fairly? Do they consider employees’ needs when making decisions about the business and put the company’s needs ahead of their own desires? The third is *organizational trust*—the trust people have not in any individual but in the company itself. Are processes well designed, consistent, and fair? Does the company make good on its promises? Clearly these three types of trust are distinct, but they’re linked in important ways. Every time an individual manager violates the personal trust of her direct reports, for example, their organizational trust will be shaken.

Robert Galford is a managing partner of the Center for Executive Development in Boston and has taught in executive education programs at Harvard, Columbia, and Northwestern. Anne Seibold Drapeau is the chief people officer at Digita in Boston. This excerpt is reprinted by permission of Harvard Business Review. From The Enemies of Trust by Robert Galford and Anne Seibold Drapeau, February 2003. Copyright ©2003 by the Harvard Business School Publishing Corporation; all rights reserved.

As difficult as it is to build and maintain trust within organizations, it’s critical. An established body of research demonstrates the links between trust and corporate performance. If people trust each other and their leaders, they’ll be able to work through disagreements. They’ll take smarter risks. They’ll work harder, stay with the company longer, contribute better ideas, and dig deeper than anyone has a right to ask. If they don’t trust the organization and its leaders, though, they’ll disengage from their work and focus instead on rumors, politics, and updating their résumés. We know this because we’ve seen it happen many times and because a high percentage of consulting engagements that seem to be about strategic direction or productivity turn out to be about trust, or the lack thereof.

The building blocks of trust are unsurprising: They’re old-fashioned managerial virtues like consistency, clear communication, and a willingness to tackle awkward questions. In our experience, building a trustworthy (and trusting) organization requires close attention to those virtues. But it also requires a defensive game: You need to protect trustworthiness from its enemies, both big and small, because trust takes years to build but can suffer serious damage in just a moment. We’ll take a look at some of those enemies, discuss trust in times of crisis, and explore the ways to rebuild trust when it’s been breached.

The Enemies List

What do the enemies of trust look like? Sometimes the enemy is a person: a first-line supervisor who habitually expresses contempt for top management. Sometimes it’s knit into the fabric of the organization: a culture that punishes dissent or buries conflict. Some enemies are overt: You

If people trust each other and their leaders, they'll be able to work through disagreements.

promise that this will be the last layoff, and then it isn't. And some are covert: A conversation you thought was private is repeated and then grossly distorted by the rumor mill. Because any act of bad management erodes trust, the list of enemies could be endless. Practically speaking, though, most breakdowns in trust that we've witnessed can be traced back to one of the following problems.

Inconsistent Messages. One of the fastest-moving destroyers of trust, inconsistent messages can occur anywhere in an organization, from senior managers on down. They can also occur externally, in the way an organization communicates with its customers or other stakeholders. Either way, the repercussions are significant. Consider the manager who tells employees in May that he's going to hold weekly brown-bag lunch meetings to discuss relevant issues in the marketplace. He implies that enthusiastic participation will be reflected in employees' performance reviews. But he then cancels the lunch the second, fourth, and fifth weeks because of his travel schedule. In week seven, he drops the idea entirely because, as he says, "With the summer here, we really can't count on a good turnout." When he reintroduces the idea in October and insists it will work this time, do you think his employees believe him? And when it's time for performance reviews, do you think they are confident and trusting? No. They are confused and skeptical.

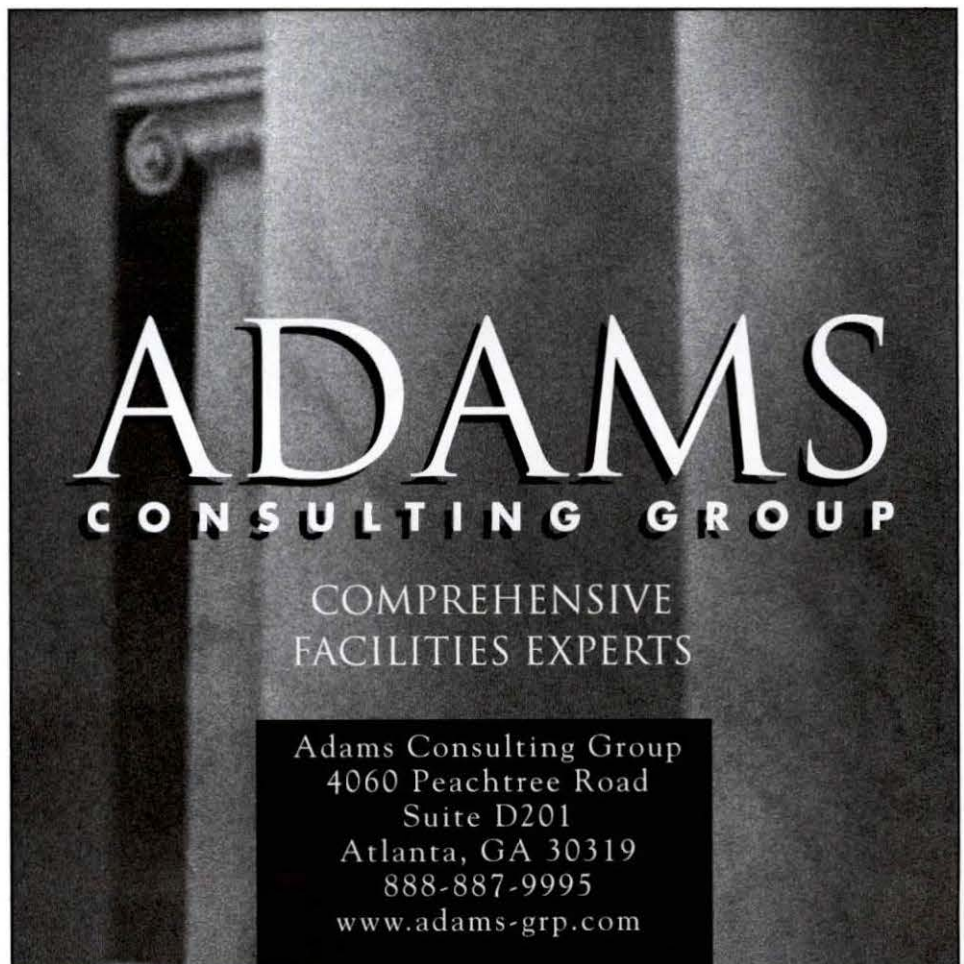
The antidotes to inconsistent messaging are straightforward (though they are not easy to implement): Think through your priorities. Before you broadcast them, articulate them to yourself or a trusted adviser to ensure that they're coherent and that you're being honest with people instead of making unrealistic commitments. Make sure your managerial team communicates a consistent message. Reserve big-bang announcements for truly major initiatives.

Inconsistent Standards. If employees believe that an individual manager or the company plays favorites, their trust will be eroded. Employees keep score—relentlessly. Suppose that a company's offices in one city are palatial, and in another city employees make do with cramped cubicles. Local real estate prices most likely drive local decisions, but the people who end up with the warrens feel

slighted nonetheless. Or suppose that the CEO took the new vice president of marketing out to lunch when he was promoted two months ago but failed to do the same when a new head of IT was appointed last week. There might be legitimate reasons for the CEO's inconsistent behavior, but the IT executive and the people around her will jump to the least-flattering, least-legitimate conclusion. Finally, suppose that the company's star performer is allowed to bend the rules while everyone else is expected to toe the line. As an executive, you may think it's worthwhile to let the most talented employee live by different rules in order to keep him. The problem is that your calculation doesn't take into account the cynicism you engender in the rest of the organization.

Misplaced Benevolence. Managers know they have to do something about the employee who regularly steals, cheats, or humiliates coworkers. But most problematic behavior is subtler than that, and most managers have a hard time addressing it.

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Consider incompetence. Anyone who spent time in business has encountered at least one person who is, simply and sadly, so out of league that everyone is stupefied that he's in the position at all. His colleagues wonder why supervisors don't do something. His direct reports learn to work around him, but it's a daily struggle. Because the person in question isn't harming anyone or anything on purpose, his supervisor is reluctant to punish him. But incompetence destroys value, and it destroys all three kinds of trust.

Then there are the people with a cloud of negativity around them. These are often people who have been passed over for promotion or who feel they've been shortchanged on bonuses or salaries. They don't do anything outright to sabotage the organization, but they see the downside of everything. Their behavior often escapes management's attention, but their coworkers notice. After a while, people tire of their negative colleagues and may even catch the negativity bug themselves.

And, finally, people who are volatile—or just plain mean—often get away with appalling behavior because of their technical competence. Extremely ambitious people, similarly, tend to steamroll their colleagues, destroy teamwork, and put their own agendas ahead of the organization's interests. In both cases, ask yourself, "Is this person so valuable to the company that we should tolerate his behavior?"

Sometimes problematic employees can be transferred to more suitable jobs; sometimes they can be coached, trained, or surrounded by people who will help them improve; and sometimes they must be let go. The point is that they can't be ignored. Every time you let troubling behavior slide, everyone else feels the effects—and blames you.

False Feedback. When an incompetent or otherwise unsuitable person is let go, managers often face wrongful-termination suits. "Look at these performance reviews," the supposed victim says. "They're great!" And she is right: The performance reviews are great. The problem is that they're lies.

Being honest about employees' shortcomings is difficult, particularly when you have to talk to them about their performance regularly and face-to-face. But you must do it. If you don't honor your company's systems, you won't be able to terminate employees whose work is unacceptable. What's more, employees who are worthy of honest praise will become demoralized. "Why should I work this hard?" they will ask themselves. "So-and-so doesn't and everyone knows it, but I happen to know we got the same bonus." You won't hear the complaint directly, but you'll see it in the lower quality of the competent employees' work.

Failure to Trust Others. Trusting others can be difficult, especially for a perfectionist or a workaholic. One top manager we worked with swore that he was going to delegate several important responsibilities. He brought in a new person at a senior level, but he was simply unable to trust her to do the

work. After a few weeks, he began managing around her, issuing directives about things he had supposedly delegated and generally making her life miserable. Eventually, the manager's hoarding behavior left him isolated and hobbled. Just as important, the new employee didn't get a chance to develop professionally. Part of the implicit promise managers make is that employees will have a chance to grow. When managers don't give them that chance, the organization loses the trust of those employees, and the more talented among them leave.

Elephants in the Parlor. Some situations are so painful or politically charged that it's easier to pretend they don't exist. We're talking about when someone has been fired abruptly and no one mentions it the next day at the regular staff meeting. We're talking about when an outrageous rumor finds its way to the CEO's office yet no one ever discusses it openly, even in private senior-management meetings.

Don't ignore things that you know everyone is whispering about behind closed doors. Bring such issues out into the open, explain them briefly, and answer questions as best you can. Don't be afraid to say, "I'm sorry, I can't offer more detail because that would violate a confidence." People will, sometimes grudgingly, accept the fact that they're not privy to all the gory details. But their trust in you will decline if they suspect you're trying to conceal something.

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Rumors in a Vacuum. When a company is in the throes of a complex initiative—a new product launch, say, or the analysis of a product line that has been underperforming—there are ample opportunities for trust to break down. Employees know that something important is going on, but if they don't know the full story (maybe the full story doesn't exist yet), they'll quite naturally overinterpret any shard of information they get their hands on. Rumors circulate, and, in most cases, they'll be negative rather than positive. Temporary information vacuums in corporate life are common, and distrust thrives in a vacuum.

What can you do? Be as up-front as possible—even if that means telling employees you can't say for certain what's going to happen. And be aware that the less you say, the more likely you are to be misinterpreted.

Consistent Corporate Underperformance. If a company regularly fails to meet the expectations set by its senior management team (and adopted by Wall Street), trust erodes rapidly. Look at Kodak, Polaroid, and Xerox in times of decline. When an organization's performance is weaker than expected, a growing number of employees at all levels fear for

themselves on a daily basis. They spend less and less time thinking for the organization and more and more time planning their own next moves. What can you do? Be realistic when setting expectations and communicate as much as possible to all employees about why you're setting these goals and how the company can meet them. The more knowledge people have about what lies behind expectations, the more likely they are to continue trusting you and the company, even in tough times.

Starting Over

There are times when, inevitably, trust will be badly damaged somewhere in your organization, and there's nothing you can do to stop the breakdown. Your only choice, other than finding a different job, is to rebuild. We recommend that you follow these four steps.

First, figure out what happened. That may sound simple, but it rarely is. To build your own understanding, consider these questions.

- How quickly or slowly did trust break down? If it happened fast, don't expect rapid remediation. Most of us aren't as good at forgiving as we'd like to be. If trust was lost over a period of time, it's helpful to think about the deterioration process in order to identify how to prevent such failures in the future.

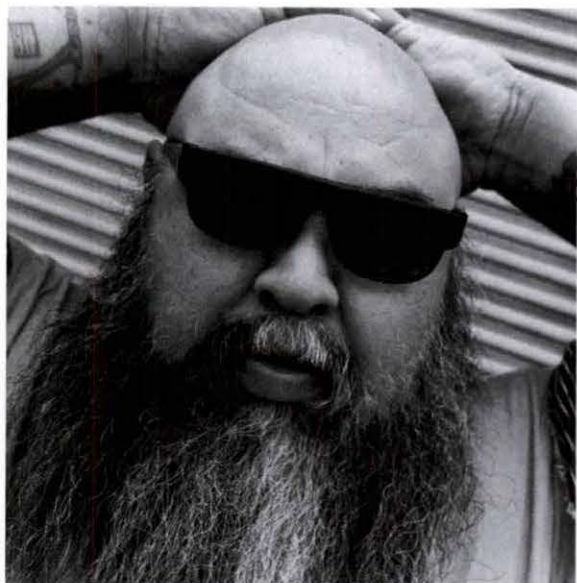
- When did the violation of trust become known to you and to the larger organization? If you've known that something was amiss but failed to acknowledge the loss of trust or respond appropriately for a considerable period of time, that lag will compound employees' feelings of betrayal.
- Was there a single cause? It's easier to address a one-time event than a pattern of events, but don't be too quick to assume the problem is simple. Remember: Every organization has a few conspiracy theorists, and the perception of a conspiracy can damage trust as devastatingly as a real one can.
- Was the loss of trust reciprocal? If your trust was violated and others say that theirs was, too, chances are no one will behave fairly or objectively. It's acceptable to be angry when your trust has been betrayed. But retaliatory or vindictive? Never. We've seen organizations spiral downward as people try to hurt others who have violated their trust. If you discern that the loss of trust in your organization is reciprocal and deep-seated, a formal process of conflict resolution might be in order.

Second, when you have a reasonably good handle on what happened, ascertain the depth and breadth of the loss of trust. A sense of how much of the organization has been affected will help you avoid situations in which you try to put out a lit match with a full muster of firefighters or, by contrast, an inferno with spit. Imagine the challenges facing the management committee of Lehman Brothers

after a stockbroker in a Midwestern branch was discovered to have defrauded clients out of many millions. The impact on the branch's other clients was severe, and the impact on clients elsewhere in the Midwest was also substantial. However, the reaction on the West Coast was highly varied: Many clients weren't even aware of the breach. A different level of response was required for different groups of clients.

Third, own up to the loss quickly instead of ignoring or downplaying it. Employees will be skeptical or suspicious, or both, so you'll need to choose your words carefully. But acknowledging that trust has been damaged and starting the recovery process as quickly as possible can only be to your benefit. You don't have to have all the answers or a detailed plan. There can even be a lag between naming the problem and describing what you'll do. Just let people know that you're aware of the issue and its impact on them and that you're committed to setting things right. Let them know when they will hear more from you, and stick to that time

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SEVERAL UNCOMFORTABLE TRUTHS ABOUT ORGANIZATIONAL LIFE

There's no such thing as a private conversation. We don't say this to make you paranoid, and maybe you have a confidant who's truly discreet. But in general you should assume that everything you say will circulate to the people who would be most affected by it.

There's no such thing as a casual conversation. People will attempt to read deep meaning into your most innocuous comments and movements.

People sometimes hear what they most fear. In some organizations, under some circumstances, people will immediately jump to the most paranoid, negative interpretation of all your comments and movements.

Trauma has a long half-life. You will likely find yourself apologizing for misdeeds that you did not commit and for events that occurred before you arrived.

No good deed goes unpunished. Even if you act with the purest intentions and execute with the greatest skill, someone will object to your actions or to the results you achieve.

Newton's third law doesn't always apply. Newton said that every action has an equal and opposite reaction, but you may take a small, seemingly harmless step that has a huge, negative impact. Or you may make what you think is a dramatic, deeply meaningful change, only to hear people say, "Okay, good. Now, what's for lunch?"

frame, even if all you can say at that point is that you're not yet ready to say anything.

Fourth, identify as precisely as possible what you must accomplish in order to rebuild trust. For example, you might need to change the relationship between people in the sales offices and people at headquarters from an adversarial one to a cooperative one. Or you might want to have people stop end runs around a department that has a reputation for arrogance. Then give yourself examples of what success will look like in practice.

Then list the changes you'll make in organizational structure, systems, people, and culture to achieve outcomes. What specific shifts (if any) will you make how decisions are made, how information flows, and how it is measured, reported, compensated for, and rewarded? Should some reporting relationships be changed? Which areas might be merged, consolidated, or separated? We have seen internal rivalries dissolve almost instantaneously when competing areas come under the control of a single person. And we've been amazed at how quickly trust (and productivity) improves when the move is finally made to replace a key player who has done a poor job of building trust inside a group.

Keep an eye on practical issues: How will these valuable changes and initiatives happen? How much of the work

will you do yourself, what will you delegate, and how much will be done in teams? What's a reasonable time frame for getting things done? (Some efforts will probably be ongoing, while others will be more finite.) And keep an eye on the trust recovery mission in its entirety. Very often, such missions suffer from an imbalance of short-term measures at the expense of longer-term efforts. They are also frequently tilted too much in favor of those directly affected at the expense of the broader organization. Looking hard at the plan (and asking one or two people who were not a part of its creation to scrutinize it as well) can save a great deal of time and resources down the road.

Trust within organizations isn't easy to pin down. It's hard to measure, even in a quick-and-dirty way. And suppose you could measure it perfectly—the truth is that no company would ever get a perfect score. Organizations and people are too complicated for that. Nor is it easy to define the trustworthy leader. Some exude emotional intelligence; others appear to be rather boring, extremely consistent bureaucrats. And being human, even the best of them occasionally make mistakes that erode trust. But trust is the crucial ingredient of organizational effectiveness. Building it, maintaining it, and restoring it when it is damaged must be at the top of every chief executive's agenda. 🏢



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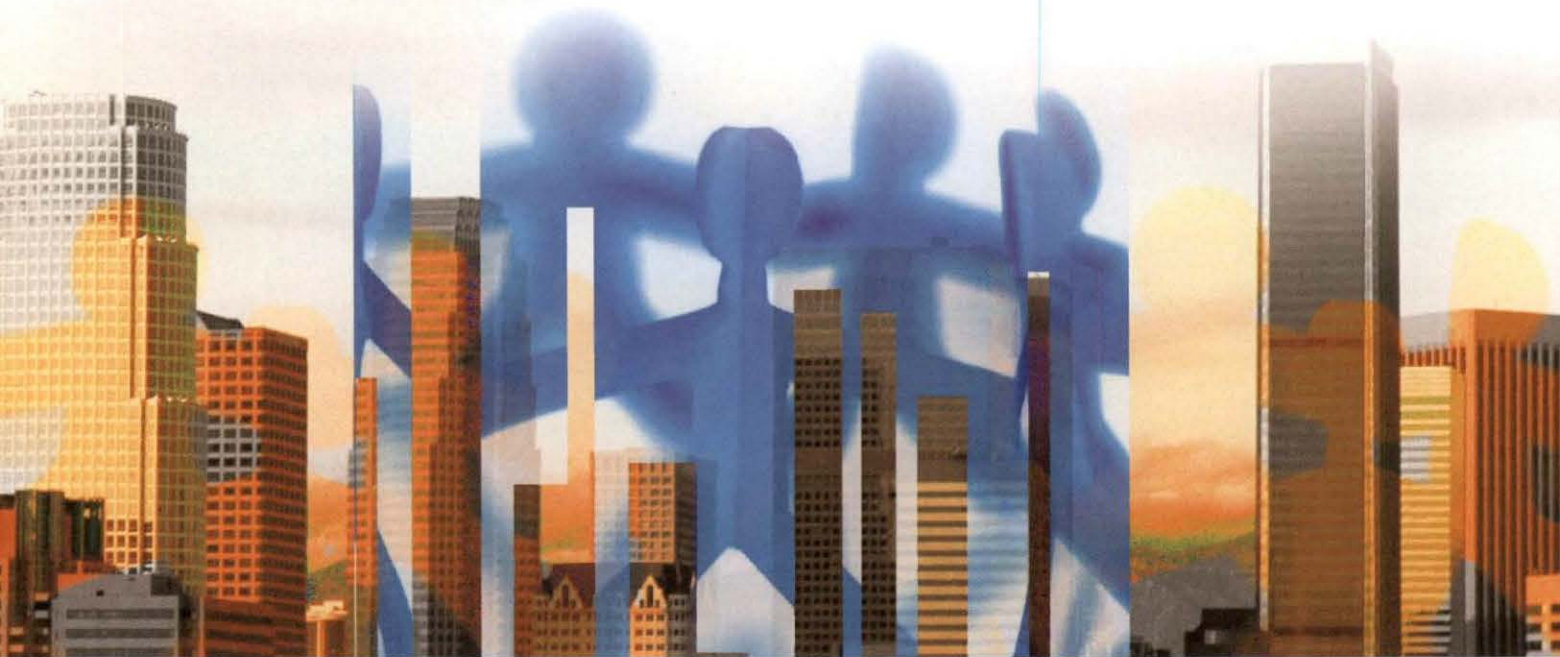
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OUR DIVERSITY



by Philip L. Cox

In the last issue of this publication, I offered a few thoughts about some aspects of diversity that might not immediately come to mind when you think of the topic. Namely, I wrote about nationality and how it relates to APPA's vision of becoming a Global Partner in Learning. I believe we, as an association, must give much greater attention to how we engage and provide services to our members outside North America, if we truly are going to be global partners. I also wrote about employment status as a facet of the diversity discussion. In that context, I was making an argument for greater inclusion of facilities professionals who are not directly employed by a college or university, but are contractors. I believe there is much to be gained by including contracted facilities professionals in APPA; one benefit is that more member institutions could be represented in our association by whomever they choose. At the same time, those of us employed directly by higher education might learn from those with a for-profit perspective.

In this article I would like to comment on a different facet of employment status. I suppose for lack of a better description, I will resort to the use of the word 'rank.' It is easy to fall into the trap of overlooking the hardworking people at the grass roots of our organizations and forgetting to include

them in our planning and decision making. If we are going to strive to become diverse organizations, we need to be able to tap into the great ideas and the opinions of everyone in our units, not just those with high rank. If we are to be truly respectful of all the human beings in our organizations, our respect for them should be demonstrated, it seems to me, by valuing their input and opinions.

I am reminded of a New Years greeting that I just received from an Atlanta, Georgia, architectural firm. A terrific and uplifting card, it contained pictures of happy little kids and several quotes about how to make someone happy. One quote that especially resonated with me was by Beatrice A. Schneider, age 88: "When in close contact to a person, speak even if you have never seen them before. Smile and ask how they are. If they have a child or a teenager with them, be friendly to them. Never look past a person as though they are not worthy of your friendship. Your smile and friendliness may be the nicest thing of their day." I do not know Beatrice, but I recognize her wisdom in describing how we should treat other human beings. Her counsel to "never look past a person as though they are not worthy..." is advice we could all apply toward our frontline staff. Irrespective of one's rank in the organization, everyone is worthy of our respect for their ideas, their feelings, and their contributions toward our missions. Some of the best break-through ideas come from the front line employees—if their input is welcomed.

A final facet of diversity I would like to mention is that of thinking style. Being inclusive also means welcoming the input of those who have differing opinions or ways of think-

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If we really are going to strive to become diverse organizations, we need to figure out how to tap into the great ideas and the opinions of everyone in our units, not just those with high rank.

ing. The old expression, "two heads are better than one" simply recognizes the power of bringing multiple points of view and experience bases together. The wisdom of teams is derived from this collective. Sometimes it is hard to welcome opinions that might be exact opposites of our own, but the results of doing so will almost invariably be better than simply looking to those who think just like we do.

It is no coincidence that APPA's Institute for Facilities Management and Leadership Academy both devote a fair amount of time in acquainting participants with the theory of Myers Briggs Type Indicators (MBTI). MBTI measures our thought processes and preferences for data in several different dimensions. Being aware of our thinking styles and preferences, i.e., our MBTI, work groups can be much more effective. By being deliberate about including input from those of differing MBTIs, these groups can be far better balanced and be more confident that all the angles of a situation have been examined while considering options and alternatives. The same

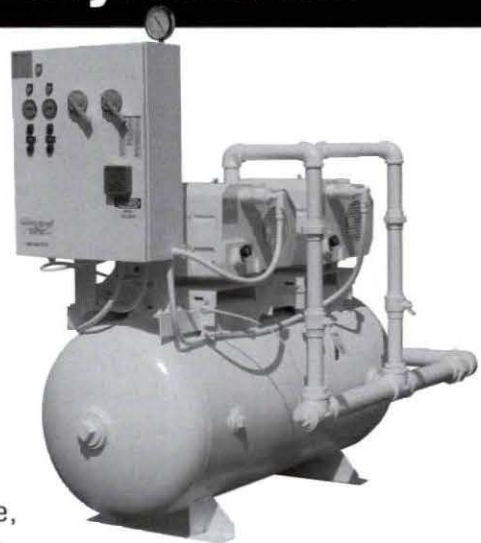
could be said of any group. The more thinking styles and opinions that can be included, the more likely the best result can be expected.

I am reminded of a story my dad tells about a motorist in my hometown who found himself stranded at the edge of town on the grounds of a mental institution. He had been driving through the place and became stranded when, while changing a flat tire, he lost the lug nuts (don't ask me how; it is one of the details in the story long forgotten over the years). As the stranded man was trying to figure out how he was going to find a ride to town to get help, one of the mental patients who had been observing him while on a stroll around the grounds, offered his two cents, "Why don't you take one lug nut off each of the other three wheels and put them on in place of the missing ones. That should be good enough to get you to town to get new lug nuts." And that is exactly what the stranded motorist did. Great ideas can come from the least expected sources. 🏠

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WORKPLACE VIOLENCE

in Higher Education

by Edward D. Rice

In August 1992, on the campus of Concordia University in Montreal, Canada, four employees were killed and one was injured when another employee, Valery Fabrikant, entered their workplace and shot them. Three of the victims were intended targets and the fourth happened to be in the wrong place at the wrong time. Fabrikant was carrying three handguns and a briefcase full of ammunition when he was caught. The university's board of governors ordered an independent review of the incident, which indicated that Fabrikant "exhibited repeated nonconformance to regulations and social norms, impulsive and erratic behavior, irritability and aggressiveness, and a lack of remorse for the implications of his actions." The university had never verified Fabrikant's resume, and there were university documents describing how he had harassed and terrorized administrators and coworkers for years.

In February 1993, a patient at the University of Southern California Hospital critically wounded three doctors. The perpetrator had two handguns, a sawed-off rifle, and a ten-inch knife. Afterwards, doctors working in this environment commented they were not surprised that violence had occurred. However, there were apparently few, if any, security measures in effect at the time. It seems a contradiction that no one was surprised the violence took place and yet there was nothing in place to prevent it.

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On March 9, 1995, in a parking lot at Northwestern University, John Costalupes ambushed his former supervisor, shooting him four times. According to witnesses Costalupes tried to drive over the victim as he left the parking lot. One day after the shooting Costalupes appeared at the dean's office of the University of Minnesota medical school. Confronted by a security guard that had been stationed there because of a fear of such an appearance, Costalupes fled. When caught, he killed himself with his own gun. Costalupes had been fired eight years before by his former supervisor when both were at the University of Minnesota medical school. In 1989, when Costalupes was fired, the current dean of the medical school was working at another university. Sources at the Minnesota campus indicated that Costalupes was a loner and had been fired because he failed to follow instructions. After being fired, Costalupes claimed he was a victim and wrote threatening letters to university officials. No record of any threat could be found in the university police files.

On June 28, 2000, Jian Chen entered the office of his supervisor, Rodger Haggitt, at the University of Washington and closed the door. Witnesses later said they heard loud angry voices and then two popping sounds. Chen had killed Haggitt and then committed suicide. Investigators were looking into reports that prior to the shooting there had been concern by university officials that Chen had purchased a gun.

Despite these examples—or possibly because of them—there is a perception that acts of workplace violence consist primarily of murder. Workplace violence is more complex than an employee suddenly appearing at his or her workplace heavily armed with the intention of killing supervisors or other employees. E. Carll, author of *Violence in Our Lives*, pro-

vides a list of types of workplace violence that includes "threats (letters, faxes, verbal, e-mail, voice mail), vandalism, equipment sabotage, personal conflict (fighting coworkers, punching supervisors, assaults, shootings, stabbings, romantic obsessions with coworkers), family conflict (husband arrives at workplace and attacks his wife and possibly coworkers), hostage taking, suicide, and homicide." To address the need for workplace violence prevention and training, administrators must have an understanding of the breadth of workplace violence.

Defining Violence

A major reason that workplace violence is misunderstood is that there are no standard definitions for it. The following definition is direct and easy to understand, "workplace violence consists of violent acts, including physical assaults and threats of assault, directed toward persons at work or on duty." Violent acts can also be directed against workplace property. This definition may be the most suitable way to identify workplace violence because it refers to violence that occurs either in the workplace or while a victim is at work or on duty.

Becoming Violent

What many people do not understand is that workplace violence is never a sudden event, and anyone can become violent given the right conditions. Workplace violence can begin with an individual becoming stressed due to events happening in their work or at home or a combination of work and home events. This stress can escalate through a series of events that take place in the individual's life. According to C. Labig in *Preventing Violence in the Workplace*, events in the workplace such as "grievance, termination, poor work environment, and downsizing are always stressful for the employees involved and are therefore capable of provoking violence."

Today's stress is about too much information coming from too many sources, coupled with the feeling of loss of control. An example occurred when an aerospace engineer watched, horrified, as two coworkers had to be physically separated during a disagreement over the proper procedure for filing paperwork.

Cycle of Violence

Through 15 years of clinical research, psychologist John Monahan developed a cycle of violence model that explains how an individual can become violent. Monahan's cycle of violence has four stages:

1. The potential for violence can begin when an individual encounters an event that he or she experiences as stressful.
2. The individual involved reacts to this event with certain kinds of thoughts to which she or he is inclined because of her or his personality.
3. The thoughts caused by the reaction to the event lead to emotional responses by the individual.

Workplace violence is more complex than an employee suddenly appearing at his or her workplace heavily armed with the intention of killing supervisors or other employees.

4. The emotional responses in turn determine the behavior that the individual will use to respond to the situation.

The cycle continues as other people in the individual's environment respond to the individual's behavior. The way people respond can either increase or decrease the individual's experience of stress. If the individual's environment increases stress levels, reactive thoughts and emotions are likely to be intensified and lead to escalating behaviors. The individual can reach a point where he/she comes to believe that violence is the only viable solution.

According to Labig, this model fits the available data about individuals who have committed workplace violence. An individual in the cycle of violence is reacting and responding in certain ways. These reactions and responses by the individual are the threats, behaviors, or warning signs that employees can be trained to recognize and report. Once recognized, reported, and investigated, a determination can be made to get the individual help. A workplace violence prevention program that is effective will help the individual and prevent the act of violence. This must happen before the individual reaches the point where he or she believes violence is the only solution. Understanding the cycle of violence model can aid administrators in managing the threat of workplace violence before it becomes an act of violence.

The Workplace

Our workplace is an important part of our lives. Many people spend from 35 to 65 percent of their waking hours at work. We dedicate a great amount of time and energy to our work. Much of the frustration and anger exhibited by potentially violent employees may be attributed to work environment factors. According to M. Kelleher, "The quality of the work environment is a factor that is generally considered after an incident of violence." College and university administrators must understand that a poor work environment can contribute to violence. Work environmental factors to consider include safety and general working conditions, inept or uncaring management, inadequate rewards for work, ineffective training and education programs, and inadequate communication. Administrators of organizations that are good at preventing workplace violence tend to understand the need for a supportive work environment, open communications, and effective training.

Workplace Violence Prevention

An effective workplace violence prevention program must have financial support, employees trained to recognize and report threats or warning signs of potential violence, a staff trained for quick intervention, and open communications across all lines. Braverman, Castrey, Denenberg, and Denenberg explain, "You need to create systems that can detect people who are breaking down under stress and that can deal with them in a way that is fair, legal, and compassionate."

Many campuses already have existing policies and procedures that can be used with a workplace violence prevention program. Examples of policies and procedures that can be an integral part of a prevention program are: the hiring process, counseling for employees, the termination process, safety and security, training, communications, crisis management, and a healthy work environment. K. Wolf developed a model for a workplace violence prevention program that focuses on three activities: pre-incident planning, threat management, and post-incident response. Because each campus is unique, a prevention program such as Wolf's is a guide that can be adopted or tailored to fit the needs of a campus.

Employee training should include security and safety-related topics, and recognizing and reporting threats or warning signs of potentially violent behavior.

Pre-incident Planning

Wolf emphasizes the development of three elements for a prevention program. First a written prevention policy is used to explain to employees what actions will not be tolerated, the disciplinary action that will take place, what to report, and to whom to report it. The second element is a communication structure that informs employees of the policy and how to use it. The third element is training, which prepares employees to recognize threats and take action to prevent incidents of violence.

The most important element of the pre-incident planning is to establish in the policy statement an Incident Management Team (IMT). The IMT is the thread that ties all three elements together; in other words, it takes ownership of the violence prevention program.

Incident Management Team

The IMT is responsible for receiving reports of threats from employees and then investigating the threats. Generally, the IMT is made up of representatives from personnel, security, legal, health and safety, facilities, and the labor union. At smaller campuses the IMT could be made up of representatives from personnel or from other campus areas that can provide beneficial input. In their responsibilities, the IMT members are required to implement and operate the preven-

tion program. These responsibilities make the IMT a key to workplace violence prevention on campus.

If the written policy is the foundation of the prevention program, the IMT is the engine that makes it happen. The IMT is also responsible for developing lines of communication to explain the violence prevention policy to employees and establish the training needs for campus employees. If no one understands the workplace prevention program and how to use it, it will not be used. Training is so vital to all elements of workplace violence prevention that it is discussed on its own merits after this section.

Threat Management

Threat management focuses on the process of workplace violence prevention. In threat management the IMT receives, investigates, and assesses threats reported by employees. The campus point person on threats makes the decision to bring in the IMT to investigate the threat or investigates it internally, or may even allow the department involved to resolve the incident. This points out the uniqueness of each campus and how each campus can adapt a prevention program around its resources.

Assessment

The assessment is critical because the IMT must attempt to determine the risk potential of a threat by an employee. It is the IMT's responsibility to also attempt to discover the stresses affecting the individual. In assessing threats, a crucial aspect is in developing lines of communication with all affected employees. During this period, the IMT will be identifying and establishing contacts with outside resources, i.e., law enforcement, threat assessment professionals, and mental health resources to assist in threat management, assessment, treatment, and developing protective strategies for credible threats. For the workplace violence prevention program to function properly, IMT members must be trained, dedicated, and empowered to do their task.

Post-incident Response

The post-incident response is the crisis management needed after a violent event has occurred, which many campuses already have in place. If campuses do not have a post-incident response they need to develop a written crisis management plan. This plan should identify the resources that will be needed should a violent event occur. The post-incident response includes helping employees understand the psychological impact of a violent event, conducting critical-incident debriefing sessions to facilitate recovery, identifying and referring distressed employees to counseling resources, and helping to re-stabilize the organization.

Training

C. Wilkinson states the case succinctly, "Without training one does not have a full workplace violence prevention program." If the policy and procedures are the foundation and

the IMT the engine, then training is the energy that runs the engine. "The ability to identify those individuals and circumstances that have a high correlation to violence comes only through training," wrote D. Davis in *Threats Pending Fuses Burning*. The tragedy of workplace violence occurs when those warning signs go unrecognized. Managers, supervisors, and employees can be trained to identify and report the warning signs that indicate a potential for violence. Many campuses will already have training programs for communication and stress management in place. Although important, these programs do not relate directly to the workplace violence prevention needs of identifying and reporting threats or warning signs of potential violence. Training can also be used to communicate to employees the consequences of making threats or acting violently. Just by informing employees that this type of behavior is not tolerated will have a positive effect on preventing workplace violence.

Training Needs

Training requires a significant commitment of campus resources and expertise to manage workplace violence and assure a safe work environment. Workplace violence training requires more than just training managers, supervisors, and employees to identify and report the warning signs. The experts generally agree on the value overall of training needs, but each emphasizes his or her own particular area of interest. D. Davis, for instance, believes that "More than mid-level and upper-level managers, first-level supervisors and managers are the ones interacting with employees, customers, and clients on a regular basis"—the rationale being that the first-level supervisors are the ones more likely to notice potential threats of violence before the behavior escalates to dangerous levels.

However, another expert makes an excellent point by emphasizing more training for employees, under the assumption that employees are the eyes and ears of an organization and know what is going on before management does. Employee training should include security and safety-related topics, and recognizing and reporting threats or warning signs of potentially violent behavior. Most employees want to do the right thing and are willing to do what is needed. The participation in a workplace violence prevention program by all employees is vital for a safe workplace environment.

Analysis

In understanding workplace violence, administrators must be aware that violence can strike a college or university campus at any time. Administrators must also understand that the only effective defense against workplace violence is their campus employees. For the employees to be effective requires that the campus have a workplace violence prevention program and workplace violence training to support the program.

There is enough information about the Costalupes case to know that he was fired, he believed he was a victim, he was very angry, and he wrote threatening letters. In addition, we know that he failed to follow instructions and was a loner.

The written threats alone should have been a clear warning sign of the potential for violence. Although he had written threatening letters, there were no records of any such letters. One of the basic rules of workplace violence prevention is to take all threats seriously.

It appears that there were ample warning signs of potential violence. Could this tragedy have been averted if the administrators involved had understood workplace violence and had taken a workplace violence prevention and training course? There are always opportunities for intervention before violence is committed. The key is to recognize the opportunities and intervene quickly and effectively before the violence takes place. The success or failure of violence prevention hinges on suitable actions taken by people in the organization.

The individuals who killed employees in the incidents of campus workplace violence had two things in common. First, they each had reached a point where murder was the only answer to their particular problem. Second, in reaching that point of murder, each of these individuals had performed numerous acts of non-fatal violence. The non-fatal acts of violence took place over a period of one to ten years. There definitely were lost opportunities to stop these individuals long before they reached the point where killing was the only solution. The tragedy is when nothing is done. 🏢

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THE ADA: *what's your plan?*

by Martin L. Brennan, AIA

Title II of the Americans with Disabilities Act (ADA) mandates access to a public facility's programs, activities, and services. As part of the mandate, institutions must develop a *transition plan* that outlines the changes necessary to meet access requirements. Not having a transition plan is indefensible against complaints and hefty fines. No matter what your institution's financial circumstances may be, *there are no acceptable excuses for not having a transition plan.*

Did you ask yourself "What is a transition plan?" or "Do I have a transition plan?" This article discusses how to create a transition plan or how to get your transition plan back on track. (A transition plan should have been completed by July 26, 1992, and the plan's objectives should have been implemented by January 26, 1995.)

How to create your transition plan or get back on track

This section outlines the required contents that you need to create a transition plan or get a transition plan back on track—and overcome continued non-compliance. If you do not have a transition plan you probably haven't documented

the barriers to access and the modifications required for compliance. You need a plan. Start at Step 1.

If you had a transition plan but haven't implemented the solutions, you are behind. Start at Step 3.

Step 1—Document needs

Identify the physical barriers in and around a facility that prohibit access to programs, activities, and services. "Programs, activities, and services" include the functions necessary to fulfill a building's mission. Events or programs that are open to the public must be accessible by persons with disabilities.

Step 2—Document solutions

Define the structural or physical modifications needed to make the facility accessible. Structural modifications include architectural renovations, such as widening a door or constructing a ramp. The modifications must meet the ADA's requirements for new construction and changes cannot force a disabled person to access the building in an unequal manner. For example, if the main entrance does not provide accessibility but the rear entrance does, the rear entrance must be equal to the main entrance and available during operating hours. Also, individual states may have unique or additional requirements.

(See the section titled, Satisfying accessibility requirements, for more information on making programs, activities, and services accessible.)

Martin Brennan is a licensed accessibility specialist and senior facility assessment officer with 3D/International's Facilities Group. He can be reached at assessments@3di.com.

Keep in mind: There are solutions that do not require architectural changes to a facility. For example, the program may be relocated to an accessible area or to another accessible building if it does not segregate persons with disabilities from those without.

Step 3—Prioritize the needs

Assign a priority to each need/solution. (You can get a copy of The Department of Education's checklist of ADA design issues from the U.S. Government Printing Office at 202-512-1800.)

- Priority 1: Parking, loading zones, and exterior route of travel
- Priority 2: Entrances, lobbies, corridors, elevators, and specific rooms or spaces that contain programs, activities, and services including assembly areas, cafeterias, and libraries
- Priority 3: Restrooms, toilets, and shower rooms
- Priority 4: Other access, e.g., drinking fountains and telephones

Step 4—Create a schedule

Create a schedule to correct or remove accessibility barriers. Assign dates to review your progress.

Satisfying accessibility requirements

Title II defines a program or activity as any teaching mission, public lecture or entertainment series, or a social event offered by a public entity. Services include dining, counseling, and other support.

Title II does not require that an entire facility be barrier free as long as access to individual programs, activities, and services is provided. A program, activity, or service may be relocated to an accessible floor or to another location for access. If an institution has several buildings on the same site, all existing buildings may not require accessibility as long as there is overall program accessibility. For example, if freshman English is taught at two locations, only one of the locations must meet compliance requirements.

Undue burden

Occasionally, the modification required to achieve accessibility can be considered "undue burden." Proving undue burden is often the only defense against a complaint or fine. The proof of undue burden is the responsibility of the facility owner. The justification or decision of the "undue burden" must be documented in the transition plan. Undue burden includes, but is not limited to

- *A structural or physical modification that alters a facility's mission*
For example, if a modification impinges on classroom space, the facility may be unable to accommodate all of its students and impair the teaching mission.
- *A structural or physical modification that creates unreasonable financial or administrative liability*

How you spend affects how you defend. For example, if you fund a renovation project but do not allocate a portion of the funds to ADA compliance, you cannot use unreasonable

TITLES OF THE ADA

Title I: Equal Employment Opportunity For Individuals with Disabilities

Title II: Nondiscrimination in State and Local Governments

Title III: Nondiscrimination by Public Accommodations and Commercial Facilities

Title IV: Telecommunications

Title V: Miscellaneous Provisions

financial liability as a defense against an ADA complaint or fine. The ability to fund a renovation project implies the ability to fund ADA compliance. On the other hand, if you repair a critical system outage, the associated expense does not imply the ability to fund ADA compliance and unreasonable financial liability may be used to defend against an ADA complaint or fine.

Who can help?

Trained professionals can help determine a facility's needs and solutions. All architects are not necessarily ADA experts. Look for someone with experience or an ADA certification. ADA offices may also recommend qualified consultants. Contact the ADA Technical Assistance Center at www.adata.org.

Summary of all Title II requirements

The transition plan contains five steps required for complete Title II compliance. While this article provides steps to create a transition plan, Title II includes five steps for complete Title II compliance:

1. Designate a responsible employee

Public entities with over 50 employees must have a designated employee to manage ADA compliance and grievance issues.

2. Provide notice of ADA requirements

All public entities, regardless of size, must provide appropriate notice (to applicants, employees, etc.) of how Title II applies to its programs, activities, and services.

3. Establish a grievance procedure

The procedure provides a resolution process for all ADA-related complaints.

4. Conduct a self-evaluation

Public entities must identify policies or practices that do not comply with Title II and modify the practices to ensure compliance.

5. Create a transition plan

List any barriers, list the necessary modifications, prioritize needs and solutions, and set a schedule. Remember, there's no defense for not having a plan. 🏰



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Another Successful Institute Concludes in Fort Worth

APPA recently concluded the January session of the Institute for Facilities Management, welcoming 122 first-time attendees. The week included not only learning and networking but also enjoying the sights of Fort Worth, including cowboy museums, rodeos, and a visit to Sundance Square with its boutiques, art galleries museums, restaurants, and nightly entertainment. Carter & Burgess, an APPA Business Partner, hosted a tour of the Dallas/Fort Worth International Airport. Carter & Burgess is serving as the program manager for the \$122 million Central Utilities Plant Systems Upgrade project, which is part of the overall \$2.5 billion Capital Development Program taking place at the airport. The project includes the demolition of existing equipment

and the construction of expansion buildings to house new equipment to meet the increased demands for electric power usage, chilled water needs, and heating requirements.

Institute week culminated with graduation ceremonies and the closing banquet. Jay Klingel, dean of operations & maintenance, Mary Vosevich, dean of general administration, and Don Guckert, dean of planning design & construction, congratulated the 58 graduates and reminded them that their very presence was a credit to themselves and their institutions.

Information on the September Institute in Indian Wells, California is on the APPA website—www.appa.org/education/institute.

Voices from Your Colleagues



"The APPA experience exceeds other seminars with its multi-opportunity design of bringing together hundreds of facility professionals for the collaborative exchange of education, networking, testimonials, and finding a better way to navigate through the continued improvements of our individual campuses."

—**Joe W. Musick**, *University of Texas Medical Branch, New Attendee (2003)*

"It hit me sometime between elective classes. Munching on cookies, brownies, and sipping on coffee, I was talking with a fellow Institute classmate. 'How many of these have you been to,' he calmly asks. I stand proud and exclaim, 'This is my third one!!' I am asked, 'What are you going to do after you graduate from the Institute?' YIKES!!!! One more Institute and I will graduate!! NO MORE INSTITUTES??!! No more e-mailing the friends I have made at past Institutes to exchange travel information, hotel accommodations, which core courses we sign up for, etc!!!! No more seeing and visiting with the class presenters that have made such positive impressions on me!!!! No more seeing the APPA staff at the registration/info desk and the bookstore!!!! No more meeting GOOD people from all over the United States (including Hawaii & Alaska), Mexico, and Canada to discuss the different processes/techniques we are using on our respective campuses!!!! Maybe I can flunk and attend the Institute for 20 more years !!?? . . . I know what I'll do so that I can attend future APPA Institutes!! . . . I will work with APPA to become a PRESENTER!! WOW!!!!...!! With the education I have received from

APPA on facilities, processes, ethics, life, etc., I will do my best to "give back" and offer the best form of flattery, which is to pass on what we have learned and experienced!! Thank you APPA for past, present, and future learning opportunities!! I look forward to remaining an active member!!"

—**Dave Willis**, *University of Iowa*

"I see the Institute as a tool that our organization can use to build the synergy we need to provide the best service possible to our customers, to the university and to the community."

—**Mark Goska**, *University of Alabama/Birmingham, New Attendee (2003)*

"[By attending the Institute you can gain] exposure to how other facilities professionals address problems within their organizations. Exposure to all areas of facilities is critical to all facilities managers and APPA does this very well."

—**Mark Miller**, *University of Rochester, Graduate (2003)*

"The courses have given some framework for new ideas in which to take back to my campus."

—**Scott Rhodes**, *Washington and Lee University, New Attendee (2003)*

Text: Deirdre Bourke and Suzanne Healy
 Photos: Rhonda Hole

Please Understand Me!

by James E. Christenson

Do not judge any man until you have walked two moons in his moccasins.

—Native American saying

When I was in the Republic of Vietnam nearly 40 years ago, a U.S. Air Force captain showed me his "General's Notebook." My friend was making notes on his reactions to the words and actions of his superiors. It didn't matter whether he was pleased or disappointed by his superiors. He recorded it all in his notebook. You see, he intended to be a general someday. And he wanted to be the best general he could be.

In November of 1959, John Howard Griffin, the Caucasian novelist, underwent medical treatments to change his skin color to black. For more than five weeks he walked, hitchhiked, and rode buses through the Deep South in an attempt to understand what it would be like to be African-American at that time in that region. His book, *Black Like Me*, documents what he experienced and how he reacted during those days and in the months that followed.

The booklet *Walk Awhile in My Shoes* by Eric Harvey and Steve Ventura can be read from the front or, when flipped, from the back. In one case, the words are from a manager to an employee; in the other, it is the employee speaking to his manager. Both hope the other will learn what it is like to walk in their shoes. The message on each page of the center spread is the same: "With more understand-



ing we can meet in the middle and walk the rest of the way together."

Tom Peters, co-author of *A Passion for Excellence* and *In Search of Excellence*, advocated management by wandering around (MBWA). He found that this practice paid enormous dividends for those executives who practiced it.

Listening is only useful, however, if the person talking trusts the listener.

Kenneth Blanchard and Spencer Johnson, authors of *The One Minute Manager*, had this advice for leaders and managers: Sneak around the workplace so you can catch people doing something right. Then praise them.

There is a common thread here. It must be an important one, since so many speak with one voice. Stephen Covey, author of *The Seven Habits of Highly Effective People*, sums it up in his fifth "habit" where he urges us to

"Seek first to understand...then to be understood." We talk endlessly about serving our customers well, supporting the mission of the institution, supporting the facilities people on the front line, and making sure our suppliers serve us well. How can the leaders of the organization know what actions contribute to those objectives? Perhaps the answer lies in seeking first to understand. Or, to use the medical profession's advice, don't prescribe until you've diagnosed.

The Application

We cannot understand fully what is needed until we experience what our customer, president, staff member, or supplier experiences. But we can come close if we really try to understand the forces that person or group faces, their environment, and the resources they have to work with. In most cases, this must start with listening. Listening is only useful, however, if the person talking trusts the listener. If the talker is a front-line employee, he or she will not say anything that will aid understanding if the leader has a reputation for "killing the messenger"—or for lesser degrees of injury or humiliation. The leader must establish a reputation for empathetic, respectful, and, as necessary, confidential listening, acting on good ideas whatever the source, risk tolerance, and walking the talk.

Empathy implies that one is able to (and does) vicariously experience the feelings and thoughts of another. Have you ever really stepped outside your leadership role far enough to see and hear your grand pronouncements as a custodian, carpenter, or boiler operator might perceive them? Or, if you were in their shoes, how would you react when the chief facilities officer talks about downsizing, reengineering, or restructuring? How much would

Jim Christenson is an APPA member emeritus and can be reached at jchrste@jackelec.com.

the productivity of employees improve when they are told that there "are going to be big changes around here" but not told much about what the changes are or why they are being made? If you have established credibility with the members of your organization, it is an eye-opener to ask some of them with the most longevity what they think of the plan you worked on until 1:00 a.m. every night for the past week. Their words may hurt your ego. But if you understand their reaction and add that to your reservoir of acquired wisdom, it may greatly help the organization.

Everyone wants to be treated as a person with value—a person worthy of respect. There is an amazing variety of ways to show disrespect—to "dis" members of your staff. These include making promises that are not kept; showing or implying that you don't trust them; micromanaging; telling them what's good for them; and failing to consult with them on issues where their views can make their work environment better.

Are you willing to try the good ideas of your staff? Or are you too comfortable with "the way it has always been done?" A successful leader is willing to take risks to improve organizational performance. In fact, "risk-adverse leader" is an oxymoron.

Much has been said about "walking the talk" or "practicing what we preach." As leaders you know that all eyes are on you. You may have very good reasons for doing something that is contrary to your expectations of others. But these reasons will never see the light of day. The deed will not only be fully reported. It will take on the form of a legend with interesting additions. Walking the talk is one way to show loyalty to your staff and is essential to your credibility.

Much of this applies to customers, to the administration, and to suppliers. The better you understand their environment, the better you can serve them and the better they can support

We cannot understand fully what is needed until we experience what our customer, president, staff member, or supplier experiences.

you when needed. Here, too, understanding blossoms best after credibility has been established by keeping promises, being trustworthy, and showing respect. These are character traits that we should continuously cultivate. If we have done that, we have made a great start on progressively increasing our understanding of our stakeholders. That, in turn, helps us lead more wisely. 🏢

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A Noble Profession

by Matt Adams, P.E.

How often are you asked about your work, your profession? It's a common question for most of us. Despite generations of people trying to find themselves, we still identify people with what they do at work or to "make a living." I also get asked about my work and I am always tongue-tied trying to explain with select words the complex educational facilities business. Puzzled, my audience asks a few more probing

Matt Adams is president of The Adams Consulting Group, Atlanta, Georgia. He can be reached at matt@adams-grp.com.

questions. Finally, I tell them that I work for Physical Plant Maintenance Departments and the light immediately goes on! Why didn't I say that to begin with? Everyone knows what physical plants do. It's a profession found in every part of our society and universally recognized. Ask your neighbor what jobs can be found at a university or school district and they'll say, "President (Principal), students, faculty (teachers), and the maintenance people." How many people really know what a Bursar or Provost is anyway? The fact is, everyone knows that maintenance people are central to the mission of education. Everyone knows that main-

tenance people are the silent partners that keep the facility running. Maintenance people are the selfless souls who work not for big money or recognition, but for the most noble of causes—service to a larger community.

The joke among physical plant staff always has been that people only call or write letters when something goes wrong. Too bad, it's often true. However, this is not what drives the plant crew. When a job is done well, you really don't need others to tell you so. You know that you did it right. This is how it works in maintenance.

On the other hand, there really is appreciation out there among the students and staff supported by the maintenance crew. When asked directly, the remarks are short and sweet: "I know that they are short staffed, but they always make the effort to help us," "When we have an emergency, I can count on their help quickly," "They always try to work with us," or "They always do very good work." Plant customer compliments have a common theme wherever you go—the plant staff does what it takes to get the job done. Plant departments have a very strong esprit de corps that enables them to rally for emergencies, special events, or simple peaks and valleys in workload.

Education is a costly endeavor. Every department gets its budget scrutinized and the maintenance department is always given that "extra" look. However, the service load for the typical physical plant continues to rise, while the budget allocation per square foot continues to decline. The math is simple: plant staff continue to do more with less.

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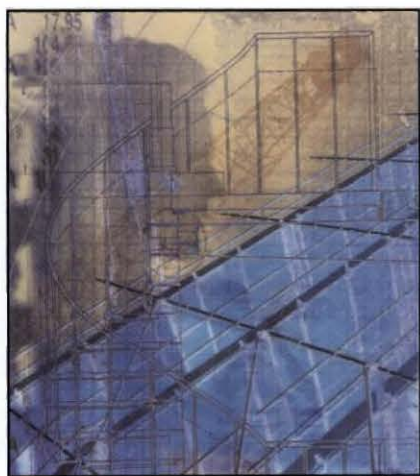
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physical plant budget, the department often manages special events, motor pool, class/lab equipment maintenance, engineering, a myriad of unbudgeted "special" projects, and the high expectations for "goodwill" services—the support work that is not maintenance but absolutely expected by the customers. Some departments have the maintenance activities for other auxiliaries and even satellite sites. These extra responsibilities may or may not come with proportional budget increases. The problem is that physical plant wants to serve and do the best it can do. This makes it very



difficult for staff to say no to any campus or school district customer. More work gets heaped on. This reality brings to mind that old expression—"If you want something to get done, find the busiest person around and give it to them to do." This is how many maintenance departments get so busy.

Finally, there is the integrity of our work place today. Corporate America seems to be losing some ethical standard in recent years. Even our friends and family report of crime and dismissals within their workplaces. I am very thankful that we have very little ethical abuse in our industry. In my years of visiting and associating with Physical Plants, I can remember so few occurrences of illegal or unethical behavior. It really is inconsistent with the caliber of people that work for in this profession. If you show me

Maintenance people are the selfless souls who work not for big money or recognition, but for the most noble of causes—service to a larger community.

a man or woman who has served a university or school district in a physical plant for long hours, over many dedicated years, with below-average pay, and few pats on the back—I'll show you someone who would never consider taking from the educational institution that they serve. These are 'salt of the earth' people that work in a noble profession. 🏢

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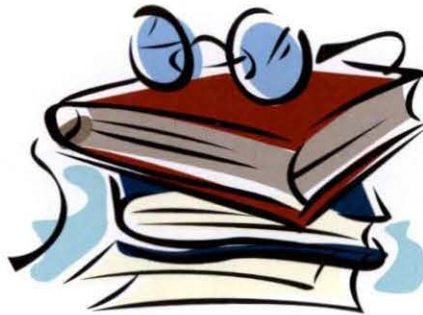
Book Review Editor: Theodore J. Weidner, Ph.D., P.E., AIA

It is always a pleasure to see a fellow APPA member stick his or her neck out and author a book that is of value to the industry; that is the case with a co-author, Richard Payant, of the first book reviewed this month. Congratulations, Richard! If you are not into the challenge of writing a book but would like to assist with book review opportunities, e-mail me either a review or expression of interest.

Facility Inspection Field Manual: A Complete Condition Assessment Guide, by Bernard T. Lewis and Richard P. Payant, New York: McGraw-Hill, 2001. 339 pages, softbound.

This book is informative and convenient. It presents the importance of inspection, data organization, and data maintenance. These subjects are of great value to any supervisor, manager, or director in this increasingly complex field; I have previously written about the importance of data and the use of technology to help facility officers do their jobs up to and beyond the expectations of others. While these points are made in the manual, they do not come at the expense of something that all facility officers need, a detailed checklist of components to inspect.

Ted Weidner is president of Facility Asset Consulting, Amherst, Massachusetts. He can be reached at tweidner@charter.net.



The strength of this manual is the detail presented in Parts 2 through 4 where the authors provide an extensive list of building components to inspect. Characteristics for each building component are listed and from this list the inspectors can assess the condition of the facility being inspected. Not only do they provide an extensive list of traditional building components, they also present information on support infrastructure, underground tanks, distribution piping and conduits, pavement, and grounds. Reference material may be available on these non-building components but usually not in the same manual as building information, making this manual automatically more valuable for educational facilities officers who are usually responsible for both non-building and building components.

In addition to the detailed information presented in the major parts of the manual, there is also an extensive appendix with suggested useful life values, electrical and mechanical design formulas, conversion factors, and rules of thumb. These nuggets of information can be found in a number of sources but having them presented in one publication increases the value of the manual and helps make it the

first book you would reach for; if you are building a library, make it one of the must-haves.

As it is stated several places in the text, *Facility Inspection Field Manual* is not a substitute for professional or technical expertise. It is, however, an excellent tool to help a more generally focused facility officer periodically dig into specific details. With these details, sometimes presented through the rules of thumb, a facility officer will be better prepared to interact knowledgeably with design consultants or researchers when facility plans are being discussed. This manual is too informative and affordable to ignore, and I recommend it highly.

The Customer Revolution, by Patricia B. Seybold, New York: Crown Business, 2001. 382 pages, hardbound.

This book, by an e-business consultant, focuses on the power customers have recently acquired through Internet sites like eBay, AOL, and Amazon. *Customer Revolution* does what so many other e-business books have done lately; it discusses and describes how business relationships have changed in the last four years through the use of the Internet. These changes are good for business as well as for the customer. There are other books that have been reviewed previously in this column that pointed out similar things; this book is different.

The book opens with examples showing how customers have taken control of not just the deal, but the supply chain; look at eBay. In response, successful businesses such

as AOL and Amazon have started to look at their customers in greater depth. Starting with those two points, there are parallels in the higher education facilities business. We struggle to deal with customers on campus who regularly challenge service delivery time, quality, and costs; this is true for large research institutions as well as small, private, liberal arts colleges. However, we have an advantage in that our faculty customers stay with us for many years with our students staying around for about four years. So we have similar opportunities to develop close ties while still allowing some customer control of the overall transaction.

At this point in the book the author introduces the "Customer Flight Deck," a set of tools to measure customer numbers, retention, experience, and spending through navigation, performance, operations, and environment indicators. Those of us in the outsource corner recognize the importance of customer retention and

spending but might miss the significance of customer numbers or experience. There are also the usual recommendations for great customer service; in this case the author lists eight steps. Each step profiles a company that excels at the activity as well as examples of the flight deck indicators. I like the example-based approach and will develop my own flight deck by making modifications from the examples presented here.

While the focus of the book is better suited for the for-profit sector, recent changes in the nonprofit arena, whether private or public, are forcing us to think of different ways to work with and measure our relationships with our customers. Our customers are experiencing control elsewhere in their lives (if not designing it for some future e-business) and we need to respond to survive. If you are interested in looking at other methods to measure customer relationships and get to know them better, take a look at *Customer Revolution*. 🏠

I am interested in finding a volunteer

to review the APPA book, *Maintenance Staffing Guidelines* (MSG). MSG has been available for almost a year but there has been very little feedback about it. APPA's members would benefit from a review of this book published in this column; in addition, opinions or feedback will give guidance to future revisions of the guideline. If you are interested, please contact me; it is a great way to obtain a valuable book at a very favorable price (free).

Ted Weidner

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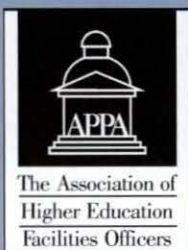
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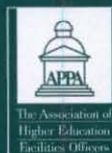
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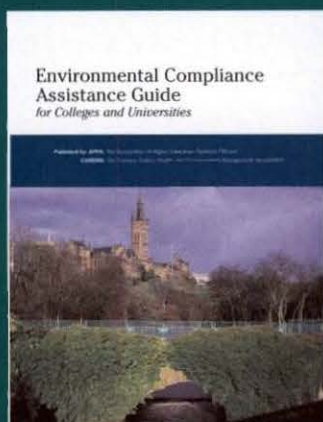
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Environmental Compliance Assistance Guide

for Colleges and Universities



A Joint Publication from APPA:
The Association of Higher Education
Facilities Officers (APHA) and
The Campus Safety, Health and
Environmental Management Association



The idea behind the partnership of APPA and CSHEMA was to produce a guide that would assist colleges and universities in meeting the basic requirements of the environmental regulations. The *Environmental Compliance Guide* accomplishes this and much more!

The *Environmental Compliance Guide* will provide you with a basic understanding of the various obligations that the body of environmental law imposes on campuses and help you develop compliance plans for your campus.

In today's environment, colleges and universities seeking to meet the legal requirements from EPA must realize that the body of environmental laws is much broader than simply the disposal of chemicals or running an asbestos abatement program. Schools that meet the requirements set by the EPA or by state regulators are not simply doing one or two things right—they're doing everything right! Environmental compliance is constantly changing—with new laws, rules, and initiatives passed frequently and innovations being developed as everyone seeks more efficient methods for compliance. Institutions must constantly remake, expand, and improve their environmental programs. This guide will show you the way.

Environmental Compliance Guide for Colleges and Universities contains:

- A narrative chapter explaining the effective elements of an environmental management program and how implementing these elements may reduce the potential of an EPA inspection on your campus.
- Abstracts of programs derived from eight environmental statutes that were recently the focus of EPA inspections on campuses.
- An easy-to-read matrix highlighting areas of potential regulatory concern on your campus, in the areas of Academics, Student Activities, Operations, Maintenance, or Utilities.
- The inclusive Resources section gives key links to EPA documents that describe regulatory standards and provide assistance with them, as well as Web addresses for everything you ever need to know about compliance.

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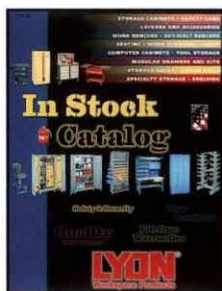
New Products

New Products listings are provided by the manufacturers and suppliers and are selected by the editors for variety and innovation. For more information or to submit a New Products listing, contact Gerry Van Treeck, Achieve Communications, 3221 Prestwick Lane, Northbrook, IL 60062; phone 847-562-8633; e-mail gvtgvt@earthlink.net.

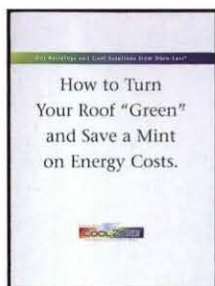
Bison Inc. announces the launch of a new line of soccer goals. These new goals are available as aluminum portables or in steel with permanent or semi-permanent mounting. There are five popular sizes of goals for all ages and levels of competition. During the introductory period, every Bison goal package includes a free high-tenacity net, net attachment kit, net storage bag, safety corner post padding, and premium auger-style safety hold downs. For additional details, call Bison Inc. at 800-247-7668.



Lyon Workspace Products introduces a new condensed catalog featuring products that are in stock and available for immediate shipment from all Lyon distribution centers. The full-color catalog displays all-welded storage cabinets, lockers, ergonomic seating, shop furniture, tool storage, modular drawer cabinets, shelving, and storage racks. All are pictured in the catalog and described in detail with many offering a wide range of sizes and configurations to meet specific use requirements. For more information, call Lyon Workplace Products at 800-323-0096.



Duro-Last Roofing, Inc. offers a new 12-page, full-color brochure introducing a new roofing product. Duro-Last Cool Zone is a durable, virtually maintenance-free roof and is a cost-effective solution for reducing facility energy costs by as much as 40 percent. Based on the company's well established, white, thermoplastic, PVC single-ply roofing system, the new Duro-Last Cool Zone system is recognized by EPA's Energy Star Roof Products Program. For complete details, call Duro-Last Roofing, Inc. at 800-248-0280.




Jeron Electronic Systems, Inc., announces the new Spectrum 520 School Intercom System. UL listed, the Spectrum 520 is used for internal voice communications and fully meets the needs of any K-12 or higher educational facility.

Spectrum 520 offers several key features that address the communication and safety needs of today's educational facility: classroom-to-administration intercom, class change/warning tone signal, multi-zone paging, and emergency call. For further information, call Jeron Electronic Systems, Inc. at 800-621-1903.



FINN Corporation gets you ready for the spring growing season with the FINN Additive System. This system creates the ideal grass growing environment in a single-step process, even under the most adverse conditions. Designed exclusively for the FINN HydroSeeder lawn seeding machines, the FINN Additive System enhances Hydroseeder results by providing more uniform germination, superior root establishment, and better erosion control. The FINN Additive System is available in a variety of custom blends for successful lawn seeding under almost any conditions. For additional information, call FINN Corporation 800-543-7166.



W.A. Schmidt, Inc. presents its Wire Wall partitions that offer an unlimited range of uses including theft deterrence in the vending, inventory, and storage area facilities. The wire mesh panels are installed using common hand tools and create a secure enclosure that helps prevent theft in many commonly accessible areas. Optional sizes of wire mesh in a variety of weights are available to meet customer's needs. Ceilings can be attached for additional protection. Stock doors can also be modified with exit alarm locks, electro-magnetic interlocks, and pushbutton combination locks. For more details, call W.A. Schmidt, Inc. at 800-523-6719. 



Coming Events

APPA Events

For more information on APPA seminars and programs, visit our website's interactive calendar of events at www.appa.org/education.

Jun 8-12—Professional Leadership Academy.

Rancho Mirage, CA.

Jul 27-29—Educational Facilities Leadership Forum.

Nashville, TN; co-located with NACUBO.

Sep 14-18—Institute for Facilities Management.

Indian Wells, CA.

APPA Regional Meetings

Sep 17-20—RMA Regional Meeting.

Sedona, AZ. Contact Polly Pinney, 480-965-6106 or polly.pinney@asu.edu.

Sep 27-Oct 1—MAPPA Regional Meeting.

St. Louis, MO. Contact Robert Washburn, 618-650-8560 or rwashbu@siue.edu.

Sep 27-Oct 1—PCAPPA Regional Meeting.

Portland, OR. Contact Townsend Angell, 503-777-7763 or townsend.angell@reed.edu.

Sep 27-Oct 3—ERAPPA Regional Meeting.

Philadelphia, PA. Contact Fred Long, 215-951-1315 or long@lasalle.edu.

Sep 28-Oct 1—AAPPA Regional Meeting.

Adelaide, Australia. Contact Brian Phillips, 61-08-8302-1648 or brian.phillips@unisa.edu.au.

Oct 10-14—CAPPA Regional Meeting.

Corpus Christi, TX. Contact Ron Smith, 361-825-2422 or ronsmith@falcon.tamucc.edu.

Oct 11-14—SRAPPA Regional Meeting.

Morgantown, West Virginia. Contact Lee Comer, 304-293-2330 or lcomer2@wvu.edu.

Other Events

April 11-13—Beyond Compliance—

Campus Greening Through Stewardship. College Park, MD. Contact Jeanette Cartron 301-405-3960.

Apr 27-30—TAPPA Meeting.

Arlington, TX. Contact Miles Abernathy 512-471-1600 or e-mail: miles@mail.utexas.edu.

April 27-30—ACUTA Spring Seminars.

Norfolk, VA. Visit www.acuta.org for more information.

May 11-13—IFMA's World

Workplace Europe. Prague, Czech Republic. Contact IFMA European Bureau 32-2-645-2672, europe@ifma.org.

May 14—Maximizing Human

Potential. Audio Conference-10:00-11:00 a.m. Central. Contact lalande@uthscsa.edu or call 800-982-8868.

May 15-16—Second Global Project

Superconference. London, England. Contact Customer Service 866-587-7280, www.andrewsconferences.com/glance/05-15-03.html.

June 11—Bloodborne Pathogens.

Audio Conference-10:00-11:00 a.m. Central. Contact lalande@uthscsa.edu or call 800-982-8868.

Jun 22-24—IDEA 94th Annual

Conference. Philadelphia, PA. Contact www.districtenergy.org or 508-366-9339 for more information.

Jul 9—Latex Update! Allergy or Not?

Audio Conference-10:00-11:00 a.m. Central. Contact lalande@uthscsa.edu or call 800-982-8868.

Jul 21-27—NCSL 2003 Annual

Meeting. San Francisco, CA. Call 303-830-2200.

Aug 5-8—National Collegiate

CADD Conference. University of Maryland, College Park, MD. Contact Charles Bowler 301-405-0008, cbowler@wam.umd.edu or visit www.nccconf.org.

Aug 13—Fighting Absenteeism.

Audio Conference-10:00-11:00 a.m. Central. Contact lalande@uthscsa.edu or call 800-982-8868.

Sep 10—TB & HIV Information

for Custodial Workers. Audio Conference-10:00-11:00 a.m. Central. Contact lalande@uthscsa.edu or call 800-982-8868.

Sep 13-19—National Association

of Elevator Contractors 54th Annual Convention & Exposition. Orlando, FL. Contact NAEC 770-760-9660, www.naec.org.

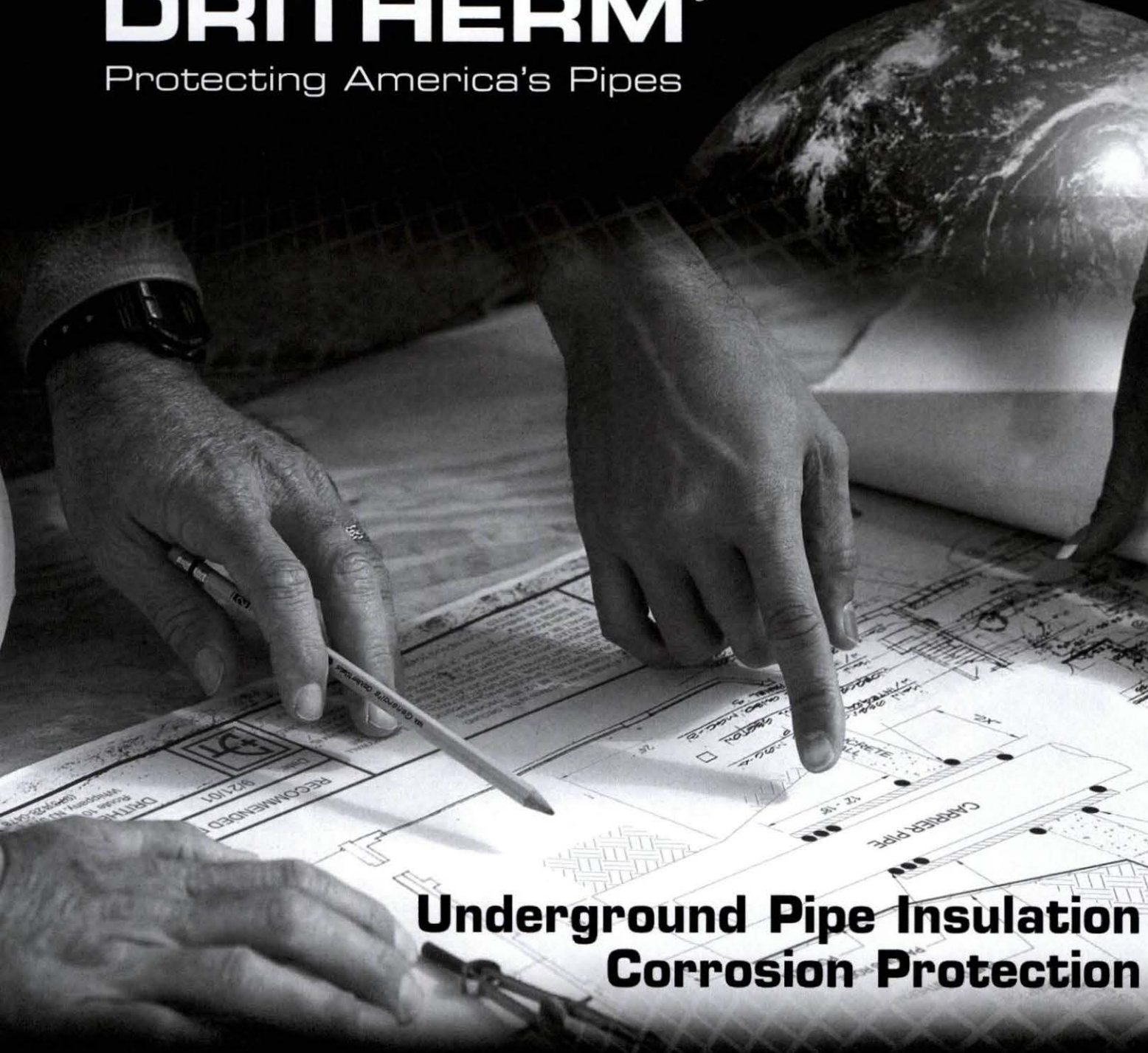
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