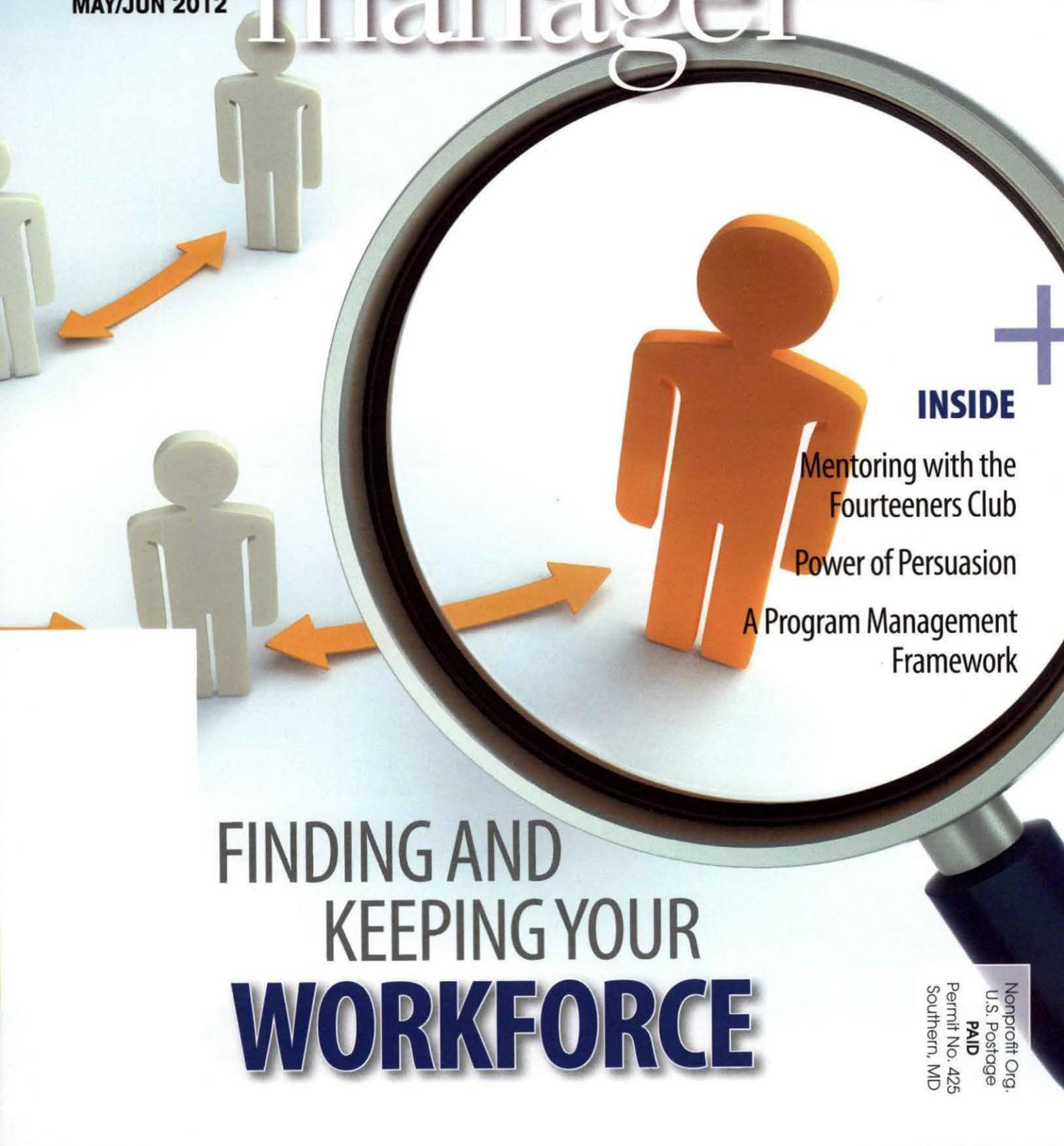


PUBLISHED BY APPA 

FACILITIES manager

MAY/JUN 2012



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Mentoring with the
Fourteeners Club

Power of Persuasion

A Program Management
Framework

FINDING AND KEEPING YOUR WORKFORCE

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FINDING AND KEEPING YOUR **WORKFORCE**

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Score a Facilities Hat Trick

By Darcy Loy

Finding comparable attributes between an ice hockey team and facilities management organizations can be a bit of a stretch. But if you are open-minded, you will find there are some distinct similarities that can be used to hire, train, and keep your team.

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The APPA Journey and RMA Fourteeners Club

By John P. Morris, P.E.

The APPA journey represents a continuum through one's career in educational facilities management. To complement this journey, the Rocky Mountain region of APPA has developed a mentoring program called the Fourteeners Club.

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Power of Persuasion: Becoming an Influencer

By William C. Johnson and Norman Young

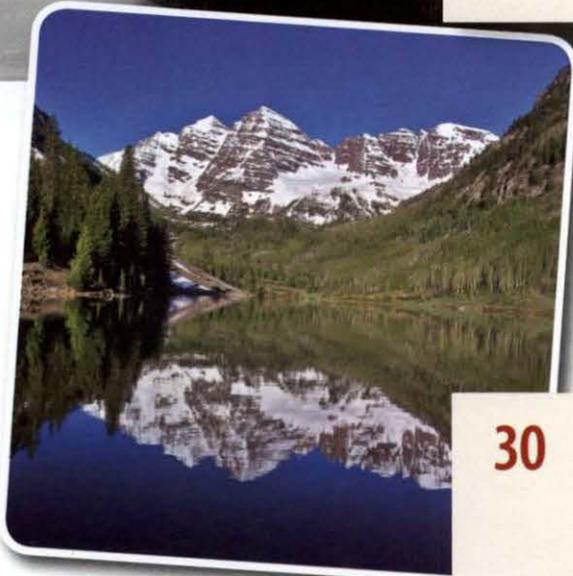
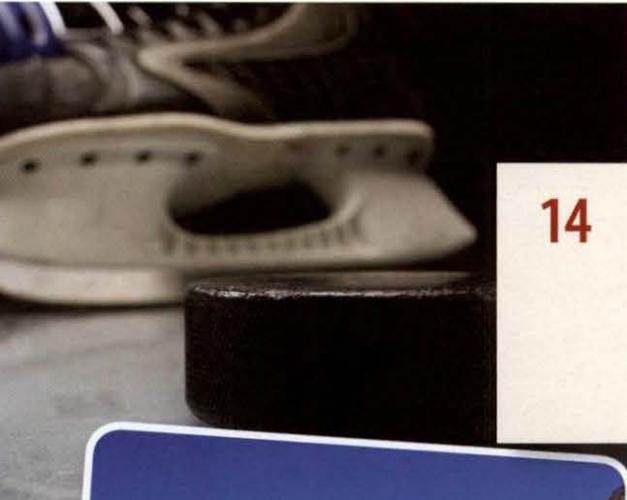
The ability to effectively communicate an idea is as important as the idea itself. Becoming a powerful influencer and sharpening your skills of persuasion will prove to be a fundamental and foundational element in building a successful career.

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A Program Management Framework for Facilities Leaders

By Dan King, P.E.

The need for senior facilities officers to manage a large program of diverse projects is a critical and ongoing requirement for most facility organizations.



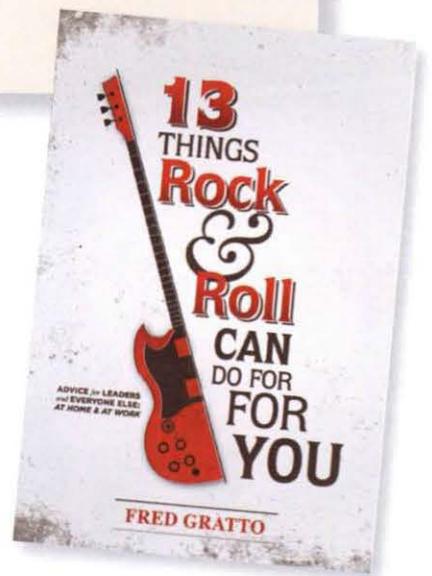


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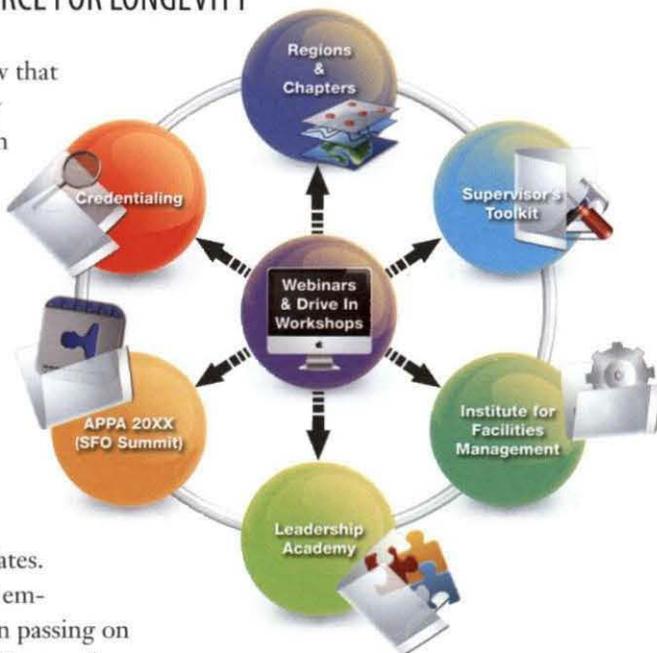
TRAINING YOUR WORKFORCE FOR LONGEVITY

Despite surveys that show that facilities employees generally stay at their institutions much longer than staff in other industries, it is nonetheless a constant struggle for campus facilities administrators to find the right employee for the available position, and then to retain them most productively and effectively.

Many campuses may have open positions but a limited local pool of qualified candidates. Others may have entrenched employees who stay forever, even passing on their jobs (and their work habits, good or ill) to their offspring. Can we train our staffs to be better, more qualified employees who understand their roles and responsibilities in supporting the institution's mission and goals? And when it gets right down to it, how much are we willing to invest in our employees' future and professional development?

At this point I need to quote from Glenn Smith, APPA's current Vice President for Professional Development and newly elected President-Elect for 2012-13; he's speaking in the 2010-11 APPA Annual Report of a condition not unlike the deferred maintenance of buildings. "There is a similar condition that afflicts our people. It's called *deferred professional development* and it results in malaise, lack of motivation, antiquated leadership styles, and an innovation-killing, 'because we've always done it that way' attitude." Glenn's proposed remedy comes in the form of APPA's Professional Development Continuum.

Continues Glenn, "The Professional Development Continuum provides a carefully structured roadmap of educational opportunities for all our facilities professionals, and is designed to not just



fight the symptoms of deferred professional development, but to outfit our people with the tools, skills, concepts, and strategies that keep us ahead of the curve and positioned to truly create a more dynamic future for our institutions and organizations."

Shown above is the APPA Professional Development Continuum upon which and through you and your staff can create a journey of discovery, learning, advancement, and achievement. It is lifelong learning at its best. ☺

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About APPA

APPA promotes leadership in educational facilities for professionals seeking to build their careers, transform their institutions, and elevate the value and recognition of facilities in education. APPA provides members the opportunity to explore trends, issues, and best practices in educational facilities through research, publications, professional development, and credentialing. Formerly the Association of Physical Plant Administrators, APPA is the association of choice for 5,200 educational facilities professionals at more than 1,500 learning institutions throughout the United States, Canada, and abroad. For more information, visit us at www.appa.org.

facilities digest

By Anita Dosik



2012-2013 OFFICERS

We are pleased to present the newly elected officers for APPA's 2012-2013 administrative year:

PRESIDENT-ELECT:

- Glenn Smith
Bryn Mawr College

VICE PRESIDENT FOR INFORMATION AND RESEARCH:

- Jeri Ripley King
University of Iowa

VICE PRESIDENT FOR PROFESSIONAL DEVELOPMENT:

- Robyn Pierce
Portland State University

The successful candidates will take office at the APPA 2012 conference in Denver, Colorado in July 2012.

Many thanks to the Tally Committee for counting and verifying the votes:

- H. Allen Stearns, *Chair*, member emeritus
- Allan D. Guggolz, member emeritus
- Michael R. League, member emeritus

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and Exhibition*

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APPA 2012 is the premier event for the facilities professionals ... the ultimate networking and learning experience for facilities officers, directors, and management personnel at every level, and from around the world.

At APPA 2012, we will explore the latest trends, challenges, and solutions facing facilities organizations within colleges and universities, K-12 private academies and public school systems, libraries, museums, and other institutions of learning.

Enjoy over 40 conference sessions with diverse perspectives from today's leading facilities officers, campus administrators, college presidents, students, and education experts who are shaping and influencing the direction of the education and the campus facilities environment.

For the latest on APPA 2012, visit us at www.appa.org/training/APPA2012/index.cfm.

RENEW YOUR APPA MEMBERSHIP TODAY

The APPA 2012-13 fiscal year began on April 1, 2012, and runs through March 31, 2013. Renewal notices were mailed to all member institution primary representatives. You may pay online and manage your membership by logging into myAPPA page, or pay by check via mail.

THANK YOU to those who have already renewed your APPA membership. Watch for invoices and please pay promptly in order to retain the many benefits of membership, including discounted pricing on publications and training, the bimonthly *Facilities Manager* magazine, opportunities to network with your peers, and a chance to be part of the Facilities Performance Indicators program, critical to gaining a comprehensive perspective on the factors driving operational success.



PROFESSIONAL GROUNDS MANAGEMENT SOCIETY LOOKING FOR BEST MANAGED LANDSCAPES

The Professional Grounds Management Society (PGMS) is searching for the best managed landscapes and is now accepting entries for its acclaimed Green Star Awards Program. The deadline for entries is Friday, August 3, 2012.

This exclusive program brings national recognition to grounds management programs, managers and crews responsible for landscapes that exhibit a high degree of excellence in certain areas including sustainability practices and policies, turf management, landscape design, and more.

There will be 15 entry categories and three classes of awards: Grand Awards, Honor Awards and Merit Awards. Each winning entry will be recognized at the 2012 Awards Banquet in Louisville, Kentucky as part of the annual School of Grounds Management & GIE+EXPO set to take place October 24-27, 2012.

An official entry form for this year's contest and other details can be found at <http://www.pgms.org/greenstars.htm>.

ACCESS APPA'S JOB EXPRESS TO FIND THE JOB OR CANDIDATE YOU NEED

APPA's Job Express is APPA's popular Web-based career development site for educational facilities professionals and their employers. Looking for a new employment opportunity? Scan Job Express for the latest job openings to advance your career goals. Are you an employer seeking to post a position? Ensure your job announcement reaches the most qualified educational facilities professionals by visiting www.appa.org/JobExpress/advertise.cfm.



Jul 16 APPA SFO Summit, *Denver, CO*

Jul 17-19 APPA 2012 Annual Conference, *Denver, CO*

Jul 20 EFP Prep Course, *Denver, CO*

Sep 23-27 APPA U: Institute & Leadership Academy, *Vancouver, BC, Canada*

Jan 13-17, 2013 APPA U: Institute for Facilities Management & Leadership Academy, *Tampa, FL*

REGION/CHAPTER EVENTS

May 24 DFWAPPA 2012 Annual Meeting, *Fort Worth, TX*

May 26-30 GAPPA 2012 Annual Meeting, *Jekyll Island, GA*

Jun 4-7 OAPPA 2012 Annual Conference, *Sudbury, ON, Canada*

Jun 4-8 APPA/SRAPPA Supervisor's Toolkit, *Loudoun County, VA*

Jul 17-19 PCAPPA 2012 Annual Conference, *Denver, CO*

Sep 16-19 RMA 2012 Annual Conference, *Sheridan, WY*

Sep 30-Oct 2 ERAPPA 2012 Annual Conference, *Philadelphia, PA*

Oct 13-17 MAPPA 2012 Annual Conference, *Minneapolis, MN*

Oct 14-16 SRAPPA 2012 Annual Conference, *Lexington, VA*

Oct 14-17 CAPP 2012 Annual Conference, *Dallas-Fort Worth, TX*

OTHER EVENTS

June 20-23 15th Annual Snow & Ice Symposium, *Buffalo, NY*

Jul 9-12 NAEP Facilities Institute, *Houston, TX*

Aug 3 PGMS Green Star Awards Deadline

Oct 24-27 PGMS School Grounds Management & GIE+EXPO, *Louisville, KY*

For more information or to submit your organization's event, visit www.appa.org/calendar.

APPA'S LATEST FACILITIES PERFORMANCE INDICATORS REPORT NOW AVAILABLE

APPA is pleased to announce release of the 2010-11 Facilities Performance Indicators report. Findings are based on APPA's annual survey of numerous indicators essential to the management of colleges, universities, K-12 organizations, and other educational entities. The report includes data from 345 institutions, allowing extensive comparisons of average costs of various factors related to the management of a wide range of educational institutions. These include staffing levels, salaries, as well as performance levels for custodial,



grounds, maintenance, and other areas. The data provided helps you plan, budget, compare, and benchmark your facilities operation. In short, it's the information you need to lead. Order the FPI report today. If your institution is an APPA member and participated in the 2010-11 FPI survey, the report is absolutely free. The costs for others is:

- Member/Non-Participant Report: \$500
- Nonmember/Participant Report: \$895
- Nonmember/Non-Participant Report: \$1,000



APPA U

REGISTRATION COMING SOON!

This September, APPA U – Institute & Leadership Academy – will hold sessions in the beautiful city of Vancouver. Join us as the PCAPPA region plays host among our Canadian colleagues kicking off a week of outstanding programming for all levels of the facilities profession. As a reminder, travel into Vancouver, British Columbia will require a passport. We encourage you to obtain your documentation as soon as possible by visiting the U.S. Department of State site at http://travel.state.gov/passport/passport_1738.html.

APPA – TRAINING AT YOUR DOOR STEP!

Looking for popular APPA training, such as the Supervisor's Toolkit or segments of the Leadership Academy to your campus? This is a great way to train teams at a fraction of the cost! Contact Suzanne Healy, APPA's director of professional development, at suzanne@appa.org for more information.



Supervisor's Toolkit

Nuts and Bolts of Facilities Supervision

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The APPA Bookstore is your portal for Facilities Management Insight

Mark www.appa.org/bookstore as one of your favorite sites today. You'll have at your fingertips the largest, most relevant, and comprehensive knowledge bank in the field of educational facilities management.

The bookstore features industry standards, best practices, creative solutions, and practical tools, as well as resources to strengthen your skills as a leader—all at discount prices for members.

At the bookstore, you'll be able to create your own user name and password, and place your order online. You'll receive a receipt and UPS tracking number via e-mail once the order is shipped (usually within 24 hours.)

Be sure to visit the APPA Bookstore at the APPA 2012 conference and at APPA U, where additional discounts will be available to those attending the events!

Get the resources you need to solve your facility's most pressing problems and help you grow as a leader! Visit us at www.appa.org/bookstore today!

Newest
Addition to
APPA's Library!

Benchmarking & Organizational Change, second edition

By Mohammad H. Qayoumi, Ph.D., APPA Fellow
President, San Jose State University

This newly updated edition of *Benchmarking & Organizational Change* can assist in integrating the technical, human, and economic aspects of an organization in order to optimize business results. It enables organizations to embrace rapid and perpetual change, and to practice the principles of a learning organization.

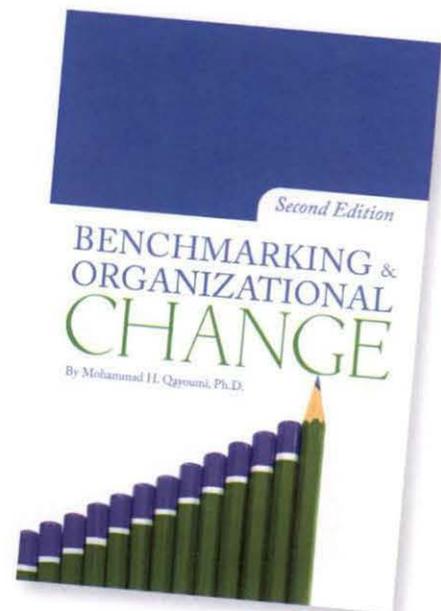
Benchmarking will achieve the following for your organization:

- Stimulate creativity across the enterprise.
- minimize or eliminate complacency and the lackadaisical mindset.
- expand horizons beyond your industry.
- enhance sensitivity to external factors.
- align your business strategies to action plans.
- create an ongoing sense of urgency to remain competitive and, possibly, outpace your competition.

Chapters and Appendices:

- 1: Why Benchmark?
 - 2: What Is Benchmarking?
 - 3: Critical Factors for Benchmarking Success
 - 4: Leading Organizational Change
 - 5: Leveraging Organizational Learning
 - 6: To Probe into the Future
 - 7: Conclusion
- Appendix A: Benchmarking Code of Conduct
Appendix B: The Benchmarking Process
Appendix C: A Typical 10-Step Benchmarking Process Model
Appendix D: Measurement Matrix
Appendix E: References and Other Resources

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Promoting Strategic Value to the Institution

By E. Lander Medlin

There is huge value in the built environment to the educational enterprise. Think of it this way: If we total the dollar value of all higher education institution's endowments, and compared that number to the Current Replacement Value (CRV) of our colleges and universities' buildings and utilities infrastructure, the total value of these physical assets would be three times that of the entire endowment. And that doesn't even begin to count the same number for the K-12 built environment. It's staggering!

It is a long-term investment decision requiring your care and maintenance *daily*. Without your stewardship, it would be practically impossible for the stakeholders on your campuses/schools to do what they need to do to educate students—create the student experience—which is ultimately why we all exist. In fact, the Carnegie

recruitment and retention of students. You are strategically important to the achievement of an institution's mission. And, your ability to focus on, and take a leadership role, is critically important to creating that student experience. Goethe said, "Knowing is not enough, we must apply. Willing is not enough, we must do."

WHAT YOU MUST DO—EVERY DAY

So what must you do as a facilities professional to promote your strategic value to the institution? Individuals from the 2011 Thought Leaders Symposium were posed this question (among others), and they had some very good advice and guidance.

- **Demonstrate competency.** Have the mindset of "K-Life" where you are actively engaged in a process of constant learning, renewal, and updating your skills and abilities throughout your lifetime.

- **Create opportunities for collaboration.** Look across the full spectrum of stakeholders (faculty, staff, students, administration, alumni, and the surrounding community).
- **Understand stakeholders' needs.** Listen intently before offering further explanation(s).
- **Don't be the problem.** Be the solution; the "go-to" person for dealing with issues and concerns.

YOUR PERSONAL R.O.I.

This last point is particularly important, as it becomes a significant part of your role and responsibilities, and serves to mold and shape your image over time. What are some areas you should concentrate in this regard so your efforts gain the greatest return on investment?

- **Love problems.** That's right; love the problems that come your way. They demonstrate your promotability. Remember, it's not the problem but ultimately your response that makes all the difference.
- **Promote self.** If you don't promote yourself in meaningful ways, no one else is going to either.
- **Be that "go-to" resource.** This will help you gain a "seat at the table" through increased influence and credibility.
- **Educate others.** Take the time to teach and educate within your sphere of influence.
- **Be visible.** Get out of your office and visit with folks both internally in your department and externally across the entire organization/institution.

WITHOUT YOUR STEWARDSHIP, IT WOULD BE PRACTICALLY IMPOSSIBLE FOR THE STAKEHOLDERS ON YOUR CAMPUSES/SCHOOLS TO DO WHAT THEY NEED TO DO TO EDUCATE STUDENTS—CREATE THE STUDENT EXPERIENCE—WHICH IS ULTIMATELY WHY WE ALL EXIST.

Foundation study of 1984 and APPA's follow-on research study, *The Impact of Facilities on Student Recruitment and Retention*, both found that the quality and condition of the buildings and grounds directly impacts the decision by students and their parents to attend any given school and remain there through graduation. Therefore, the work you do directly impacts the

- **Develop a broader perspective.** Have a bigger picture perspective that looks at the whole system and the long term strategically, and not just the day-to-day tactical delivery of services.
- **Align the facilities departmental mission with the institutional mission.** Be part of the core mission, adding value all along the way.

- **Exhibit confidence.** Show confidence in your decisions and actions and ability to get the job done.
- **Build your credentials.** Engage in local, regional, and international professional development organizations (like International APPA, its regions, and state/local chapters) to augment your professional development, increase your network of colleagues, and take advantage of their best practices.
- **Have a plan.** Develop a short- and long-term plan of action that focuses on your preparedness for likely (or even unlikely) situations/scenarios and acted on them with a sense of urgency.

CHOOSE YOUR ATTITUDE

Doing all of this calls for a certain attitude, which isn't passive. It's a matter of choice. Your attitude not only affects your behavior and actions; it also affects everyone around you. It has been said, "Change your attitude; change your life." Some strategies to focus on are:

- **Pay attention to your perception of self.** In other words, your self-worth and your value, which sends strong messages about the value of your contribution and its importance to the organization.
- **Work within your circle of influence.** Rather than spinning your wheels in your circle of concern, focus your time and effort on issues and things you can do something about over time. It's about where you spend your energy, which directly affects the return on your investment in time spent there!
- **Build better, more effective relationships with others.** Consider how you treat others on a daily basis. Everybody's job is important. What are you doing to support others' needs? Do you understand their issues from their perspectives? Every relationship is important.

Remember, in large part, you and your department are the only department that ultimately touches every stakeholder on campus and every aspect of the cam-

pus delivery system. And, you may be the only person an individual comes in contact with on any given day. Therefore, another person's opinion or perception of the facilities department could be based on this single interaction. You play a critical role in creating the student experience (let alone that of the faculty and staff).

Relationships are important and you

build them one at a time, one interaction at a time. Don't just build buildings... build yourself, build your team, and build your organization by building lasting relationships. 

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

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A Phone Call Is All It Takes

Something as simple as a phone call could turn into a lifetime of professional opportunity and networking.

By John Bernhards

Chances are, your “APPA Journey” is similar to those of other fellow professionals within the educational facilities field. More than likely, your introduction to APPA was made by a colleague or peer who took a direct interest in you and your future success. By reaching out to you, that same peer opened the door to a treasure trove of career learning, best practices, and professional connections that will last you your entire career.

Take a moment to reflect on how you, too, might be able to share your first-hand knowledge of APPA with others for the very first time. Only with your assistance can APPA increase the engagement of fellow professionals at the chapter, state, and regional levels, and advance awareness of the profession.

START BY PICKING UP THE PHONE

Engaging other professionals in APPA for the first time is easier than you might think. Your ability to recruit a new member might begin with a simple phone call or an e-mail, in which you can introduce yourself and share your own experiences with APPA, and offer support as a peer and fellow colleague. Just a simple call can be enormously helpful to someone who was recently installed or promoted into management at a neighboring institution. The person you call may very well be looking for resources that will ensure his or her success—the very resources that

brought support to you as you entered your career.

SHARE INFORMATION ON THE BENEFITS OF MEMBERSHIP

Let others know of the wide array of benefits that APPA offers to educational facilities professionals AND their institutions. Here are a few of them:

1. The APPA Annual Conference and Exposition
2. APPA Regional Conferences and State/Local Chapter meetings
3. “APPA U”—The Institute for Facilities Management and Leadership Academy programs
4. APPA Drive-In Workshops
5. APPA Supervisors’ Toolkit programs
6. The APPA online Body of Knowledge
7. APPA online publications and bookstore
8. Online Membership Directory
9. APPA’s *Facilities Manager* magazine and *Inside APPA* newsletter
10. APPA Credentialing Program—EFP and CEF designations for educational facilities professionals
11. APPA Facilities Performance Indicators (FPI) program
12. APPA Facilities Management Evaluation Program (FMEP)
13. APPA’s Annual Awards and Recognition program
14. APPA’s Center for Facilities Research (CFaR)
15. Future Trends and Critical Issues—



- published findings of the APPA Thought Leaders Series
- 16. Volunteer Leadership and Networking Opportunities
- 17. Professional Discussion Lists Online and Social Media Outlets

APPA’s services continually adjust as the needs of its members change. By sharing your personal experiences of utilizing APPA’s, products and services, you can assist fellow professionals in understanding how these benefits will positively impact their facilities organizations and their careers.

POINT TO THE WEBSITE

One good way to show prospective members the value of APPA membership is to point them to the APPA website at www.appa.org. The website is a gateway to all of APPA’s products and services. Many of the online services available through the APPA website—to include

the APPA Body of Knowledge (BOK); video clips and audio files from APPA annual conferences; complimentary monographs and papers; the APPA membership directory; the *Inside APPA* newsletter; the APPA *Facilities Manager* magazine online archive; and both live and recorded training webinars—provide valuable and timely information to every educational facilities professional.

INVITE THEM TO THE NEXT MEETING

Be sure to share the dates and locations for upcoming APPA events at the international, regional, and chapter levels. A list of upcoming training opportunities at APPA International is available on the APPA website. Additionally, the website provides links to all APPA regional and chapter websites.

Working with APPA, you may want to consider having your institution host an APPA Drive-In Workshop. The APPA

BE SURE TO SHARE THE DATES AND LOCATIONS FOR UPCOMING APPA EVENTS AT THE INTERNATIONAL, REGIONAL, AND CHAPTER LEVELS.

Drive-In Workshop is a free registration event for educational facilities professionals, organized in full by APPA's headquarters and sponsored by an APPA business partner. These Drive-In Workshops make it possible to provide a valuable training and networking opportunity for coworkers and colleagues in and around your local area. For more information on serving as a Drive-In Workshop host institution, see the APPA website at www.appa.org/Training/Driveinprogram.

FOLLOW UP. THEN, FOLLOW UP (AGAIN AND AGAIN)

You know from experience that educational facilities professionals are busy people. Don't be afraid to reach out routinely to other professionals in your area. Chances are, they appreciate your outreach and eventually will make time to connect with you and with APPA when the time is right for them.

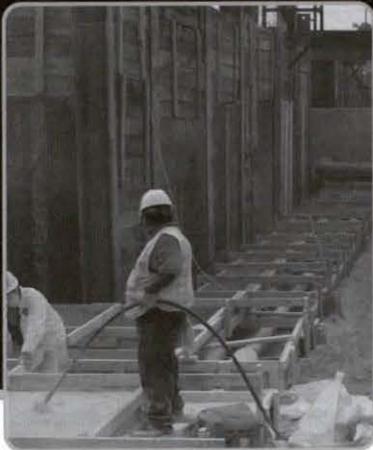
Remember, a phone call is all it takes. Take a moment today to share your story. You may very well start someone on their own "APPA Journey," a lifetime journey of professional growth and opportunities. ☎

John Bernhardt is APPA's associate vice president and can be reached at john@appa.org.

IT'S TIME TO MAKE THE CHANGE!

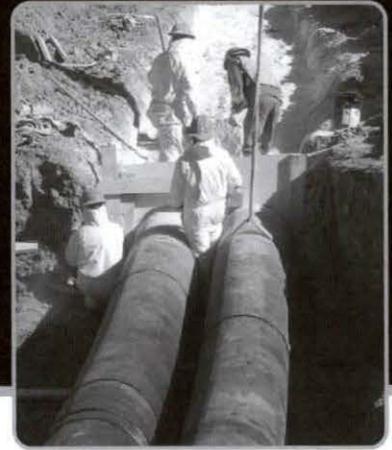
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Making Prioritization a Priority: Finding and Focusing on What Matters

By Joe Whitefield

Facilities managers do many things extremely well. And that is good, because we are responsible for many things. Everyone on campus is affected daily, in some way, by almost every area we manage. This is because the operations and capital programs of facilities management are the very core of a safe, functional, and clean campus. In all of these areas the demands are numerous, the expectations are high, and the budgets limited (some more than others).

For these reasons there is, and always will be, a premium on timely, effective decision making in facilities management. Decision makers must be concerned with details like budgets, best value, quality, efficiency, short-term and long-term economics, and so forth. Effective decision-making is the process of evaluating alternatives against each other, and against a prioritized list of standards or objectives.

So it stands to reason that to be effective at making decisions one must be effective at prioritizing. I would go so far as to say, regardless of the project, initiative, or activity being managed, the primary role of the facilities manager will always be that of *Chief Prioritizer*. In this role the facilities manager must understand the costs of decision making and constantly assess what matters, what matters more, and what matters most.

THE PROBLEM OF “NO”

Decision making itself is a seemingly

simple proposition. Inevitably, challenges and difficulties arise because saying “yes” to one alternative means saying “no” to others (and by alternatives, I mean the people presenting the alternatives). As long as resources are limited, there will always be projects and initiatives that “fall below the line” or “just don’t make the cut.” Economists call this opportunity cost – the lost benefits from forgone options that result from choosing another option. Regular people have other names for this.

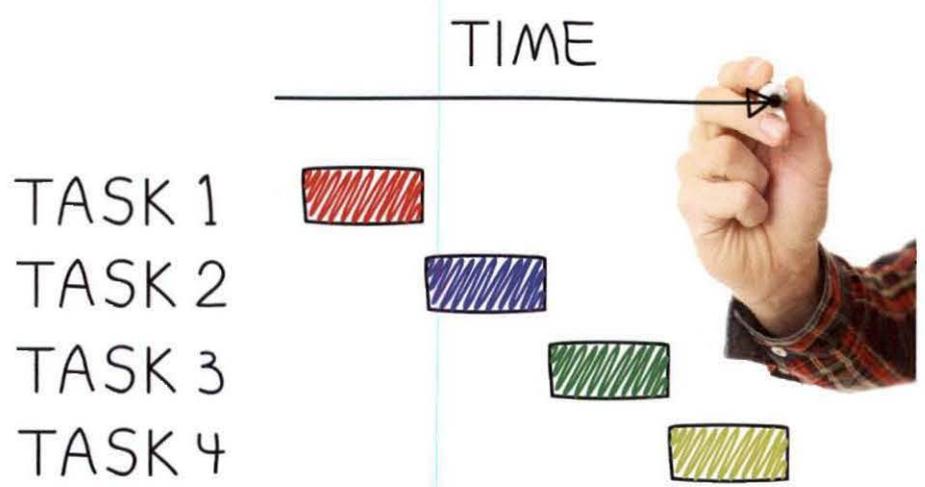
Simply saying “no” is problematic. However, it is much more difficult actually living with the “no” than simply saying it. That’s because forgone options have some benefits that will no longer be realized. People willingly give up a service in favor of another when budget reductions call for it, only to complain when the eliminated service is no longer

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performed. This form of economic amnesia sets in when service expectations continue after the service is reduced or eliminated.

DETERMINING WHAT MATTERS

Because living without some services is so difficult, great attention should be given to the services that are being performed. In essence, more focus should be placed on what you are doing than what you are not. This begins with



the act of prioritization. This means determining what really matters. The more limited the resources, the more challenging—and important—this is.

Part of the prioritization process involves comparing various costs and benefits of different options to determine the relative value of each. This can be tricky. When making these comparisons, I often hear, “It’s the right thing to do.” I hope the majority of things we do are the right things. Setting priorities among right and wrong things is not that challenging. Many times we must choose between many right things. In the case of significant budget cuts, there will be many right things that will be left on the cutting-room floor. This requires the facilities manager, as chief prioritizer, to take the process beyond establishing simply what matters, to establishing and ranking what matters more and possibly, what matters most.

In this effort, compliance items must be given top priority followed by best value projects, initiatives, and services. Tough times require a commitment to value-based prioritization and the discipline to follow through. Especially when amnesia sets in. Once you determine the thing being evaluated is a right thing, the next question to answer is: Is it worth it? What are the costs? What are the benefits? Compared to what? Value assessments are critical. They prove themselves when the priority projects are being performed, and sustain an organization when the forgone projects are not being performed.

Good judgment and sound decision-making are essential qualities for healthy organizations. Thomas Sowell says the most important decision is “who’s making the decision.” Make no mistake—facilities managers are key decision makers within our organizations, and these decisions affect everyone on campus in one way or another. These affects come from both the projects and services we perform and the projects and services we forgo. Prioritization is a critical early step in making sound decisions.

Don’t be led into poor decisions by getting caught unprepared. Before you make any important decisions, know your customers, know your requirements and constraints, and set those priorities. It will be easier to justify decisions on the front end, and defend decisions on the back end, if they are based on an undis-

putable set of priorities. Set the stage for good decision making—make prioritization a priority. 

Joe Whitefield is executive director of facilities services at Middle Tennessee State University, Murfreesboro, TN. He can be reached at joe.whitefield@mtsu.edu.

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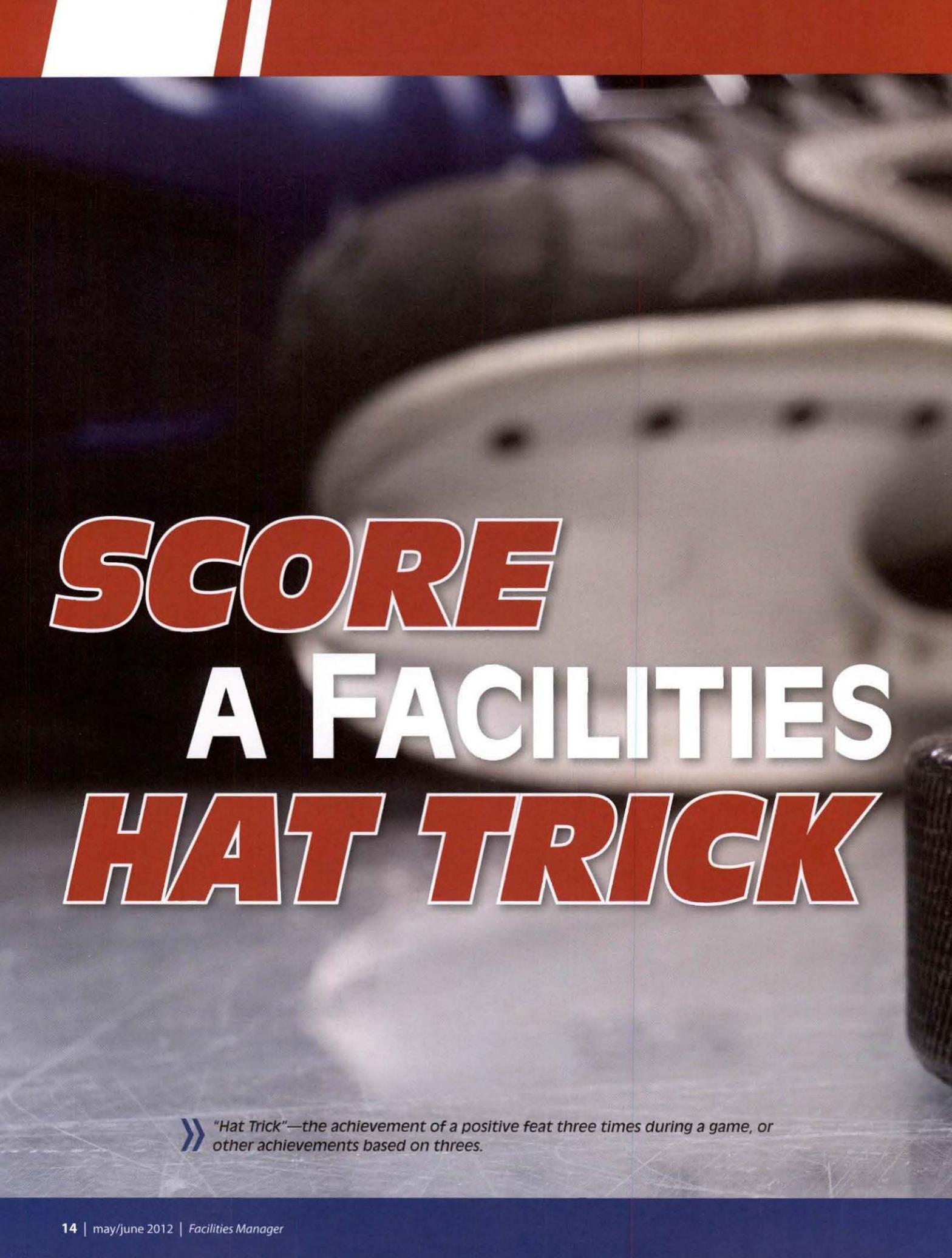


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» "Hat Trick"—the achievement of a positive feat three times during a game, or other achievements based on threes.

Granted, it might be a bit of a stretch to find comparable attributes between an ice hockey team and facilities management organizations. However, if you are open-minded to the possibility and begin to analyze each of these entities, you will find there are some distinct similarities.

Ice hockey is a fast-paced and ever-changing game, much like a normal day in our facilities world. Our teams maneuver about our campuses and complete tasks with a specific goal in mind—customer satisfaction. We have similar organizational structures. Hockey teams have an owner, general manager, coach, team captain, and players. We have governing boards, presidents and vice presidents, directors, frontline supervisors, and staff. Poor performance, miscommunication, inadequate training, or a lack of understanding of job expectations send us to the penalty box. We lose the “game” because we’ve failed at providing the services promised.

It is imperative as “coaches” that we do everything possible to achieve a win by focusing on a hat trick: three strategic goals for success that include effective hiring, continuous training, and team commitment. Lee Iacocca once stated, “Start with good people, lay out the rules, communicate with your employees, motivate them, and reward them. If you do all those things effectively, you can’t miss.”

STRATEGIC GOALS FOR SUCCESSFUL HIRING, TRAINING, AND TEAM COMMITMENT

BY DARCY LOY

GOAL #1: SUCCESSFUL HIRING

Winning the Stanley Cup requires effort. It takes several components to achieve that goal, a vital one being the players on the team. From the general manager to the goalie, hockey organization can't be successful if they don't have exceptional team members. This is just as relevant in a facilities organization. We need to hire talented candidates so that our organizations can flourish.

It is important to note that during this process we are hiring not just to fill a position today, but ultimately are hiring for the future of the institution. Candidates must possess skills necessary to assist the team as it moves toward the vision of the organization. Carol Hacker, author of *The Costs of Bad Hiring Decisions and How to Avoid Them*, recommends that you divide the hiring process into four stages—preparation, search, interview, and final decision. (Fey, July 2002, p.1)

Determine the needs of the organization and look at alternatives; could you redistribute job duties or promote from within? Know what you're looking for. Whether you choose to advance from within or advertise outside, have a comprehensive job description in place. Perform a detailed job analysis. This provides you with a concise list of attributes necessary to select the most qualified candidate.

Once you've identified these assets, you can begin scouting for the ideal player. Utilize available advertising media, such as newspapers, magazines, APPA's online Facilities Career Center, and other organizational job posting boards. Word-of-mouth is an excellent way to communicate your need. Discuss the open position with your frontline employees and let them assist in passing the word.

There are numerous approaches to the interview process. Some departments rely solely on job skills; other look for the perfect "fit." Others may use performance tests or a pre-interview assignment to assist in their decision making.

A strong interview combines all for a successful result. Ask open-ended questions, read the candidates' body language, listen to what they have to say, and follow all legal protocol.



"Hiring is something many people need to do and yet few seem to do it effectively." Bob Tvrdik

It's the end of the first period. You have seconds left on the clock, the puck is in your end of the court and the opposing net is wide open. It's time to score! Check references that the candidate has provided you. Past employers may be reluctant to pass on a personal opinion, but you can validate facts such as job titles and employment dates. With references confirmed you are ready to make the offer. Once the individual has accepted, inform the other candidates of your decision and thank them for their interest.

The shot is attempted, and goal #1 is good! You've acquired the best player.

GOAL #2: TRAINING

Hiring qualified players is the first step to the development of a successful team. Hockey players rigorously train in the off-season as a preparation tool. They work on mobility, linear movement, and total body power. They must stay sharp mentally, needing to comprehend positional play and understand how to make smart decisions at critical times in a game. Being mentally and physically strong made them an asset to their team.

Training our facilities staff has the same results. Training keeps us competitive and motivates our players to reach their full potential. Jeffrey Wilke, in "The Importance of Employee Training," states, "Training is linked to employee performance and retention. In addition, employees will not reach their full potential and higher levels of productivity will not be achieved unless employees are adequately trained. A poorly trained workforce will eventually lead to poor performance and result in costly mistakes." (Wilke, July 18, 2006, p. 2)

Training isn't only desired for seasoned staff; it is crucial for the success of a new hire. The candidate may come in with the necessary skill sets, but needs guidance in the culture of the organization. They need a clear understanding of the vision and mission of the unit, as well as job



expectations and their role in the department.

Training is expensive, and in tough economic times it is oftentimes the first thing eliminated from the budget. Paul Sarvadi, CEO and co-founder of Administaff, states, "In any economic environment, the training expense should be determined by the targeted business results you want, not other budget-related factors." (Sarvadi, May 1, 2005, p. 2)

We must make sure that we don't waste money on insignificant training. Know how a specific program is going to benefit your organization and that it will have a positive impact. Investigate and understand the training that staff will be attending. Schedule time with your team member upon their return; ask questions about what they learned and how new concepts might be implanted with the organization. This shows the staff member your support and appreciation for their willingness to advance their education. It provides them with a sense of value and self worth.

If budget is an issue, look for training alternatives. Every organization has employees who are proficient at a specific task. Utilize their expertise to train other team members. Ask a business partner if they would be willing to present a program. The options are there, so don't just push training to the side because you can't afford it.

We've reached the end of the second period and the "training shot" has been taken. It's in the net, and goal #2 has been scored. The facilities hat trick is within your reach.

GOAL #3: EMPLOYEE COMMITMENT

Be it a hockey team or a facilities organization, success is dependent on both individual and team commitment. The goalie of a hockey team can't be expected to save every shot. He relies on his defenders to intercept the puck before it reaches the net. No matter where one falls within the organizational chart, success is dependent upon guidance and assistance from leadership and other team members.

Vince Lombardi once stated that "Individual commitment to a group effort—that is what makes a team work, a company work, a society work, a civilization work." Many think that loyalty is dead; that people are searching for a job that brings them financial satisfaction. This is not necessarily true. Studies have shown that more often than not, good employees leave their organizations because they are unsatisfied with their job. Employee commitment is imperative today more than ever. In the next few years we will be losing a significant number of baby boomers to retirement and we need to plan accordingly so that our units don't lose momentum.

So how do we foster commitment within our organizations?



Quite simply, we recognize the value that our players bring to the team every day. This means allowing and trusting them to make decisions on their own and acknowledging personal achievements on a regular basis. As leaders we need to make sure that they clearly understand the expectations of the job and the consequences of not meeting those expectations. We need to utilize the strong skill sets employees bring to the table and provide them with opportunities to grow.

Strong leaders listen to staff's ideas and explore how they can be implemented. Frontline employees are a wealth of knowledge, and we need develop their ideas in order achieve team goals. Take an active interest in each team member; take time to ask them how their day is going. Treat them fairly, and give them the respect that you'd expect from them. Look for personal strengths, and coach staff members that might be underperforming. Provide performance feedback on a regular basis and address serious issues as they occur; don't wait for an evaluation to bring forth a problem. A quotation from Donald Trump states it best, "When employees and employers, even coworkers, have a commitment to one another, everyone benefits. I have people who have been in business with me for decades. I reward their loyalty to the organization and to me. I know that they'll always be dedicated to what we're trying to accomplish."

With the end of the third period looming and a third goal well within reach, that final shot is taken. Goal #3 hits the net. Congratulations, you've just scored a facilities hat trick!

"I work collaboratively with each staff member to develop a personal growth plan, and support their acquiring new skills and provide opportunities for them to use their newly acquired knowledge" Linda R. Schwartz

SEIZING THE OPPORTUNITY

Having an open mind has been key in regards to finding relevance in the comparison of hockey teams and facilities organizations. However, both do have numerous similarities. Both require and seek out skilled, competent players that will provide the advantage needed to achieve the visions of the organization. It takes time and effort to find and hire the right candidate; but the “shot” must hit the net. When we do score with the right individual, the entire team wins.

Once a strong team is in place, we must provide endless opportunities for training and growth. Like a hockey team, if we don't continue to work our minds and increase our knowledge, or train to consistently improve, we lose our momentum and our ability to “win the game.” We also must remember that winning teams require a strong coach. As leaders we need to set the game plan for success. For organizations such as ours, winning consists of providing excellent service to our “fans,” our customers. This needs to be our ultimate goal.

Having a highly skilled and trained team in place is one thing; keeping it intact is by far a more difficult challenge. Employee loyalty isn't a given; it must be earned. We can accomplish this by showing our players that we value their expertise and

“Your employees are your principal business asset. Invest in them thoughtfully and strategically, and you'll reap rewards that pay off now and for years to come.” Paul Savardi

contributions. Acknowledge achievements on a regular basis and offer opportunities for individual growth. As leaders, we provide them with detailed expectations and explain their role within the organization. If they struggle, we coach them so they can feel good about their contributions to the team.

In the fast-paced, ever-changing world of facilities management, we must seize every advantage that we can to win our Stanley Cup—customer satisfaction. However, *customer* satisfaction cannot exist without *employee* satisfaction. With strong hiring practices in place, dedication to essential team training, and valuing our players so that they are committed to our cause, we can't help but score a facilities hat trick and ultimately win the game. 🏒

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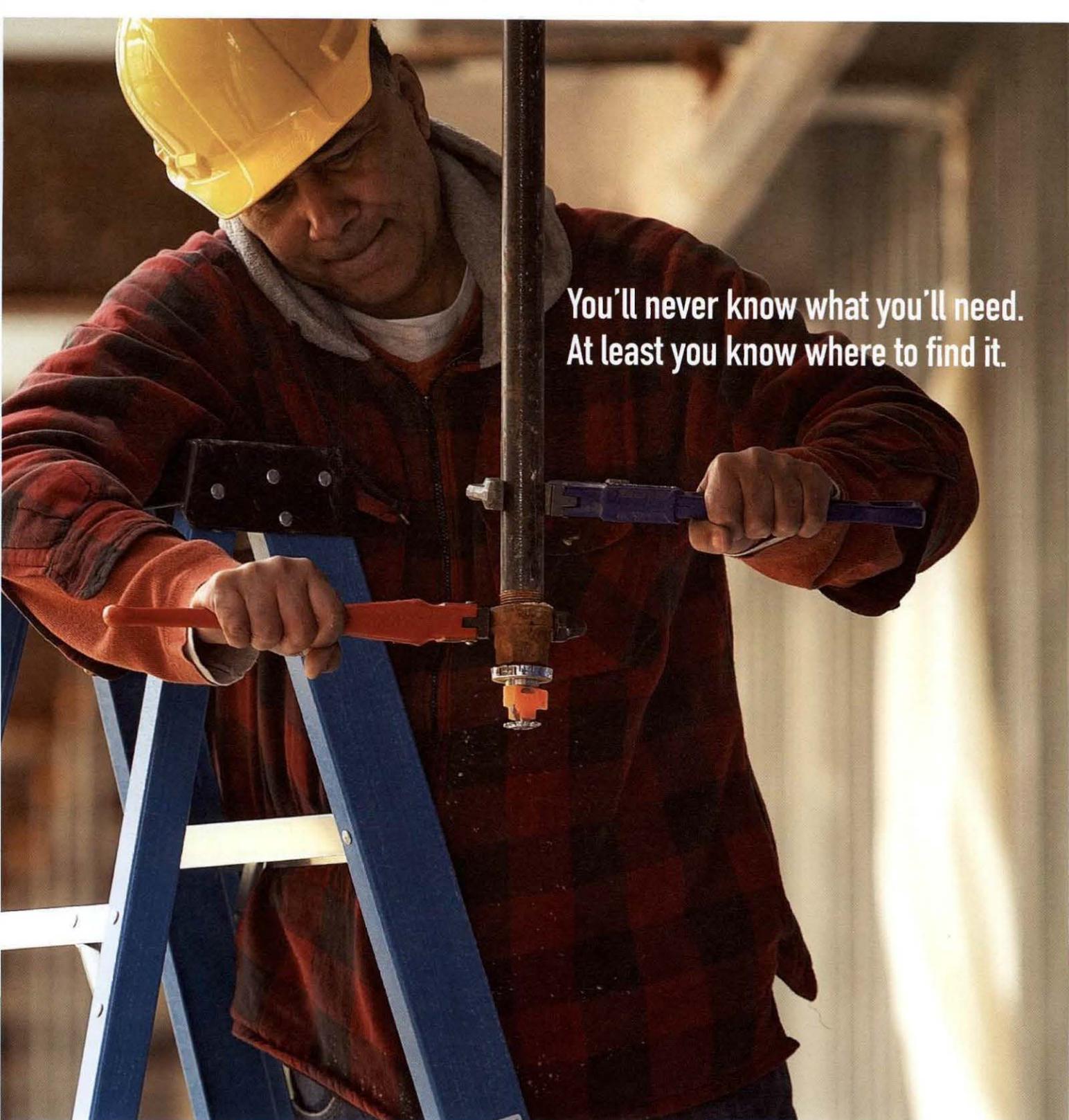
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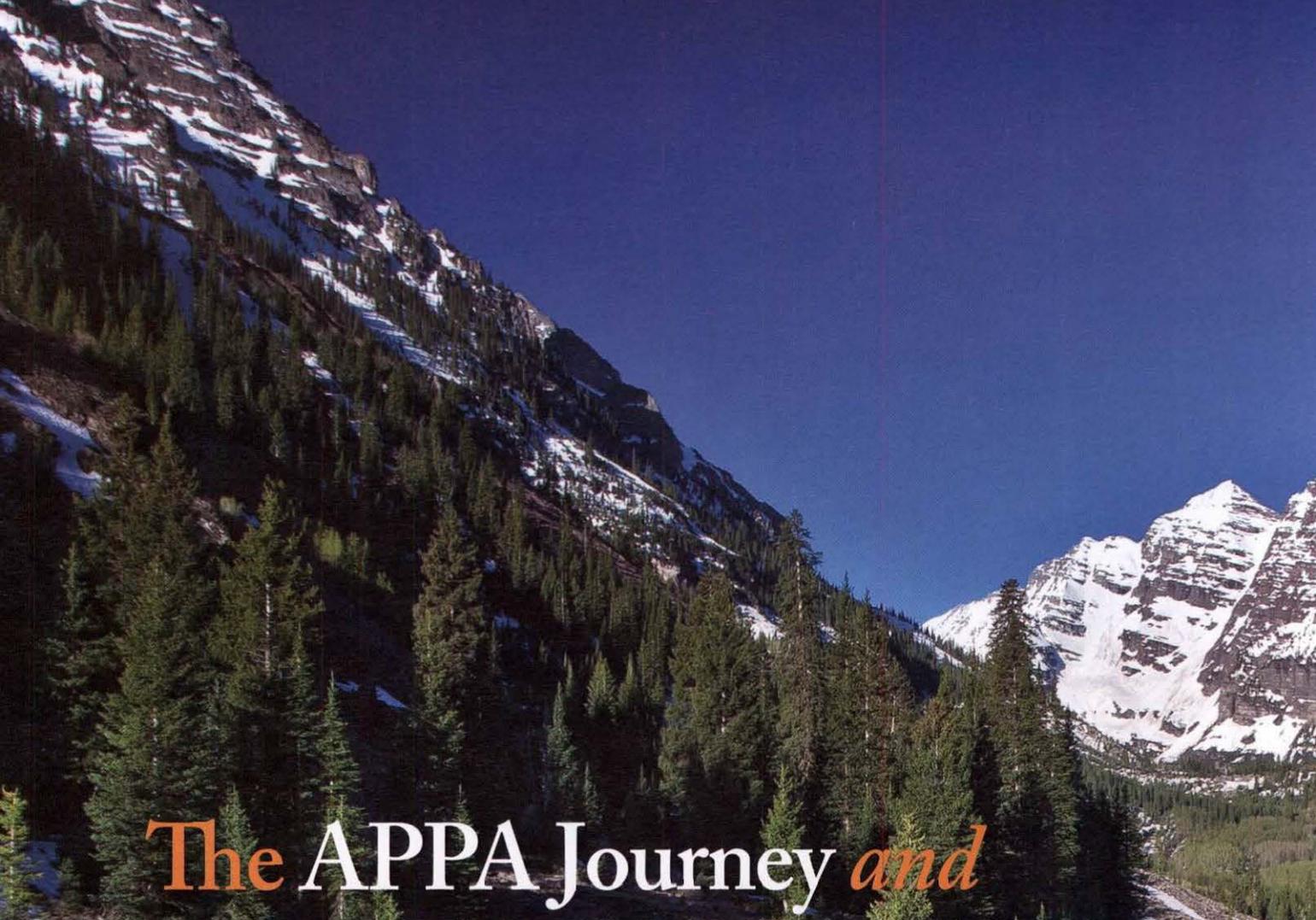
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The APPA journey represents a continuum through one's career in educational facilities management. Early in one's career, APPA can assist with professional development such as the Facilities Drive-In Workshop, the Supervisor's Toolkit, the APPA Institute for Facilities Management, and the APPA Leadership Academy. APPA provides for both international and regional networking, and also offers an opportunity for credentialing with the Educational Facilities Professional (EFP) and the Certified Educational Facilities Professional (CEFP).

As one progresses along this journey, APPA provides opportunities to contribute and share that wealth of knowledge you have gained through years of experience. APPA also provides opportunities for your professional development through writing articles and presenting at various educational programs, assisting with the Facilities Management Evaluation Program (FMEP), conducting research through CFaR (APPAs Center for Facilities Research), teaching at the Institute or the Academy, or serving on regional and international boards.

APPA also provides recognition for continuous contributions to the organization and the profession. Through this journey, professional relationships with peers create solid bonds and lasting memories, often more fulfilling than the journey itself.



BY JOHN P. MORRIS, P.E.

FOURTEENERS CLUB

MENTORING THROUGH THE FOURTEENERS CLUB

The Rocky Mountain region of APPA has developed a mentoring program that complements the APPA journey, called the Fourteeners Club. The Rocky Mountains are part of the North American Cordillera, which stretches 3,000 miles from Alaska through western Canada and the United States into northern Mexico. The centerpieces of this dramatic uplift are the 54 peaks over 14,000 feet. Climbers affectionately refer to them as “Fourteeners.”

The purpose of the RMA Fourteeners Club (a.k.a. 14ers Club) is to:

- Promote a recognition program for individuals within RMA who aspire to greater heights.
- Support RMA in its mission to elevate the leadership and influence of facilities professionals.
- Recruit and mentor others to prepare for and fulfill leadership roles at their own institutions, within RMA and within APPA.

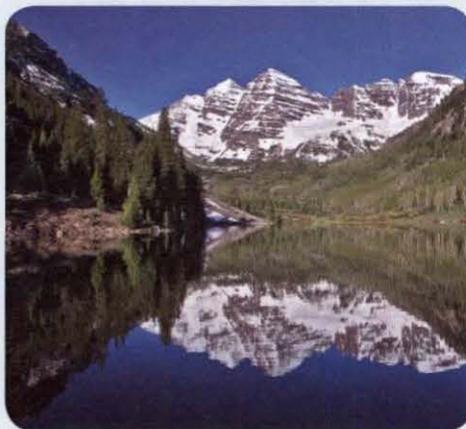
Considered an honor, membership in the Fourteeners Club acknowledges those who have reached a milestone in their participation with RMA. Membership in the Fourteeners Club is open to all RMA members who are in good standing and meet the longevity, participation, and service requirements. Members of the Fourteeners Club are

required to be committed to advancing the goals of RMA, and in addition be committed to the promotion of hospitality, mentorship, communication, and comradeship within the region.

To become a member of the Fourteeners Club, RMA members must climb 14 peaks. Peaks consist of any combination of the following:

1. An active member of RMA for a minimum of five years; counts as five peaks.
2. Attend a minimum of three RMA annual educational conferences; counts as three peaks.
3. Attendance at an annual APPA conference; counts as one peak up to a maximum of two peaks.
4. Participate as an RMA Board member, committee chair, or state representative. Each term counts as one peak: for example serving as President-Elect through Senior Representative earns four peaks; each year as Secretary/Treasurer, Communications Coordinator, or Committee Chair earns one peak; and every three years as Historian, state or region representative, or RMA Views state/province correspondent earns one peak.
5. Participate as a presenter at an RMA or APPA educational program; counts as one peak maximum per year.
6. Participate on an annual conference host committee; counts as one peak. Chairing the host committee counts as two peaks.
7. Graduation from or completion of the APPA Supervisor's Toolkit, APPA Institute, or APPA Leadership Academy; counts as one peak each.
8. Successful completion of the APPA Educational Facilities Professional credential (EFP) or the Certified Educational Facilities Professional (CEFP); count as one peak each.
9. Publish an article in the RMA Views or APPA's *Facilities Manager* magazine; counts as one peak maximum per year.
10. Acceptance of a "Special Expedition" from the RMA Board; counts as one peak per completed assignment acknowledged by the RMA Board.
11. Attainment of an APPA or RMA recognition award, e.g., Pacesetter, Fellow, Meritorious Service, President's Award, H. Val Peterson Award, APPA Rex Dillow Award, etc.; counts as one peak per award.
12. Participation as a climbing buddy; counts as two peaks.

Upon acceptance into the Fourteeners Club, new members pledge, during the initiation program, to continue their contribution and service through mentoring others and supporting the regional organization.



The "Climbing Buddy" concept promotes comradeship and mentoring. Gumbies, the term applied to novice climbers, may request a climbing buddy. Upon approval by the Lead Climber, a Fourteeners Club member will be assigned to the gumbie as a climbing buddy. Communication frequency is not dictated, can be formal or informal, and is left up to the climbing buddies; however, frequent contact is encouraged. On the application, gumbies are asked if they have any preferences for a climbing buddy. Options include such things as:

1. Profession - Common language is sometime critical amongst pairings, especially when relationships are new
2. Future plans
3. Gender or other considerations
4. Location
5. Path - This could be education, experience, career path, etc.
6. Size of the institution
7. Other

The mentoring portion of the Fourteeners Club is currently informal and left up to the climbing buddies. Mentoring can be at the professional level, or simply a means to introduce climbing buddies to the world of RMA and APPA. However, APPA has plans to assist with the development of more formal mentorship programs and regional programs. I am in the process of studying these possibilities as part of a formal CFaR research project, and programs such as RMA's Fourteeners Club may provide the perfect backdrop to roll out these mentorship programs.

OPPORTUNITIES FOR BUSINESS PARTNERS

RMA, along with APPA, recognizes the invaluable contribution that our business partners provide. Therefore, business partners also have an opportunity to become part of the RMA Fourteeners Club. Per the RMA Bylaws, "Business Partner memberships may be offered to individuals, organizations, manufacturers, or suppliers of goods and services operating for profit and ascribing to the policies and purposes of RMA and wishing to support the activities of RMA."

To become a member of the Fourteeners Club, RMA Business Partner members must also climb 14 peaks. Peaks consist of any combination of the following:

1. Be an active dues paying member of RMA for a minimum of five (5) years; counts as five peaks.
2. Attend RMA Annual Educational Forums; counts as one peak each year.
3. Contribute to RMA by hosting an educational event; counts as one peak maximum per year.

4. Contribute to RMA by purchasing a booth at the annual RMA educational conference; counts as one peak per year.
5. Sponsor an event or provide other contributions at an annual RMA educational conference, i.e., golf outing, major meal or break, scholarship for attendance, etc.; counts as one peak per year.
6. Contribute at various RMA levels:
 - (a) Platinum level for one year earns one peak.
 - (b) Gold level for two years earns one peak.
 - (c) Silver level for three years earns one peak.
 - (d) Copper level for four years earns one peak.
7. Participate on the RMA Board as the Business Partner Representative; each two-year term counts as one peak.
8. Participate on an annual conference host committee; counts as one peak.
9. Participate as a presenter at an RMA Educational Forum; counts as one peak maximum per year.
10. Publish an article in the RMA Views or APPA's *Facilities Manager* magazine; counts as one peak maximum per year.
11. Acceptance of a "Special Expedition" from the RMA Board; counts as one peak per completed assignment acknowledged by the RMA Board.
12. Attainment of an APPA or RMA recognition award, e.g., APPA Eagle Award, RMA President's Award, RMA H. Val Peterson Award, RMA Lee Newman Award, etc.; counts as one peak per award.
13. Participating as a climbing buddy; counts as one peak.

The RMA Board of Directors officially adopted the Fourteeners program, and the RMA Bylaws describe the program, along with roles and responsibilities. A "Lead Climber" reports to the RMA Junior Representative. Among other duties, the Junior Representative serves as the liaison and sponsor for the Fourteeners Club to ensure its membership strives to attain the roles for which it was founded. The Lead Climber, selected by a majority vote of the Fourteeners Club membership, has several responsibilities, including:

1. Attend the Fall RMA Board of Director's meeting and report on the status of the Fourteeners Club program. The annual report shall include an update on the program's development, mentoring prospects, and recruitment status.
2. Ensure applications for new membership and Climbing Buddy requests are available on the RMA website.
3. Receive and process application requests, and assign Climbing Buddies.
4. Initiate new members into the Fourteeners Club.
5. Coordinate Climbing Buddy assignments.
6. Maintain records of Fourteeners Club membership and Climbing Buddy assignments.

Upon approval, the RMA Board of Directors permits honorary membership into the Fourteeners Club. RMA has offered

The RMA Fourteeners Club is a model program for promoting recognition and mentoring opportunities and complements the APPA Journey.

honorary memberships to RMA Emeritus members, the APPA staff RMA Liaison, and APPA presidents who have attended the RMA fall meeting and educational forum.

The Fourteeners Club meets annually during the RMA Annual Educational Forum. During the annual Fourteeners Club meeting members:

1. Elect the Lead Climber.
2. Initiate and recognize new members.
3. Review climbing buddy assignments.
4. Recommend honorary memberships.
5. Discuss other pertinent business and ensure they are meeting their primary mission.

CONCLUSION

The RMA Fourteeners Club program is a model program for promoting recognition and mentoring opportunities and complements the APPA journey. Although unique to the Rocky Mountain APPA region, the potential exists for adopting a similar program within each of the other APPA regions, and easily modified to represent a theme that is familiar to each APPA region or chapter.

As the APPA Regional Relationship Task Force has noted, APPA International serves a purpose at the research and development level, while implementing networking and mentoring is most effective at the regional and state chapter levels. RMA is more than willing to assist other regions if they wish to develop a similar program. I invite you to contact me for additional information or thoughts on how to enhance the existing mentoring program. ☎

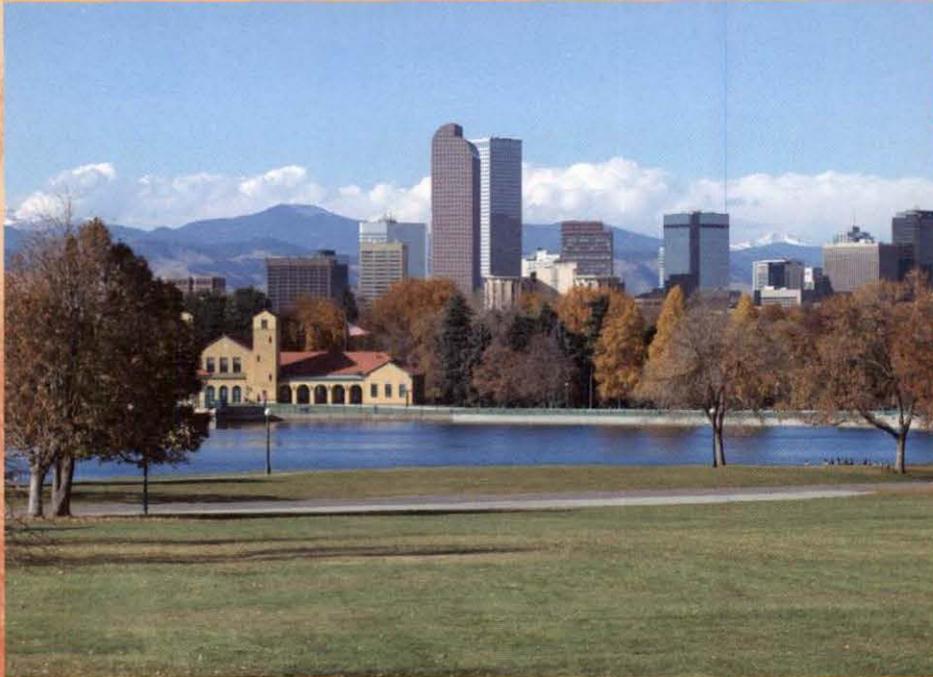
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Mirror Mirror On Our Wall - The Future of the Workforce and Impact on Facilities

Over the course of the next 10 to 15 years, the workforce will be molded by changing demographic trends, technological advances, and economic globalization. These changes will require that employers understand and embrace an increasingly diverse workforce and aging employee base, all with different needs and expectations of the workplace. These trends will lead to innovative approaches in the way we prepare, train, communicate, engage, and incentivize our employee base, in order to meet the demands of

our students, faculty, administrators, and campus staff. Join us for this illuminating panel presentation, featuring labor experts and leaders in education, as they share what steps they are taking to prepare for the seismic shift in labor and the changes we will soon witness in the workforce, and what will be required of us to continue our journey toward excellence.

This session has been graciously sponsored by: **SIEMENS**

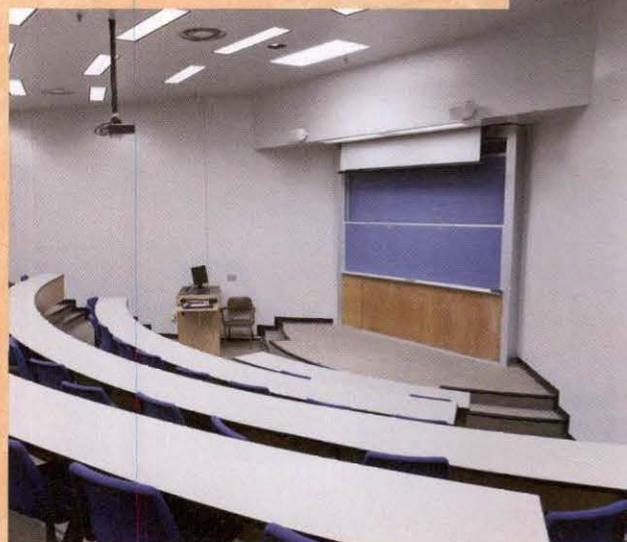
Surviving Mother Nature and the Facilities Built Environment Storm



More often than not, educational campuses serve as the bedrock for their area communities. In addition to their obvious economic and cultural importance, educational facilities and campus personnel are sometimes called on to serve as a critical source of shelter and emergency response in times of natural disaster, when they are not themselves impacted directly by such occurrences. The challenge of rebuilding a community and campus in the wake of a tornado, a hurricane, flooding and other disasters may seem insurmountable. Knowing the built campus environment inside-out and establishing benchmarked emergency plans are critical. What are we learning from others who have “been there?” What success stories and best practices are available to us? Our panel of experts and education professionals will examine the threats, sharing real-life experiences and providing perspective on how to rebuild communities, campuses, and infrastructure.

Build It ... But Will They Come? The Business Case for Space

Each academic year the age old ‘battle’ begins on how campus space is assigned for academic, administrative and faculty use. All too often, the ‘battle’ gloves are thrown off too quickly and without proper assessment of space utilization. Standards and approaches for use of campus facility space are changing radically. What legacy standards and practices must be challenged to level the playing field for all and to produce objective and pragmatic asset management decisions? What basic policy tools, standards, and processes are needed to administer an effective space assessment and use program? How will these changes benefit the educational institution, and how will they contribute towards meeting the institution’s goals and mission? Discover how to foster collaborative decision making within the administration and what is required of facilities professionals to lead the campus dialogue. This panel session will engage audience members in the discussion as we learn, together, how to manage and stay on top of the space race in a meaningful way.

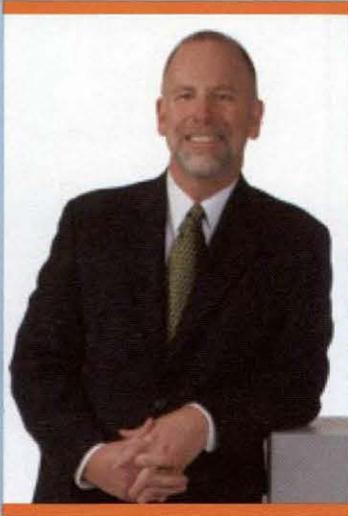


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APPA/PCAPPA Special Guest Breakfast Speaker



Phil Van Hooser

For the past twenty plus years, companies large and small, throughout the U.S. and around the globe, have trusted Phillip Van Hooser and his expertise to provide solutions for the leadership development issues their people face. When Phil Van Hooser started as an Employee Relations manager in heavy manufacturing, he never imagined the lessons he would learn would change his life much less impact the careers of hundreds of thousands of leaders. Join us this July as Phil shares the '6 Secrets of Service Professionals' and helps kick off APPA 2012 with a bang!

Collaboration for Success

This July, the annual meeting will be an example of collaboration for success as APPA and PCAPPA communities come together in Denver! Our programming will be all for one and one for all. There will PCAPPA flavor felt throughout the event – historical PCAPPA program entitled Small & Strong: Conversations From Our PCAPPA Small Schools will be offered, an evening of honoring regional leadership along with various awardees will be held at the PCAPPA Award Gala and much more! For a current listing of events, visit the website at <http://www.appa.org/training/APPA2012/PCAPPA2012Home.cfm>.



Denver – The “Mile High” City... and Home of APPA/PCAPPA 2012!

APPA/PCAPPA is pleased to hold its 2012 Annual Conference and Exhibition at the Sheraton Downtown Denver Hotel, located on 16th Street Mall, Denver’s shopping and retail district. Complimentary city transportation is available just steps from the front lobby that will take you to Denver’s favorite downtown destinations. Conference attendees may wish to extend their stay in Denver after the conference. Enjoy Denver’s modern, western hospitality and the many recreational opportunities unique to this wonderful city at the foot of the Rocky Mountain range. APPA’s groups’ rates for the event is \$179 single/double plus 14.58%. NOTE: Your room rate also includes complimentary internet service throughout your stay.

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Join us this September for a week-long professional development experience that is unlike any other for the facilities professional. Participating in programming designed with you in mind and delivered by experts in our community!

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APPA's premier educational program will offer programmatic content in General Administration, Operations & Maintenance, Energy & Utilities, Planning, Design & Construction and Advanced Planning, Design & Construction. Participation in the Institute program will earn participants 3 CEUs (which is equivalent to 32 Professional Development Hours (PDHs) or 32 Learning Units (LUs)). Additionally, attendees are exposed to the body of knowledge which is used for preparation to sit for APPA's Credentialing program and garner either the Educational Facilities Professional (EFP) or Certified Educational Facilities Professional (CEFP) credential.

Leadership Academy

Delivering the resources necessary for the next generation of campus leaders, the Leadership Academy offers content exposing one to Individual Effectiveness Skills, Individual Effectiveness Skills, Managerial Effectiveness Skills and Organizational Effectiveness Skills. Participation in the Leadership Academy program will earn participants 3 CEUs (which is equivalent to 32 Professional Development Hours (PDHs) or 32 Learning Units (LUs)).

WHAT DO YOU NEED TO DO NEXT?

Mark your calendars and check us out at www.appa.org for information on registration which is coming soon!



Also - as a reminder, travel into Vancouver, Canada will require a passport. We encourage you to obtain your documentation as soon as possible by visiting the U.S. Department of State site at http://travel.state.gov/passport/passport_1738.html.

QUESTIONS?

Feel free to contact the APPA Professional Development Staff at education@appa.org any time with questions as you prepare to join us this September!

Power of PERS

BY WILLIAM C. JOHNSON AND NORMAN YOUNG

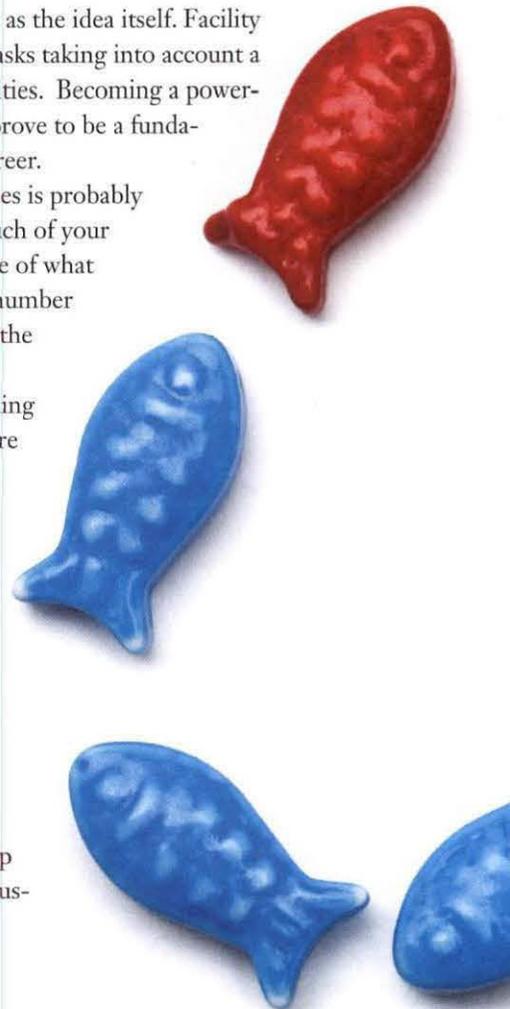
The ability to effectively communicate an idea is as important as the idea itself. Facility managers are called on to perform an incredible variety of tasks taking into account a diverse group of stakeholders and multiple competing priorities. Becoming a powerful influencer and sharpening your skills of persuasion will prove to be a fundamental and foundational element in building a successful career.

When you think about what you do on a daily basis the idea of sales is probably the furthest thing from your mind. But consider the fact that for much of your day you are trying to convince people to do a variety of things. Some of what you are asking is being received by willing ears and minds, but in a number of cases you are going to have to do some convincing. That's where the sales part comes in.

A trainer at Honeywell said something at the beginning of a grueling 30-day sales training process that has stuck for years. He said, "You're always selling something to someone, being on your team, doing something you want them to do, getting something approved—whatever you're trying to accomplish takes some sort of buy-in. It's your choice whether you want to get good at the process of buy-in or not. If you do get good at it, it will cut across all boundaries."

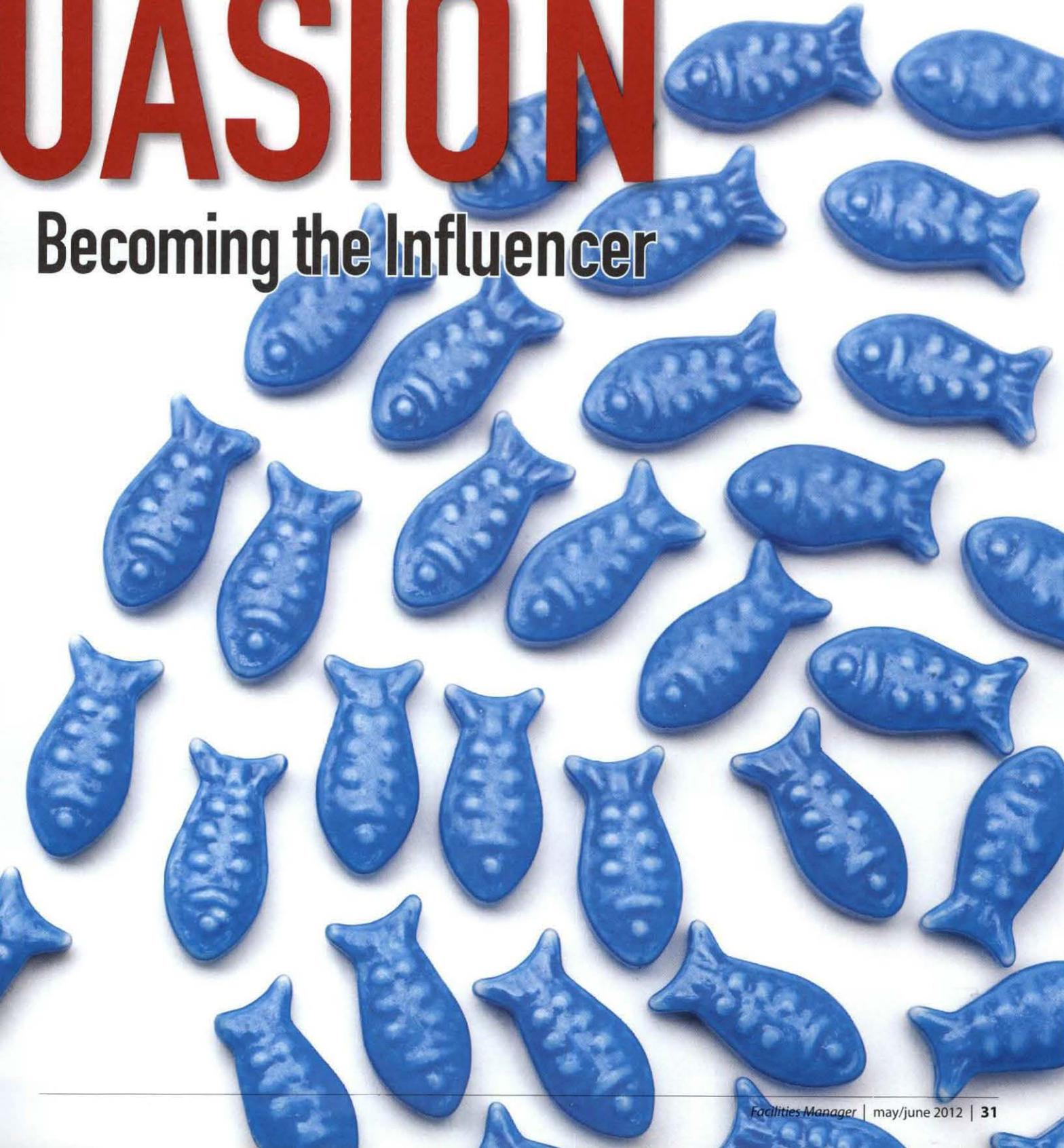
Over the years the authors have spent in business development and in facilities management, respectively, we've found his words to be truer by the year. We are in fact always trying to "sell something to somebody!"

The key motivation for all effective sales is that it's always about helping. If you keep this in mind, whatever you are trying to "sell," you will be much more successful. If you are looking for ways to help someone else with your projects/ideas/plans and couching your discussions based on that thought, you will be highly successful.



UASION

Becoming the Influencer



FEATURES, FUNCTIONS, AND BENEFITS

Selling involves a clear delineation of the benefits associated with the features and functions of the action you are seeking to take. Many of us assume that the benefits are obvious, but this is often not the case.

For instance, a project was proposed by the facilities department at the University of Hartford involving moderately significant funding to install an irrigation system on campus. The initial sell to senior administration involved a description of the feature (a well water pumping station) and the function (daily watering of the landscaping) with a benefit described as maintaining green, healthy grass. While this was seen as desirable, it was a tough sell during hard economic times. Interest did not pique until the project was tied to a strategic goal.

The benefit was recast as a direct way to attract new students through an improved appearance of campus. Since admission tours occur year-round, including the hot summer months, green, healthy grass would increase overall attractiveness. The project was wholeheartedly approved. The administration was not buying grass; they were buying students. Most of us are expert at understanding features and functions. Getting to know the real benefits to a variety of constituent groups takes time and effort to discover.

THE PROCESS OF DISCOVERY

One of the most important, if not *the* most important, part of the sales process involves something that every facility manager is expert at—asking questions. In order to get anything accomplished, it's fundamentally important to have a thorough understanding of the issues involved. This holds true for honing your persuasive skills. Let's call this the discovery process, where you uncover needs, ideas, deal-breakers, tangible/intangible benefits, and general information on the project or plans you are working on.

Becoming an expert interviewer is part of the process of persuasion or influence. One of the keys to becoming a highly effective interviewer is to carefully and thoughtfully develop before any important meeting a list of questions you want to ask. Engaging your internal team in a discussion about this might be appropriate depending on the importance of the meeting, but getting the questions down on paper and taking them with you is key.

Remember that being influential sometimes doesn't involve you telling anyone anything. In a number of cases, merely showing up with insightful questions that point to the fact that you've taken the time to truly understand the other person's position and concerns can be more persuasive than any speech.

In order to be persuasive you will need to identify to whom you are aiming your persuasiveness. Decision makers, opinion leaders, and champions for your cause come in all sorts of flavors on a campus. Identifying each one is important to strategically placing yourself at the right place at the right time with the right message. Identifying these various people early in the influence process is important. As you plan your collaboration efforts you won't miss someone who could become a "show-stopper" later on.

Opinion leaders can be found at all levels of the organizational structure. They could be the groundskeeper who plays golf with the provost, or the physics professor who has the ear of the board chair. Find out who they are and engage them in appropriate ways to bolster your approach and give you feedback, thoughts, and suggestions.

Champions can be extremely helpful. This might be an influential board member who really "gets" facilities and what you are trying to accomplish and who supports your efforts on a

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continual basis. Nurture these relationships. They are like bank accounts; the more you put in, the more you can take out with interest.

The discovery process should be liberally peppered with open-ended questions: the who, what, where, why, and how questions that can't be answered with a simple Yes or No. By asking questions in this format you will be able to quickly identify critical features (what is it?), functions (what is it supposed to do?), and benefits (so what does it mean to me?).

The benefits can be tangible (savings in time, money, or resources) or intangible (making someone look good, saving aggravation, improving morale), and each project usually has a smattering of both. Asking the big "so what?" question—not so much verbally but in your head, when you are listening or speaking—can help you focus on what really matters to the other people in the discussion.

When you are discussing the features and functions of a project, remember that some if not all of the others will be asking in their own way, "So, what does this mean to me?" If you are able to effectively determine the "so what's?" and include answers in your presentation, you will improve your ability to be persuasive. Remember, people buy benefits!

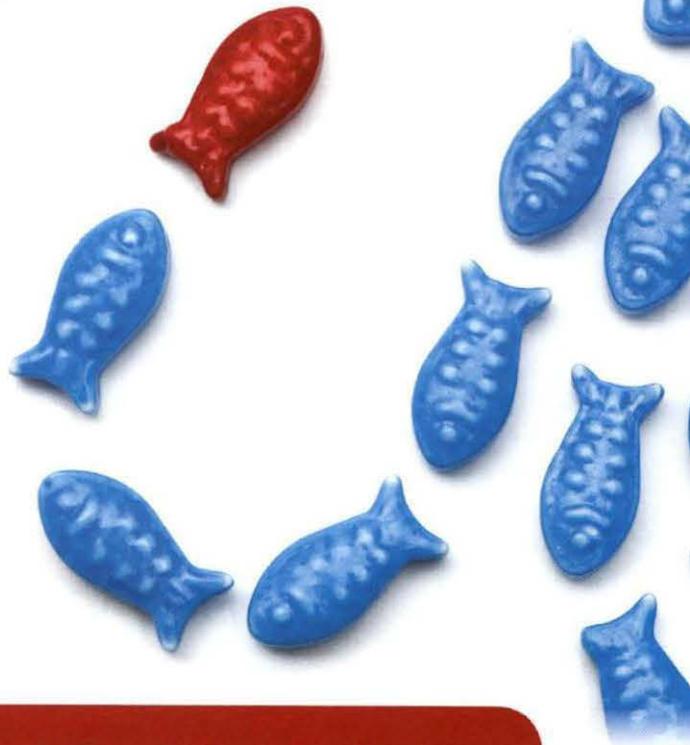
MANAGEMENT "SPEAK"

Understanding and speaking the language of the decision makers is also a critical factor in being persuasive. Using terminology and framing your thoughts, ideas, and explanations in the vernacular of the audience you are speaking with will enable you to engage with them at their level. You can show that you have taken the initiative to articulate your message in a clear manner, and solidify a spot at the table where decisions are made.

Changing your language from "engineering" to "finance" and "funding" to "investments" and becoming fluent in those vocabularies will serve to illustrate the importance you place on effective engagement. Our buildings are more than a collection of deferred maintenance problems. They are likely the largest asset on campus serving vital strategic needs and, like any investment, need to be preserved. One method might be for you to engage with your champion on the board or others in senior administration and have an open discussion about the decision-making process, common critical success factors, and strategic planning topics. By doing so, you will be more closely in line with critical criteria to include in your presentations and information sharing.

THE IMPORTANCE OF KNOWING

One more building block in improving your persuasiveness is



“ONE OF THE MOST IMPORTANT, IF NOT *THE* MOST IMPORTANT, PART OF THE SALES PROCESS INVOLVES SOMETHING THAT EVERY FACILITIES MANAGER IS EXPERT AT—ASKING QUESTIONS. IN ORDER TO GET ANYTHING ACCOMPLISHED, IT'S FUNDAMENTALLY IMPORTANT TO HAVE A THOROUGH UNDERSTANDING OF THE ISSUES INVOLVED.”

mirrored in the acronym MBWA, management by walking around. Knowing your staff, knowing your campus, and knowing your internal clients can only be done one way, by walking around and talking to them. Establishing relationships at all levels of the institution and developing your supporters and mentors is like building a human communication network.

This network will broadcast back to you all manner of important information and knowledge, keeping you up to date on the latest developments. Some of the information might be valuable and some not so much, but the key is the communication. People don't care how much you know until they know how much you care. With all networks the communication is a two-way process. You have information available to you that others might find interesting and important for them to know; share it as appropriate. It is often the case that when you share information with others, even more information will flow back to you, building and feeding your network on campus.

PACKING THE CANNON BALLS

The adage that "all of us are smarter than any of us" holds true when you utilize the collective thoughts and knowledge of your team to effectively position your "story." One of the techniques you might consider using is the pre-meeting meet-

ing. You could assemble your team, discuss the project/program/idea as a group, come up with questions to ask and prospective objections, and develop some answers.

The session should be somewhat open-ended with the intent to engage and think it through together, turning over all the rocks and making sure you are positioning yourself as well as possible for the upcoming meetings or presentations. An informed, engaged staff can be invaluable in helping you get to “yes.” Think of your team as packing the information cannon balls for you to fire when the opportunity arises. Pre-meeting planning can be an effective team-building tool for intra-departmental collaboration and relationship building. Try it out on your next project!

THE PRESENTATION

Presentations are where the rubber hits the road when it comes to being truly persuasive. Being effective here always makes a difference. The format might be standing before an audience or board, or sitting around a conference table having a targeted discussion, but being able to clearly articulate with words and graphics your points is critically important to your long-term career in facilities.

We have all been subject to “death by PowerPoint” and have lists of what to do and not to do in our heads. Discussing it here will hopefully bring some light to the subject of how to be truly effective.

What do we all hate about a presentation? Going on too long; being too technical; speaking in a monotone; reading the slides; busy slides with too much text; 6-point font; no graphics; no stories; and knowing that the presenter did not practice.

Reading slides is probably the #1 no-no in presentations. It’s usually caused by a couple of things: little or no practicing so the presenter doesn’t really know where they are at in the whole continuum of the talk, or excessive nervousness also caused by no practice sessions. The watchword is this: *practice your presentation*, multiple times. If you will do this, and we know you may hate to do this, you will be exponentially more confident and comfortable in front of the audience. Put on the slides only what you need to prompt your next thought, if you use slides.

Sometimes a flip chart and markers is the most effective solution to the “same old same old.” You can be quite engaging when you begin the discussion by asking the audience what they want to discuss about the subject, let them build the agenda, and then go through the items. Possessing the depth of knowledge you have on your subjects and practicing with your own staff will be key to making this work for you.

Practicing also will guard against the deadly “umms and ahhs” that plague most presenters. If you don’t have something

to say between thoughts, don’t say anything. Pauses can actually engage the audience, and when used effectively can be quite beneficial. If you are comfortable doing it, walk around a bit rather than hanging onto the podium like you’re going down with the ship. It will engage you with the audience and provide a way for you to burn off some nervous energy during the event!

Most of the projects/programs/ideas on which you will be presenting have things in common with previous projects and ideas. Stories are a powerful addition to any presentation or discussion. When used effectively, stories can illustrate by example what you are talking about. The most relevant and long-lasting impressions are based on someone hearing a story and being able to connect to it both emotionally and intellectually. You probably have dozens of stories or real-life examples that you could use to illustrate a variety of benefits associated with doing any number of project types.

The stories you use should include multiple benefits for all the stakeholders in the room, and be appropriate to illustrations to the points you’re trying to make. Think about telling a story about every 6 to 8 minutes during a presentation. Try it and see how it works.

GO FORTH – GET TO YES

As you develop your new techniques, be careful to keep track of your best practices. There may be variations to some of the concepts we’ve presented here that you will identify as being quite effective. Keep track of these and cement them into your departmental culture. This can be done informally, or you could literally start to create a “Becoming more Persuasive” list of “things to do” as the years progress. Whatever works for you and your staff in a positive way and leads to the increase of institutional knowledge is where you want to be.

Finally, be intentional and proactive in developing your skills of persuasion. Realize that you are selling benefits. By engaging your internal team, developing a sound game plan, becoming a better presenter, and tapping into your network, you can achieve more success at getting to that big “affirmative!” 

Bill Johnson is vice president for client development at Haley & Aldrich, Inc., Manchester, NH; he can be reached at wjohnson@haleyaldrich.com. Norm Young is associate vice president, facilities planning and management, at the University of Hartford, Hartford, CT; he can be reached at young@hartford.edu. This article is adapted from a presentation made at APPA’s Institute for Facilities Management.

PRESENTATIONS ARE WHERE THE RUBBER HITS THE ROAD WHEN IT COMES TO BEING TRULY PERSUASIVE. BEING EFFECTIVE HERE ALWAYS MAKES A DIFFERENCE.

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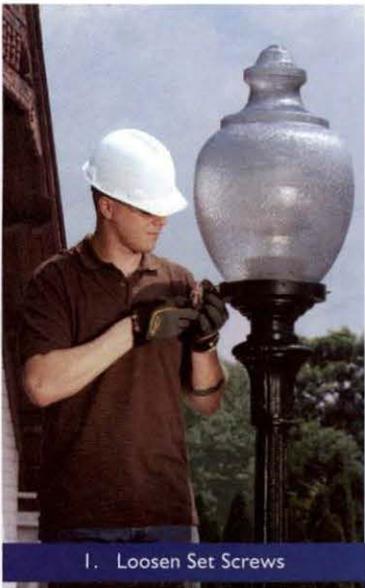
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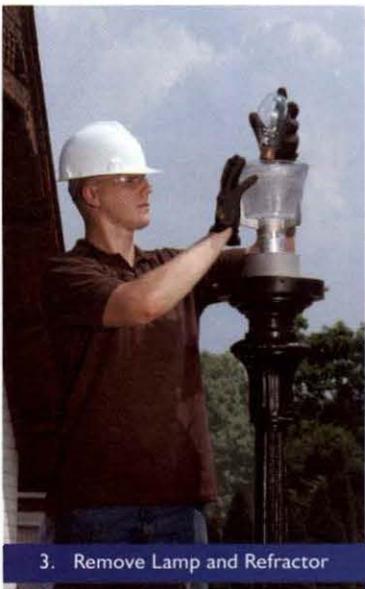
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When Arizona State University created the nation's first School of Sustainability, they didn't have to look far for a strategic partner. ASU was already working with Waste Management to help them reach their long-term sustainability goals while lowering their waste-related costs. The rest is environmental, and financial, history.

Beginning in 2007, we began a comprehensive recycling plan that would help ASU divert more material from landfills and recover value through recycling. At the time, the University was sorting their own recyclables, at a cost to them. Within six months, we installed a single-stream program that changed the way the school recycled. That was only the beginning.

Since 2007, ASU and Waste Management have:

- Increased diversion rates to 25% toward a goal of zero-waste by 2015.
- Installed 10 solar-powered compactors on campus to reduce collection-related emissions and costs.
- Instituted the Executive Sustainability Forum, bringing together business leaders with global sustainability experts and academics.
- Partnered with a local farm to create compost for food and organic material.
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A Program Management FRAMEWORK for Facilities Managers

By Dan King, P.E.

The challenge faced by senior facility leaders is not how to execute a single project, but rather, how to successfully execute a large program consisting of hundreds of projects. Senior facilities officers at universities, school districts, hospitals, airports, and other organizations with extensive facility inventories, typically manage project programs of this size. These programs consist of maintenance projects ranging in cost from the tens of thousands of dollars to new construction projects in the tens of millions. The need to manage a large program of diverse projects is a critical and ongoing requirement for most facility organizations.

WHAT IS PROGRAM MANAGEMENT?

Program Management is not just the sum of managing many individual projects. Projects are planned, developed, and executed within a system comprising policies, processes, standards, and, most importantly, people. Program Management is the dynamic management of this complex system. How well facility leaders proactively manage this system will determine whether or not they achieve

success completing their program of projects. Implementing a structured Program Management function within their organization will assist facility leaders in managing the project execution system. This article provides a framework for the Program Management function required by facilities organizations with large project programs.

PROGRAM MANAGEMENT CAN BE DEFINED AS SYSTEMICALLY MANAGING, DIRECTING, AND DRIVING THE EXECUTION OF A LARGE SET OF PROJECTS TO ENSURE THEY ARE SUCCESSFULLY COMPLETED.

PROGRAM MANAGEMENT FRAMEWORK

The Program Management function can be viewed as a framework consisting of the following key components:

1. Strategic
2. Resource
3. System
4. Project execution
5. Program assessment

This framework is depicted in Figure 1.

Strategic Component	<ul style="list-style-type: none"> • Mission • Values • Ethics 	<ul style="list-style-type: none"> • Vision • Strategic Plan
Resource Component	<ul style="list-style-type: none"> • System Capabilities • System Capacities 	<ul style="list-style-type: none"> • Investment
System Component	<ul style="list-style-type: none"> • Policy • Standards 	<ul style="list-style-type: none"> • Process • Organization
Execution Component	<ul style="list-style-type: none"> • Project Definition • Execution Performance 	<ul style="list-style-type: none"> • Problem Resolution • Status Reporting
Program Assessment Component	<ul style="list-style-type: none"> • Project Tracking • Program Assessment 	<ul style="list-style-type: none"> • Program Summary • Workload Balancing

Figure 1: Program Management Framework

Each of these system components has a major impact on how projects are executed. The components, in turn, consist of several subcomponents that affect execution performance. Using this framework to provide structure to the overall Program Management function, these subcomponents must be continually managed and adjusted by facility leaders to improve execution performance.

PROGRAM MANAGEMENT FRAMEWORK COMPONENTS

I. Strategic Component:

The strategic environment shapes the Program Management function as well as project execution. At the strategic level, the mission, values, and ethics of the core organization create the background within which facilities management operates and executes projects. The vision of the Board of Directors and Chief Executive Officer as well as the core business’ strategic plan will impact decisions made regarding program management and project execution.

FOR FACILITY LEADERS, THE KEY STRATEGIC COMPONENT ISSUE IS TO ENSURE THAT ALL COMPONENTS OF THE PROGRAM MANAGEMENT FRAMEWORK ARE ALIGNED WITH THE VISION AND STRATEGIC DIRECTION OF THE PARENT ORGANIZATION.

II. Resource Component:

The resources applied to program and project management directly impact execution success. The Resource Component consists of the Capacity, Capability, and Investment subcomponents. Capacity is the amount of work the project execution system can produce. Capability is having the right type of skills, knowledge, and talent, or expertise, to execute the work. If in-

sufficient capacity or capability exists, the timeliness of execution will suffer and projects will be delayed. Neither capacity nor capability is static, unchanging attributes of a facilities management organization.

As the mission or technologies change over time, capabilities may need to evolve. As talented personnel leave the organization, critical capabilities may be lost and must be replaced. Aligning the capacity with the workload is essential. Both capacity and capability can be increased by raising staffing levels or hiring more talented personnel. In periods of low workload, staffing levels may need to be reduced by attrition, layoffs, or other measures. Given inevitability of fluctuating

program budgets, a mixture of “core” in-house capacity and capability, augmented by those obtained contractually from consultants, provide the organization with the ability to “flex” as needed to accomplish a workload that varies over time.

FOR FACILITY LEADERS, THE KEY RESOURCE COMPONENT ISSUE IS TO CAREFULLY DETERMINE THE CAPACITY AND CAPABILITIES REQUIRED BY THEIR ORGANIZATION AND ITS WORKLOAD, AND MANAGE THE LEVEL OF INVESTMENT IN EACH TO ENSURE THEY ARE SUFFICIENT TO EXECUTE THE PROGRAM OF PROJECTS.

III. System Component:

The nature of the execution system will have a significant impact on its ability to complete projects. The System Component consists of the Policy, Organization, Standards, and Process subcomponents. The policies of the facilities management organization, such as project initiation, prioritization, funding, bidding, and contracting will all affect how work is accomplished. Similarly, the standards utilized to guide and direct the execution of work, such as architectural and design standards will affect how projects are completed. Additionally, the organizational structure of the facilities management group has a major impact on execution performance. For some organizations, a functional approach (e.g., planning, design, and construction management departments) may be the best way to execute projects. In others, client teams or a matrix structure may be a more successful.

Finally, the processes by which projects are completed are critical to execution performance. In large project programs, the processes that execute work will be performed over and over on each new project entering the system, so small process inefficiencies will be multiplied dozens, if not hundreds, of times

annually. A successful Program Management function must be strongly committed to process improvement, whether through Total Quality Management, ISO Certification, Lean Six Sigma, or similar approaches.

FOR FACILITY LEADERS, THE KEY SYSTEM COMPONENT TASKS ARE TO CONTINUALLY IMPROVE POLICIES, STANDARDS, AND PROCESSES, AS WELL AS TO OPTIMIZE THE ORGANIZATIONAL STRUCTURE TO MAXIMIZE EXECUTION.

IV. Project Execution Component:

The Project Execution component is the actual completion of the myriad of tasks needed to execute projects and complete work for clients. This component consists of the Project Definition, Execution Performance, Problem Resolution, and Status Reporting subcomponents.

Getting projects off to a good start is essential to execution success. The Program Management function must ensure projects do not languish in the initial phase of execution while the scope is being developed, the costs are being estimated, project funds are being sought, or contracts are being written. Facility leaders need to continually work to improve the performance of the personnel involved in the execution process. Design and project managers must be accountable for their ability to execute projects on time, within budget, and with high quality for their clients.

To successfully execute a large program of projects, the facilities management organization must also be capable of resolving difficult issues in a timely and effective manner. These problems may be political, financial, policy, process, technical, or contractual in nature. Regardless of the specific problem, the role of Program Management is to remove those obstacles in support of the project managers. Finally, project status reporting is an essential part of the Program Management function. Project managers must accurately report the status of their projects on a regular basis in a manner that supports the Program Assessment process.

FOR FACILITY LEADERS, THE KEY ISSUES FOR THE PROJECT EXECUTION COMPONENT INCLUDE MANAGING THE "FRONT END" OF THE PROJECT EXECUTION PROCESS, RESOLVING PROBLEMS, AND HOLDING STAFF MEMBERS ACCOUNTABLE FOR PERFORMANCE.

V. Program Assessment Component:

The Program Assessment component serves as the feedback mechanism in the Program Management framework. It is at the heart of the organization's Program Management efforts. This feedback loop is critical to understanding the status of the overall program. By relentlessly tracking project status and assessing execution performance, facility leaders can develop the

information needed to make the changes necessary to improve the execution system.

The Program Assessment Component consists of the Program Summary, Project Tracking, Program Assessment, and Workload balancing subcomponents. To track the execution of the overall program of projects, it is necessary to have a comprehensive Program Summary that lists all projects comprising the program. Using this summary, the execution status of projects is tracked using the information obtained from the Project Reporting subcomponent described above.

This project-by-project status is aggregated and assessed to determine how well the overall program is being executed. In particular, the Program Assessment subcomponent looks for common or repetitive problems, execution trends, workflow bottlenecks, problematic policies or standards that create obstacles to execution, systemic process inefficiencies, workload imbalances, capability or capacity shortfalls, or project manager performance issues.

FOR FACILITY LEADERS, THE KEY ISSUE OF THE PROGRAM ASSESSMENT COMPONENT IS TO ACCURATELY AND COMPREHENSIVELY ASSESS THE EXECUTION STATUS TO DEVELOP THE INFORMATION NEEDED TO MANAGE THE OVERALL PROGRAM OF PROJECTS.

THE ROLE OF SENIOR FACILITY LEADERS IN PROGRAM MANAGEMENT

Senior facility leaders, as a rule, do not manage projects. Rather, their role is to manage the overall system by which projects are executed. The crucial role for facility leaders in the Program Management framework is to use the Program Assessment component to change, modify, or improve the Resource, System, or Project Execution components. Simply stated, the value of an organization's Program Management function is proportional to extent the leaders use it to adjust capacities and capabilities, streamline processes, modify policies, establish standards, optimize organizational structure, resolve problems, enforce accountability, and balance workload to maximize project execution in terms of speed and quality of execution.

If facility leaders are not continually assessing and improving their overall execution system, they are not managing their program of projects. However, if they implement a strong Program Management function, facility leaders will improve the ability of their organization to successfully execute projects in support of their clients. 💰

Dan King is the assistant vice president for facilities at Auburn University, Auburn, AL; he can be reached at daniel.king@auburn.edu. Prior to coming to Auburn, he was the public works officer at the U.S. Naval Academy. This is his first article for *Facilities Manager*.

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Collaboration – The True Key to Success

Facilities Contract Volume and Utilization Increases

By William M. Elvey, APPA Fellow, and Mary Sue Goldwater, C.P.M.

If there is one thing we've learned as members of the E&I Facilities Strategy Team, it is the true value of collaboration. The road to success, it seems, is paved with teamwork and cooperation.

You might recall that in our last update we described much of the work the team had completed in terms of fielding RFPs and awarding new contracts. With that in mind, we decided the next reasonable step would be to evaluate the results. To do so, we took a close look at each of the facilities and facilities-related contracts in the E&I portfolio. We began by dividing the contracts into three action areas:

- **Enhanced contracts**, where improvements were made to the existing terms, conditions, and/or available products
- **Re-solicited** contracts that were expiring
- **New contracts**, where new product categories were identified, and new contracts were awarded

ENHANCED CONTRACTS

The team provided input for enhancements to existing contracts for the following products and services:

- Job Order Contracts
- Paint
- Auto Parts, Supplies and Services
- Plumbing Supplies and Services
- Lab Furniture and Services
- Air Filter Supplies and Services
- Bulk Liquid Nitrogen and Services
- Gas Cylinders

RE-SOLICITED CONTRACTS

Expiring contracts were re-solicited and awards were made for the following products and services:

- MRO Supplies and Services
- Roofing Supplies and Services
- Carpet, Related Supplies and Services
- Audio Visual Equipment, Supplies and Services
- Express Mail Services
- Moving Services

NEW CONTRACTS

The team participated in the solicitation, evaluation, and/or communication of new contracts for the following products and services:

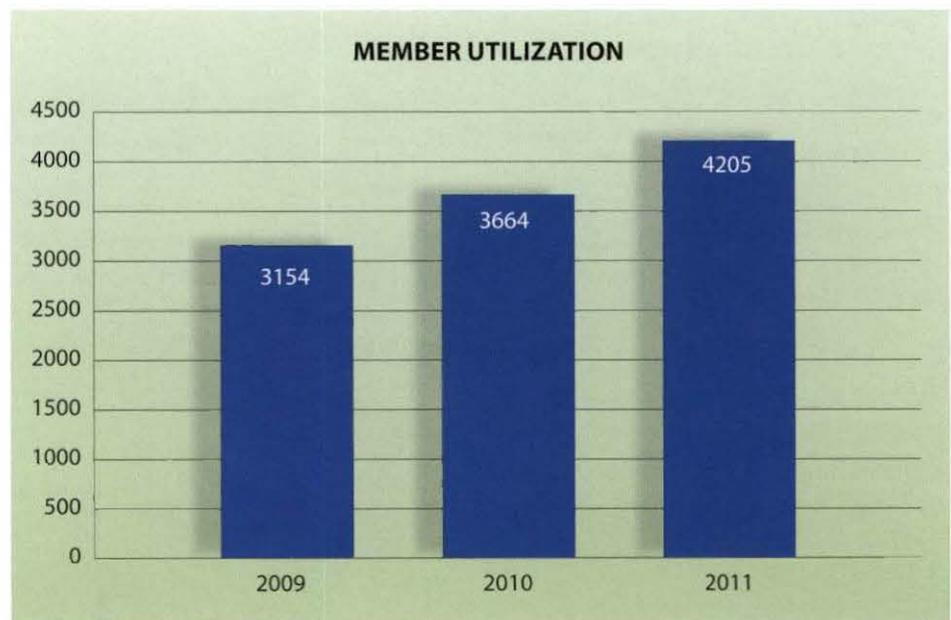
- Electrical Equipment, Supplies and Services

- Elevator Maintenance and Services
- Security Equipment, Supplies and Services
- Artificial Turf Supplies and Services
- Visual Boards (Blackboards, Whiteboards)

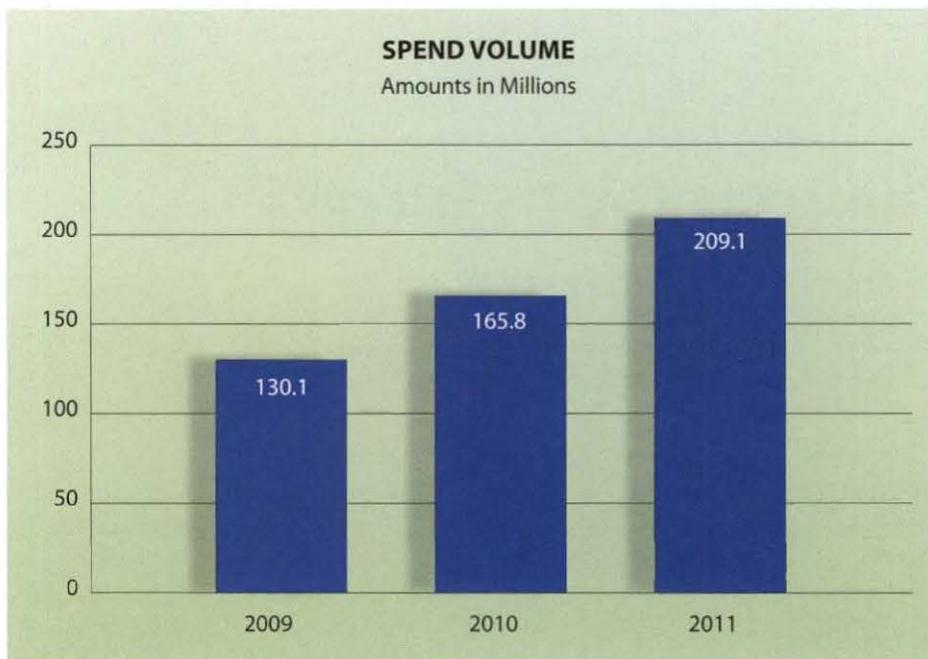
MEMBER UTILIZATION & SPEND VOLUME

Our next step was to determine the member utilization and spend volume associated with each contract. Our evaluation spanned contract activity from 2009 through 2011. (In 2011, we factored in an accrual rate for the 4th quarter volume.)

We believe this steady increase in member utilization and spend volume clearly indicates that the APPA/E&I collaboration has been successful in



Member utilization from 2009-2011 increased by 1,054 members – or 25%.



Spend volume from 2009 through 2011 increased by \$79 Million – or 62%

A Quick Glance at the Facilities Strategy Team

- Formed in the Fall of 2008
- Comprising Higher Education Facilities & Procurement Professionals
- Mission: To help E&I develop best-in-class facilities contracts for use by member institutions
- Members:

Nathan Baird, *University of Oklahoma*

Janice Forburger-Brumley, *Texas Tech University Health Science Center*

William Elvey, *University of Texas, Dallas*

Mary Sue Goldwater, *C.P.M., E&I Cooperative Purchasing*

Maggie Kinnaman, *University of Maryland-Baltimore, Retired*

E. Lander Medlin, *APPA*

David Ott, *E&I Cooperative Purchasing*

Judy Schaffer, *E&I Cooperative Purchasing*

Tina Smith, *E&I Cooperative Purchasing*

Bob Solak, *E&I Cooperative Purchasing*

Paul Watson, *C.P.M., University of Texas, Dallas*

Jeff Zimmermann, *Texas A&M University*

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achieving our goals. Since the team's inception three years ago, we have maintained a steadfast focus on delivering the highest caliber contracts in terms of pricing, products and overall value. This increase in utilization and volume is proof that our members are realizing this value.

POTENTIAL MEMBER SAVINGS

We realize that it is always about the bottom line, and in this case, we have helped higher ed institutions save significantly. In the area of Maintenance and Facilities, the estimated savings using E&I contracts averages between 10 and 15 percent. Over the three year span, this translates into a total spend of \$505 million, with an estimated savings of about \$7 million. More than just cost, our members have also saved a considerable amount of time. The average time to develop and complete a Request for Proposal is approximately three to six months. Members are reducing this time drastically by utilizing the competitively solicited contracts, and, as we all know, time is a priceless commodity.

We think it bears repeating that one of the most valuable aspects of this process is the cross-departmental collaboration

ONE OF THE MOST VALUABLE ASPECTS OF THIS PROJECT IS THE CROSS-DEPARTMENTAL COLLABORATION BETWEEN MEMBERS OF THE FACILITIES STRATEGY TEAM.

between members of the Facilities Strategy Team. Because the team is composed of individuals from both the facilities and procurement departments, the work conducted is all the more valuable. Each of these individuals possess the knowledge and the expertise to ensure that the resulting contracts will meet the specific facilities needs of members, while aggregating spend to deliver competitive pricing on a national basis.

Our collaboration is ongoing, and we continue to work on improving our facilities portfolio for our members. As always, all solicitation updates and awards will be posted on the APPA and E&I websites. We hope that sharing this positive news will encourage more members to utilize our contracts and take an active role in lowering facilities costs on campus.

We encourage and welcome volunteers to serve on the RFP Teams. These teams are tasked with the responsibility of preparing and reviewing RFPs for specific commodity areas. Anyone interested in becoming an RFP Team member should contact Mary Sue Goldwater at mgoldwater@eandi.org.

Bill Elvey is a Past APPA President and the director for engineering, construction, and planning at the University of Texas at Dallas and can be reached at welvey@utdallas.edu. Mary Sue Goldwater is director of regional contracts – central region for E&I Cooperative Purchasing. She can be reached at mgoldwater@eandi.org.

Siemens Strengthens Texas A&M's Tradition of Energy Management

Of the many trends impacting U.S. colleges and universities in the next 10 years, two are converging at a rapid pace. The steady decline in the number of high-school age students, from 21.5 million in 2009 to less than 20 million by 2020, is dove-tailing with the rapidly increasing value 18 and 19 year-olds place on global responsibility. To attract smart, young students, institutions are finding they need to be seen as leaders in energy conservation and other areas of sustainability. Texas A&M University is one institution that has taken this bull by the horns.

As one of the nation's oldest and largest universities, Texas A&M is recognized as a leader in all facets of higher education, from academics to athletics to scientific research. The university has also been a leader in campus energy management, dating back to 1893 when it first began generating a significant portion of its own electricity. Texas A&M continues to look forward, with a new \$15 million performance contract and the help of Siemens Industry, to upgrade the efficiency of over 20 campus buildings.

Decreasing Costs While Increasing Enrollment

Texas A&M's proactive approach to managing energy consumption on campus targets two important goals. It wants to further control energy costs and provide a greener, more energy efficient campus for a more environmentally-conscious student body. This effort, spearheaded by the university's Department of Utilities and Energy Management (UEM) team — led by Jim Riley, Director of Utilities and Energy Management, and Les Williams, Associate Director of Utilities and Energy Management — has been a proven success. Since 2002, Texas A&M has been able to reduce energy consumption by 25% despite the fact the campus' total square footage grew by 18%.

Staying Ahead of the Curve

Today, the campus is embarking on an ambitious upgrade of 24 campus facilities to further improve energy management.

To do this, it is leveraging a \$15 million performance contract made possible through ARRA stimulus funds secured by the Texas State Energy Conservation Office (SECO). The contract allows Texas A&M to fund facility improvements through a low-interest loan paid for by future energy savings.

To implement the performance contract, Texas A&M partnered with the Building Technologies Division of Siemens Industry, Inc. a global leader in building automation and energy efficiency solutions. Siemens was selected in part because of their past successes with Texas A&M energy management initiatives. Additionally, the university felt confident in the ability of Siemens to complete all project work by the end of 2011, a key condition of the funding, according to Riley.

Creating a Better More Efficient Campus

In defining key elements of the building upgrades, Siemens and Texas A&M identified solutions that both reduce energy consumption and create buildings that better meet the needs of its students, according to Williams. The final list of projects calls for improvements to 24 campus buildings. These improvements include:

BAS Building Optimization —

Optimization of the campus' building automation system (BAS) will improve energy efficiency and enable better HVAC control in buildings representing over 1.6 million square feet.

Occupancy Sensors —

Occupancy sensors will be installed in offices, classrooms and common areas to reduce energy consumption and eliminate the wasteful practice of conditioning and lighting spaces when not occupied.

Lighting Retrofits —

Replacing older inefficient lamps will reduce energy consumption dramatically. Texas A&M's 700,000 square foot library will benefit greatly from this upgrade as will campus parking garages, which must remain lit 24/7/365.



Top: Rudder Tower is one of 24 Texas A&M buildings undergoing energy efficiency upgrades.

Bottom, from the left: Jeff Murray, Siemens; Jim Riley, Director Utilities & Energy Management, Texas A&M; Jacob Richardson, Siemens; Les Williams, Associate Director Utilities & Energy Management, Texas A&M

The Impact of Performance Contracting

Once the project is completed in 2011, these building improvements are estimated to generate \$1.1 million in annual operations and utility savings. The university and Siemens are working closely with an independent third party assessor, selected by SECO, to ensure performance and savings goals are met. The end result is a more efficient, sustainable campus benefitting the students, budget and the environment.

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Biomass Heating – Should You Consider It for Your Campus?

By Abbe Bjorklund, Chip Lederer, and Rich Ney

In their search for sustainable energy sources and operating cost reduction, many colleges and universities are considering biomass (typically wood chips) as an alternative fuel source for heating their campuses. Depending upon your campus' situation, there may be compelling reasons for biomass, but also some challenges to be addressed.

WHY BIOMASS?

Renewable Energy Resource: Biomass fuel comes from a renewable/sustainable resource base. Fossil fuels will eventually run out, but with proper resource management practices, the biomass resource base can be sustained indefinitely.

Economic Fuel Source: Depending upon the type and cost of your current fuel sources, converting to biomass fuel sources can have attractive economics, especially if you are displacing fuel oil.

For example, to provide the equivalent BTUs of wood chips at a delivered cost of \$50/ton and a LHV of 4,500 Btu/lb, the #2 oil price would have to be less than \$0.83/gallon, #6 oil would have to be less than \$0.78/gallon, and natural gas would have to be less than \$5.55 Dtherm.

The unit price and heating value of wood chips will vary in relation to the characteristics of the delivered wood fuel in terms of size of chips, type of wood, and moisture content. The proximity of the fuel source to point of use is also a factor in the delivered price of wood as a fuel. Currently we are seeing wood chip delivered costs ranging from \$35/ton to \$65/ton depending upon the location and the chip characteristics.

Biomass fuel pricing has historically been less volatile than gas and oil prices, so many campuses look to utilizing biomass as a way to stabilize their future energy costs. Because biomass fuel prices are not linked to national or global energy markets, over the last 15-20 years biomass prices have stayed level or decreased, while oil and gas pricing have dramatically fluctuated.

Net Zero Carbon?: Historically, in the discus-

predicted. Against the backdrop of this uncertainty, EPA is currently undertaking a study of biomass in an effort to determine the appropriate accounting rules for greenhouse gas emissions within the



BIOMASS FUEL PRICING HAS HISTORICALLY BEEN LESS VOLATILE THAN GAS AND OIL PRICES, SO MANY CAMPUSES LOOK TO UTILIZING BIOMASS AS A WAY TO STABILIZE FUTURE ENERGY COSTS.

sion regarding greenhouse gas balances, biomass has been treated with a 'net-zero' approach; assuming that there are zero net carbon dioxide emissions because the carbon released during combustion was removed from the atmosphere by the biomass source as it grew (small amounts of methane and nitrous oxide are also emitted). More recently, however, some life cycle analyses have pointed to the potential that large-scale biomass production may in fact be a net emitter of carbon dioxide, due to land use changes and disruption of natural sequestration processes. The assumptions used in these studies have tremendous influence on the magnitude of the carbon balances

federal New Source Review permitting program. EPA's decision is expected by 2014.

Local Sourcing: Depending upon your campus' location, local biomass fuels may be abundant and available from local sources. As opposed to fossil fuels, biomass fuel dollars can stay in the local, state, and regional economy, and increasing the use of biomass helps the local tax base and builds tax revenue.

TECHNOLOGY OPTIONS

There are two different biomass wood technologies. One is a simple wood burning boiler (Stoker) that converts wood chips directly to heat energy for steam or

hot water generation. Another approach is a wood conversion process or gasification (Gasifier) which produces a synthetic gas that is used to operate boilers and potentially other equipment. Some biomass boilers can be furnished with natural gas capability, which may also be considered to provide fuel flexibility.

CHALLENGES

Some of the challenges associated with biomass systems, include:

Location/ Space Requirements – Biomass fuel sources require space and facilities for delivery, storage, and fuel handling. Unlike a gas pipeline, biomass fuels will need to be delivered to your plant, in most cases by truck. Depending upon the season and your campus loads, you may be looking at the delivery impact of 3-7 truck loads/ day or more to your site. These space and delivery requirements

restrict the feasibility of biomass for many urban campus settings.

Permitting/Emissions – Permitting of biomass systems can often be more challenging than traditional fossil fuel systems. Emissions from biomass combustion falls somewhere between those emitted from natural gas combustion and emissions from coal combustion, but the lack of a deep pool of historical data regarding emissions from various biomass technologies and fuels can slow the permitting process, or result in the agency being conservative in their approach. Regulation of emissions from solid fuel biomass boilers under the recently issued Boiler MACT rules will require particulate emission controls: use of an electrostatic precipitator at a minimum, and quite possibly requiring a filter.

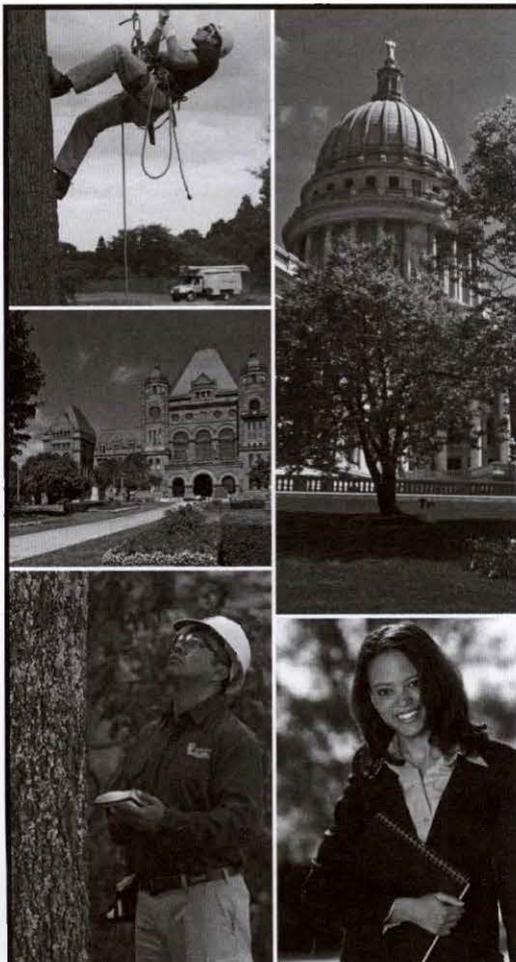
In summary, biomass could provide a renewable, economically viable, local fuel

source for your campus. Careful evaluation of technology options, fuel sources, and permitting requirements will help mitigate the risks and ensure that you achieve a reliable, successful plant. ☺

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Abbe Bjorklund, leads Sebesta Blomberg's Energy and Sustainability Center of Excellence, and can be reached at abjorklund@sebesta.com. Chip Lederer is director of engineering for Sebesta Blomberg (clederer@sebesta.com). Rick Ney, leads Sebesta Blomberg's Environmental Engineering group (rney@sebesta.com). This is their first article for *Facilities Manager*.



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Pushing for Clarity – Residence Halls Codes

By Dana Peterson and Theodore J. Weidner, Ph.D., P.E., AIA

APPA's Code Advisory Task Force (CATF) is active in putting proposals before standards and code setting organizations, with the goal of clarifying and coordinating conflicting standards, and to serve as a voice for, and advocate on behalf of, educational institutions on such matters. Among its most recent activities are efforts to achieve consistency between the differing views taken of student residence facilities between the National Fire Protection Association (NFPA) and the International Code Council (ICC), as they pertain to residence facility codes.

THE CONFLICTS

NFPA's position relegates student residence halls to a status of housing that serves a continually changing population (without any of the hazards associated with cooking or individual space heating), which is a position that ties student housing under the same fire and life safety standards associated with hotel occupancy. The ICC, on the other hand, has a better understanding of educational housing facilities (specifically the nature, predilections, and average tenure of stay of today's student residents) and classifies the buildings under "Group R-2." In contrast, the ICC classification is akin to apartment houses and similar structures, where the occupants are primarily permanent in nature and are familiar with the housing layout and design.

These two conflicting views have, in some jurisdictions, placed educational facilities managers, designers, and

developers in the uncomfortable, and oftentimes costly, position of obtaining compliance with *both* codes. Many jurisdictions across the country have situations where the state building code is built to the ICC requirements, but fire safety codes (particularly NFPA 101) are also enforced either as a separate code by local fire departments, or by authorities for operational purposes, or in lieu of certain sections of the ICC codes for design approval.

A CLASS OF ITS OWN

The CATF's initial efforts at creating code uniformity were focused on a proposal to create an entirely new occupancy classification for student residence halls to stand on their own. A CATF proposal was submitted to the NFPA 101 Committee in 2011. The committee declined to recommend the change to the full membership for adoption and, despite an appeal mounted by the task force at the NFPA's meeting last June in Boston, the proposal was defeated. In its comments, however, the technical committee did express sympathy for the underlying rationale behind breaking out student residence facilities separately from the current code, as well as the plight of designers and administrators.

It was also noted by the technical committee that the task force's appeal would be better substantiated had it proposed an entirely new code regulatory chapter from the ground up, rather than rephrasing language found within the existing code, producing virtually no significant differences between one

and the other in the committee's view. However, writing a new section of code entirely from scratch—including all of the cross-references to other related code passages—would require significant resources of volunteer time and funding not presently available to the CATF. Therefore, the task force is now giving consideration to how it might bring NFPA's classification of student housing more in line with ICC—assuming that this can be done in a way that will maintain, if not enhance, fire and life safety code requirements that ensure the well being of our student populations.

PRACTICALITY

From a practical standpoint, residence halls *are* more like permanent residence facilities. Occupants do become intimately familiar with them, the layout, and means of egress, unlike hotels where the occupant likely only knows the way between the front desk and the room they are in. Furthermore, today's residence halls are built with all types of fire safety concerns including cooking facilities and assembly spaces, and these concerns are not accounted for under the NFPA code.

Under the NFPA *Life Safety Handbook*, dormitories are lumped under hotels because it purports the view that students are "primarily transient in nature" and that student housing is "mainly used for stays of short duration." The NFPA classification is "also based on the presence of hazards (such as cooking and heating equipment) in residential occupancies and the degree to which occupants are familiar with their living space. Occu-

REQUIREMENTS FOR A RESIDENCE HALL UNDER:

International Building Code	NFPA 101 Hotels (Chapter 28)	NFPA 101 Apartments (Chapter 30)
FIRE ALARMS		
Smoke alarms outside each bedroom and on each level.	Single station smoke detectors in every guest room. Corridor smoke detection unless sprinklered.	Smoke detectors outside every bedroom and on every level.
Fire alarm system if greater than 2 stories or contains more than 16 dwelling units.	Fire alarm system shall be provided.	Fire alarm system if greater than or equal to 4 stories or more than 11 dwelling units.
	Manual pull stations with alarm to front desk or central point under continuous supervision.	Manual pull stations unless 4 stories or less, or less than 16 dwelling units, and sprinklered.
	Annunciation and zoning required at location of emergency arrival unless 3 stories or less or 50 guest rooms or less.	Annunciation and zoning required at location of emergency arrival unless 3 stories or less or less than 16 dwelling units, and sprinklered.
SPRINKLER SYSTEMS		
Required if greater than 2 stories (including basements) or having more than 16 dwelling units.	Sprinkler systems in all unless door opens directly to the outside.	Sprinkler systems in all.

pants might have little or no familiarity as is the case with transient residents in a hotel.” As educational facilities professionals, we know that this classification does not accurately describe campus housing structures, or the manner in which students occupy housing. This is particularly the case for newly built and remodeled student housing units, which rarely resemble either modern hotel accommodations or “vintage” dorm rooms from yesteryear.

A NEW STRATEGY

The CATF is now considering whether it should pursue a strategy that would seek a switch or changes (not full rewrites) to existing NFPA classifications that would simplify compliance and costs, without compromising existing fire and life safety. To this end, what are the true ramifications of switching or changing classifications? By way of example, while we might seek regulation of residence facilities under another classification that feels like a better fit, it is still an untested hypothesis that it would result in less expense. We say “untested hypothesis” and while largely true, the task force did test its assumption in a side-by-side comparison of how

a generic residence hall would be viewed under both the “hotel” and “apartment” NFPA classifications for two of the most regulated and cost provoking systems: fire alarm and sprinkler systems. That analysis is set forth in the chart above.

As can be seen, while the requirements for these systems are similar in most cases, there are particular cases and situations where it would be a substantial advantage in building to the NFPA classification requirements for apartment buildings. However this is only a tiny slice of the overall code and its regulatory impact. A working group under the CATF is needed to take the time to research all of these various impacts and to fully assess whether this approach is in the best interest of our institutions, and more importantly, our students.

OTHER CONSIDERATIONS

One other assessment to consider is how would such a designation affect camps and conferences, and truly transient summer occupants? Camps and conferences are an important revenue stream for some higher education institutions to mitigate the total cost of a college education. Would such uses be prohibited? Or would institutions have to

build residence halls that might be used to house summer camps under a different classification from those that serve their principal student customers? Questions such as these and ones yet to be asked need to be studied and articulated.

While the CATF considers whether a strategy to bring NFPA code more in line with ICC’s view is appropriate to pursue, the ICC code language is not perfect either. Its definitions for key terms and Group R occupancies could be clarified to eliminate confusion, and more strongly make the connection to the transient nature of the occupants. The task force has a proposal before the ICC this year to spell out the language in its code regarding the classification of dormitories and student residence facilities. 

Dana Peterson is associate university architect at the University of New Hampshire. He can be reached at dana.peterson@unh.edu; this is his first article for *Facilities Manager*. Ted Weidner is assistant vice chancellor for facilities management and planning at the University of Nebraska – Lincoln and can be reached at tweidner2@unl.edu. The authors would like to thank Mike Anthony (University of Michigan) for his assistance in the preparation of this article.

BENCHMARKING & ORGANIZATIONAL CHANGE

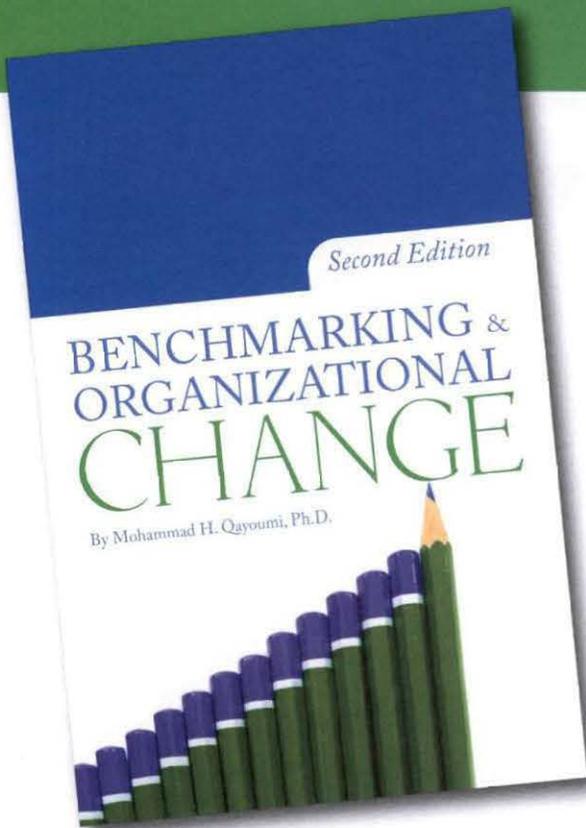
Second Edition

By Mohammad H. Qayoumi, Ph.D., APPA Fellow
President, San Jose State University

This newly updated edition of *Benchmarking & Organizational Change* can assist in integrating the technical, human, and economic aspects of an organization in order to optimize business results. It enables organizations to embrace rapid and perpetual change, and to practice the principles of a learning organization.

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- expand horizons beyond your industry.
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- create an ongoing sense of urgency to remain competitive and, possibly, outpace your competition.



Contents:

- 1: Why Benchmark?
- 2: What Is Benchmarking?
- 3: Critical Factors for Benchmarking Success
- 4: Leading Organizational Change
- 5: Leveraging Organizational Learning
- 6: To Probe into the Future
- 7: Conclusion

- Appendix A: Benchmarking Code of Conduct
- Appendix B: The Benchmarking Process
- Appendix C: A Typical 10-Step Benchmarking Process Model
- Appendix D: Measurement Matrix
- Appendix E: References and Other Resources

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

Congratulations to Fred Gratto, assistant director of grounds at the University of Florida, for sharing some of his leadership techniques as an author. It's a big job to write a book while working a regular day job. I'm happy to have it included in this month's Bookshelf alongside three more prominent authors of leadership advice.

13 THINGS ROCK & ROLL CAN DO FOR YOU ... ADVICE FOR LEADERS AND EVERYONE ELSE: AT HOME & AT WORK

Frederic Gratto, Telemachus Press, 2011, 166 pages, softcover.

There were several quotes that come to mind when reading *13 Things That Rock & Roll Can Do For You*. They included: "No one ever said on their deathbed, 'I wish I'd spent more time at the office';" "stop and smell the roses;" and "there's more to life than just being alive." The book is full of reminiscences of life, growing up, and music mostly from the 1960s. They play well off each other and provide a refreshing perspective on life.

Those of us who grew up in the '60s, the boomers born in the '50s, as well as those from the mid-'70s will remember the music fondly. The music from that era was a combination of poetry, prose, melody, and tempo, generally focused on life and love. Some were songs of hardship, but most were reflective of the changing times, coping, and dreams of a better life. Taken as a group, which the author does well, they provide a philosophical approach to life.

The *13 Things* are presented one chapter at a time. The author's life experiences are interlaced with references to rock and roll songs. While this may seem to be a simplistic approach, I found it interesting and enjoyable. Of course, as a child of the era, I also found myself

remembering the music of my youth, what I was doing, and how the music affected me then, and now.

While you may not agree with the technique, or be familiar with the music, the overall message is still the same. Maintain a perspective on your life, balance work and play, family is important, don't sweat the small stuff, and so on. I recommend *13 Things* when you're in need of adult reflection but still can't leave your youth.

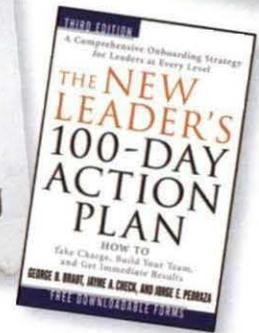
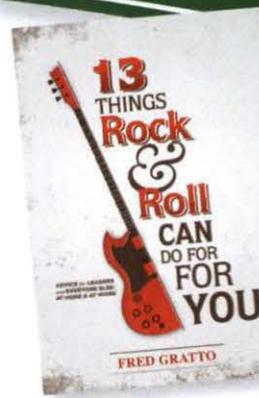
THE NEW LEADER'S 100-DAY ACTION PLAN: HOW TO TAKE CHARGE, BUILD YOUR TEAM, AND GET IMMEDIATE RESULTS, 3RD ED.

George B. Brandt, Jayme A. Check, and Jorge E. Pedraza, John Wiley & Sons, Inc., Hoboken, New Jersey, 2011, hardcover \$26.95, e-book \$11.69.

I've selected this book for selfish reasons. I'm hiring a new person for my organization, an important position that must deal with strong-willed employees, difficult customers, important contractors, and some somewhat complex policies. My goal is to have this new person start off on the right foot and succeed where previous people have struggled. While I believe I have "hired right," it's also important that I do my part to ensure success.

The New Leader's 100-Day Action Plan is focused on what the new leader must do to put his or her agenda in order, get the right people on the team, and start making things happen. The book starts with pursuit of the job – choosing the right job – to help ensure success. The clues to choosing the right job are:

- finding out details of the skills required
- finding out what about the job is compelling



- reading the culture in advance (that is, the work environment, not the office décor) to determine if your work style is compatible.

There are also three questions that must be answered in the interview (strengths, motivation, and fit.) From my perspective, as the hiring component, does the prospective employee answer the three questions well?

Then the 100-Day honeymoon begins. A good honeymoon ends with a successful working relationship, and a bad one means a new job search. Are the employees accepting of change? Does the organization need to change or is it successful? A leader who starts a new job and tries to change the organization against its will, will not be as successful as desired, and might face bigger problems. However, an organization ready to change (for survival or other reason) will improve with the right leadership. Assessing the environment and assimilating into it is essential. In my case, helping with the environmental factors and assimilation will help increase the likelihood of success.

Whether you want to read the *100-Day Action Plan* as a job searcher (the primary reason for the book) or as an employee searcher (my reason), you'll find it an informative and supportive book that will help you grow and succeed. ☺

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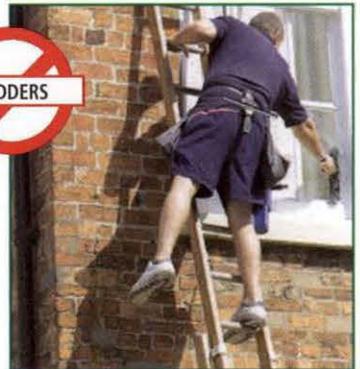
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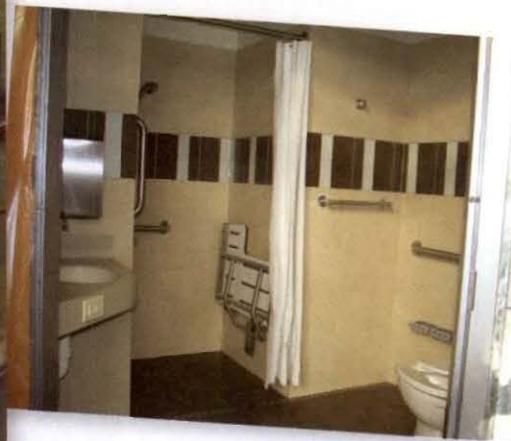


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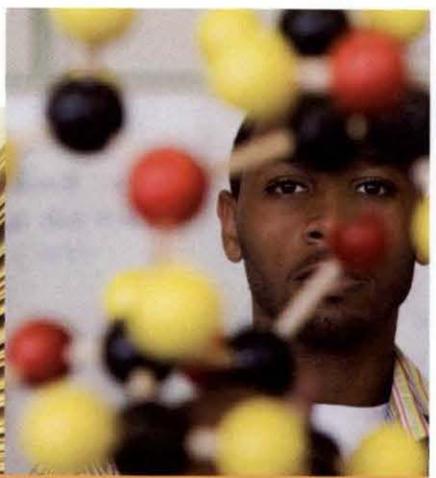
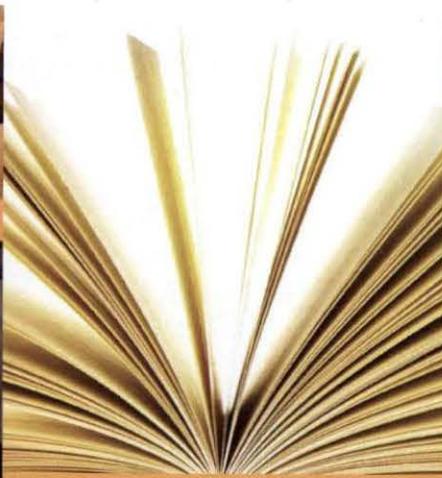
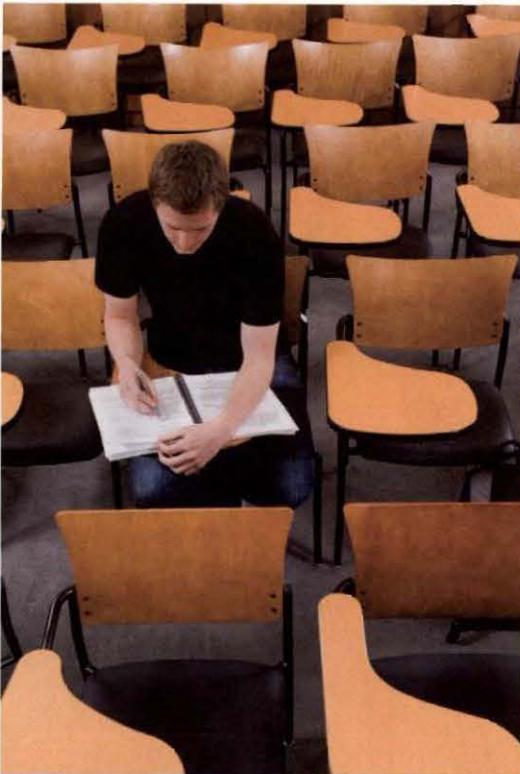
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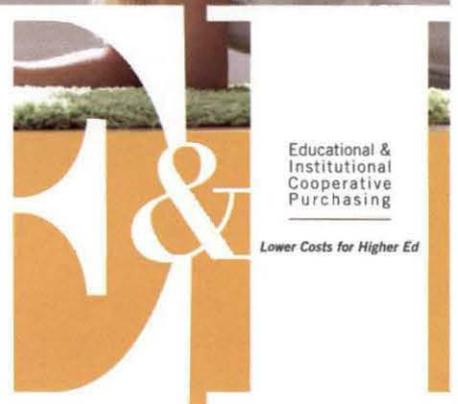


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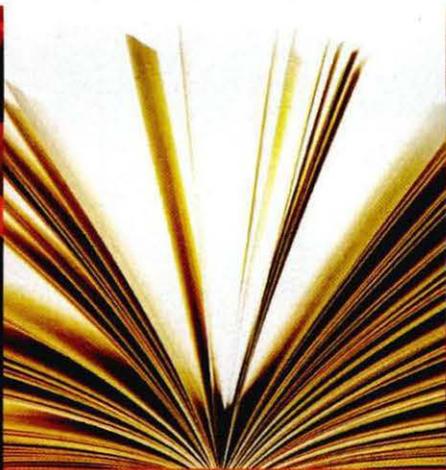
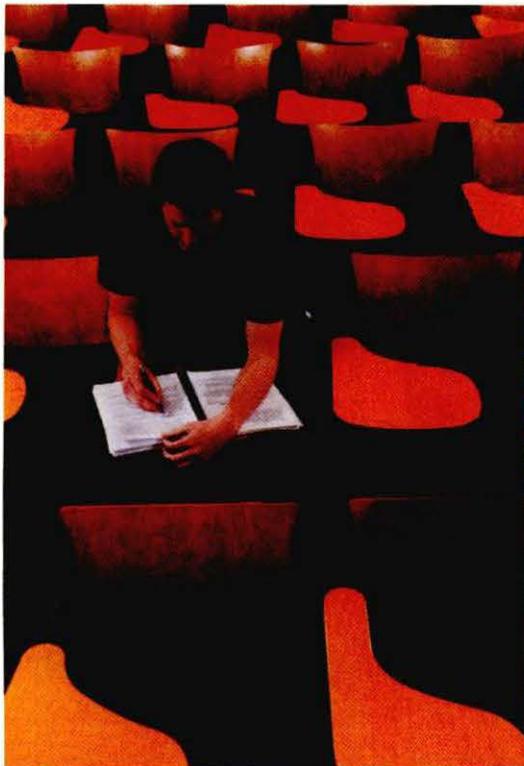
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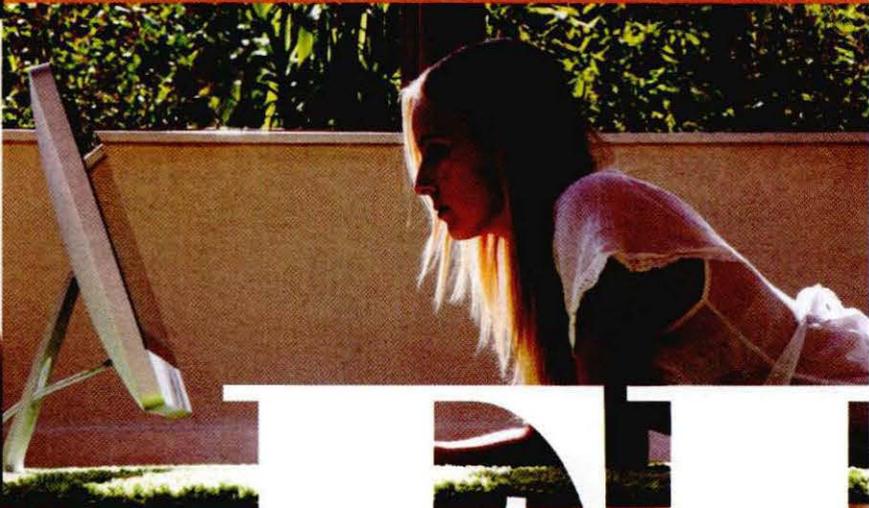
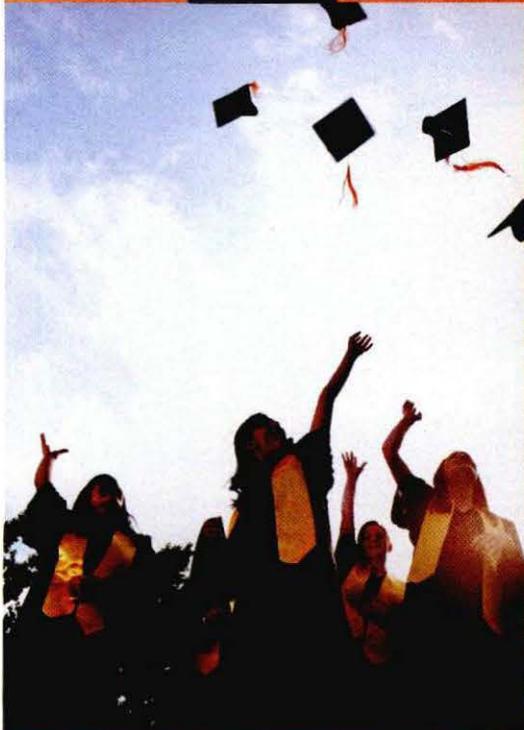
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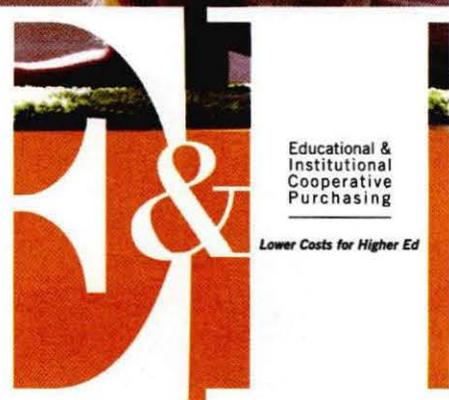


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