

National Park Service
U.S. Department of the Interior



FACILITY MANAGER LEADERS PROGRAM PRINCIPLES OF ASSET MANAGEMENT

Student Manual
May 2015



Facility Manager Leaders Program: Principles of Asset Management

Student Workbook

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CHAPTER ONE

Introduction



STUDENT BIOGRAPHIES

Necia Alexander

Park/Unit: Dayton Aviation Heritage National Historical Park

Position: Facilities Management Assistant

Before my current position, I worked...

as a maintenance worker for the National Park Service.

I applied for the Facility Manager Leaders Program because...

I want more leadership training in order to pursue my career as a Facility Manager.

I love working for the National Park Service because...

I get to be part of our country's National Treasures—there is something different every day.

I spend my free time...

with my animals (dogs and horses). Working in the yard and gardening.

A little-known fact about me...

I have recently been working on trying to acclimate tropical fruits and flowers in non-tropical environments.

Elvis Babilonia

Park/Unit: San Juan National Historic Site

Position: FMSS Network Support, detail in a temporary promotion as Assistant Chief of Interpretation.

Before my current position, I worked...

as a Senior Archaeologist for a Cultural Resource Management company based in Weston, Florida.

I applied for the Facility Manager Leaders Program because...

I am ready to move on to new challenges. I love all the different aspects that facility management poses: planning, execution of projects, and being able to see results, and at the same time the maintenance and protection of the important resources that we manage.

I love working for the National Park Service because...

I fell in love with the Mission and Principles of the agency that somehow are related to my former professional career.

I spend my free time...

taking care of my three boys.

A little-known fact about me...

I used to make handcrafted coconut shell jewelry.

Robert (Bob) Bertschy

Park/Unit: Sleeping Bear Dunes National Lakeshore

Position: Buildings & Utilities Supervisor

Before my current position, I worked...

In 2008, I started with the NPS as a Maintenance Worker and advanced in 2010 to a Crew Leader construction position in the Buildings and Utilities division.

I applied for the Facility Manager Leaders Program because...

My career goal is to become a Facility Manager in the National Park Service and I believe this course is vital in my professional development to help me prepare me for the challenges of that position.

I love working for the National Park Service because...

As a veteran, I feel a strong commitment to continue to serve our country in protecting the resources, battlefields, and other special places of this nation that so many have sacrificed to maintain. I am inspired by the National Park Service's mission statement and proud to represent the people who work so very hard to preserve these historic and beautiful locations.

I spend my free time...

My free time is spent with my wife and our two sons enjoying the outdoors by camping and hiking in our nearby state and national parks. We have a great time building our own hockey rink every winter in our backyard. And throughout the entire year, we find ourselves continually shuttling our sons to their never-ending athletic events. I also enjoy building and remodeling homes when time allows.

A little-known fact about me...

I spent 3 hours with comedian Bill Murray in a Chicago airport bar talking hockey, telling stories, and hoisting a few... ending with both of us missing our connecting flights.



William W. Bickerstaff

Park/Unit: Gateway National Recreation Area, Sandy Hook Unit

Position: Facility Manager, Sandy Hook Unit

Before my current position, I worked...

in the Project Management Division as a Civil Engineer.

I applied for the Facility Manager Leaders Program because...

I want to become a better leader and a better facility manager.

I love working for the National Park Service because...

it allows me to use my experience and knowledge to improve Sandy Hook.

I spend my free time...

reading and going on outdoor excursions.

A little-known fact about me...

I through-hiked the Appalachian Trail from February to September of 2005.

Christopher Castillo

Park/Unit: San Antonio Missions National Historical Park

Position: Engineering Technician (Architecture)

Before my current position, I worked...

Prior to graduate school, I worked as a wildland firefighter with the Forest Service.

I applied for the Facility Manager Leaders Program because...

it appeals to my interest in architecture and sustainability.

I love working for the National Park Service because...

of the opportunities that exist to learn and preserve our nation's treasures.

I spend my free time...

with family and friends outdoors.

A little-known fact about me...

My most successful failure is stopping at mile 83 of a 100-mile race in the Bighorn Mountains of Wyoming.

Richard Goepfrich

Park/Unit: Grand Canyon National Park

Position: Maintenance Supervisor

Before my current position, I worked...

At Grand Canyon NP, I was a Work Leader for the Trails Program. I led crews in the Grand Canyon in facility operations work and repair/rehab on trails, facilities, and utilities. Now, I manage the workload of multiple field crews implementing projects.

I applied for the Facility Manager Leaders Program because...

I would like to gain the skills needed to further my career in Facility Management. For several years I have managed a program within the Facility Management Division at Grand Canyon, and now I want to make a difference on a larger scale.

I love working for the National Park Service because...

I have a passion for the work I do, and being able to do it in some of our world's most treasured places is truly special. I always had a love for the outdoors, and I spend as much time in it as I am able.

I spend my free time...

with my wife and children. We travel and camp every chance we get.

A little-known fact about me...

I enjoy off-road adventures in all types of equipment, for the adrenaline but also the exploration. I'm an avid hiker and backpacker. I also like to rifle hunt large and small game. Now that I have children, I love spending my free time playing with them.

Daniel J. Green

Park/Unit: Saguaro National Park

Position: Maintenance Supervisor

Before my current position, I worked...

as a trails crew leader & crewmember at Saguaro National Park, Chiricahua National Monument, Pinnacles National Monument, Olympic National Park, and Yosemite National Park.

I applied for the Facility Manager Leaders Program because...

- I want to take part in the best training the NPS has to offer!
- The FMLP will enable me to gain the skills necessary to make the jump to facility manager.
- I have heard great things about the program from previous graduates.



I love working for the National Park Service because...

- I have enjoyed visiting or National Parks since the age of at eight.
- I truly believe in our mission statement.
- I have developed lifelong friendships with many likeminded co-workers.

I spend my free time...

- With my fiancée Jackie
- Hiking
- Taking my dog Red for walks
- Brewing beer
- Gaming

A little-known fact about me...

I just started in a detail as acting Facility Manager of Saguaro NP for 120 days.

Garyck Hoenig

Park/Unit: Isle Royale National Park

Position: Utilities Systems Repairer Operator

Before my current position, I worked...

as an Environmental Technician for White Water Associates in Amasa, located in Michigan's Upper Peninsula.

I applied for the Facility Manager Leaders Program...

for several reasons. The program was highly recommended by my superiors, one of whom has already graduated from the FMLP. This program will provide opportunities to glean skills from those already in leadership roles—skills necessary to achieve my goals and advance my career within the NPS.

I love working for the National Park Service because...

earning a living working to maintain our nation's most pristine wilderness is a strong part of who I am.

I spend my free time...

fishing, kayaking, boating, camping, hiking, and traveling.

A little-known fact about me...

I lived in France.

Donell Jones

Park/Unit: National Mall & Memorial Parks (Ford's Theatre)/Interpretation & Education

Position: Supervisory Facilities Operations Specialist

Before my current position, I worked...

as a Maintenance Worker Supervisor at Rock Creek Park.

I applied for the Facility Manager Leaders Program because...

I have envisioned myself as a Chief of Maintenance in a park ever since I began my career with the National Park Service 18 years ago. I believe that with the adequate training I can become one of the best Chiefs of Maintenance in our National Park System.

I love working for the National Park Service because...

I love being a part of a team that has a wonderful goal. I have the privilege to perform maintenance, safety and visual improvements to some of the most beautiful places in the world. I take pride in the work I perform for the citizens of this nation. I also enjoy my career and love the projects I am tasked with to make changes and differences.

I spend my free time...

with family and friends at home and on vacation, playing video games, and watching sports. I enjoy performing research on subjects that interest me and educating myself to become a better person professionally and personally.

A little-known fact about me...

is although I don't show it at times when I am speaking to crowds, I sometimes feel like I am back in high school when I had a fear of speaking to crowds of people. Although I believe I have conquered my fears I still have those thoughts running through my mind at times. The trick is that I don't believe anyone notices now.

Jeffery "Scott" Lockamy

Park/Unit: George Washington Memorial Parkway

I applied for the Facility Manager Leaders Program because...

I wanted to improve my knowledge and skills related to the emphases and expectations of the Facility Manager role within the Park Service, and to gain a contact base of in-service professionals who can offer guidance that will benefit me as I assume a role as a Facility Manager.

I love working for the National Park Service because...

it offers me the ability to bring my values to an organization with the premise of preservation and conservation. Part of my philosophy is to identify an issue, make



corrections based on standards, and ensure minimal impact while maintaining a sense of accomplishment.

I spend my free time...

gardening, home remodeling, and exploring all that the local area has to offer.

A little-known fact about me...

I'm an undeclared "Parrothead." I enjoy going to Jimmy Buffett concerts, especially the tailgate parties.

Garry Louis-Charles

Park/Unit: Northeast Regional Office

Position: Facilities Program Specialist – Regional Fleet and Leased Space Program Manager

Before my current position, I worked...

as a Government Contractor at the Department of Homeland Security.

I applied for the Facility Manager Leaders Program because...

I hope to further increase my institutional knowledge and to expand my competency at my current position. In this leadership program, I hope to acquire the appropriate skills and training to support NPS core competencies, goals, and missions.

I love working for the National Park Service because...

I can help to preserve some of America's most beautiful and historic places. Not only do I get to protect the environment through the Clean City program and the alternative fuel vehicles program, I also want to consider myself a protector of our heritage for future generations and a good steward of our national resources.

I spend my free time...

home, cooking, working around the house, or supporting my girls in their sports activities.

A little-known fact about me...

I am goal-oriented and determined, and I enjoy automated, robotic technologies.

Noah Lumsden

Park/Unit: Governors Island National Monument

Position: Acting Supervisory Facility Operations Specialist

Before my current position, I worked...

as a Facility Management Systems Specialist at Governors Island NM.

I applied for the Facility Manager Leaders Program because...

it seems like a great opportunity to broaden my skills and my perspectives of the National Park Service and particularly facility management.

I love working for the National Park Service because...

it gives me the opportunity for so many different experiences in so many wonderful places.

I spend my free time...

exploring and eating.

A little-known fact about me...

is that my first vehicle was a wooden boat.

Colby Mackley

Park/Unit: Olympic National Park

Position: Maintenance Mechanic WG-9

Before my current position, I worked...

as a Maintenance Worker WG-7.

I applied for the Facility Manager Leaders Program because...

it seemed like an exciting opportunity to participate in this yearlong educational journey with other highly motivated people of like mind.

I love working for the National Park Service because...

it so inspiring and uplifting to work in such a beautiful setting with excellent people.

I spend my free time...

whitewater kayaking with my family.

A little-known fact about me...

is that I enjoy collecting early American antiques and bonsai trees.



Justin Pattison

Park/Unit: Sequoia & Kings Canyon National Parks

Position: Civil Engineer

Before my current position, I worked...

as lead civil engineer at the Bureau of Land Management in Eugene, Oregon.

I applied for the Facility Manager Leaders Program because...

I wanted to expand my knowledge of facility management to include leadership, supervision, asset management, operations and maintenance work planning, project management, resource stewardship, and business management. The skills I gain from the FMLP will put me on the path to achieving my career goal of becoming a Park Chief of Maintenance.

I love working for the National Park Service because...

in general, it is a challenging and rewarding career. I get to work in picturesque places with varied types of work. Working in the maintenance division allows me to help provide enjoyable and memorable experiences for the people visiting our National Parks.

I spend my free time...

outdoors. I enjoy hiking, camping, climbing, and skiing. Currently, I am spending a lot of free time planning a 3-week climbing trip (honeymoon) to the Dolomites in Northern Italy.

A little-known fact about me...

I am a huge craft beer fan. I brew and keg/bottle my own beer for friends and myself to enjoy.

William Reilly

Park/Unit: Congaree National Park

Position: Chief of Facilities Management

Before my current position, I worked...

at Women's Rights NHP. I was hired as a seasonal maintenance worker under the STEP program, changed to a Facilities Services Assistant under the SCEP/Pathways program and was hired as permanent staff upon completion of the program. Prior to working for the NPS, I owned a small architectural trim and custom cabinetry company in Atlanta for nearly 10 years.

I applied for the Facility Manager Leaders Program because...

I want to learn to be an efficient and effective leader, network, and explore ways to better serve the NPS.

I love working for the National Park Service because...

I wholeheartedly believe in The Mission. Many of my most inspired and “connected to history” moments have been at National Parks. It is an honor to be entrusted to protect and preserve our nation’s treasures so that others may continue to experience them.

I spend my free time...

I spend my free time with my wife and kids at baseball and dance practices. We also like walking, hiking, camping, and kayaking.

A little-known fact about me...

I was once a drummer in an industrial rock band signed to a small record label.

Matt Shaefer

Park/Unit: Lewis and Clark National Historical Park

Position: Chief of Maintenance

Before my current position, I worked...

at Crater Lake National Park as the roads and shop supervisor for about six years, with short stints at Glacier and Big Bend prior to that. My career before Federal employment was spent working in the private sector as a journeyman Operating Engineer for Granite Construction Company. My career with Granite provided great variety and seemingly endless challenges across so many different types of heavy-civil construction projects in a fast-paced environment that demanded excellence. Through that experience, I gained a functional perspective into the construction world—a perspective which has translated well to my Federal career.

I applied for the Facility Manager Leaders Program because...

I’m hopeful that the personal development and education afforded by this program will increase my viability as a candidate for a Chief of Maintenance position in a large and challenging park location. Ideally, I hope to make this transition within the next few years to a place where I can make meaningful contributions to the National Park Service through the rest of my career.

I love working for the National Park Service because...

of the opportunities within the agency to have a meaningful and well-paying occupation in a rural and scenic area with the work-life balance available to afford fulfillment in my personal pursuits and time spent with family and friends. I’m not waiting until retirement to enjoy my life; rather, the joy is in the journey.



I spend my free time...

outdoors, being active and enjoying life with my family and friends. The activities I enjoy the most are hiking, fishing, carpentry, and mechanical work. I find genuine happiness in learning, the pursuit of which is one that I don't ever intend to put aside.

A little-known fact about me...

as a wildland firefighter for the USFS, I once worked 32 hours consecutively with my crew while putting containment line around three lightning fires, watching the sun rise twice in that time. We were flown to the first fire but the helicopters were unavailable to extract us so we hiked out for about fifteen miles to the other two fires. At the end of the second day, we enjoyed a nice night's rest under the smoky sky, lying on the forest floor, wearing our line gear, our backpacks for pillows. It's perhaps the most soundly I've ever slept in my life.

Cherie Shepherd

Park/Unit: Denver Service Center – Design & Construction

Position: Project Manager

Before my current position, I worked...

I was a project specialist for 4 years at DSC. Prior to that I was a structural engineer in the private sector as well as construction superintendent for a large general contractor.

I applied for the Facility Manager Leaders Program because...

First, it will help me better understand park maintenance and management to better serve the parks (DSC clients) when working for them. Also, I hope to transfer to a park in the next few years.

I love working for the National Park Service because...

Working at DSC has given me the opportunity to see and work on some of the most amazing historical places. I feel it's an honor to be able to help save and maintain our history.

I spend my free time...

I love hiking and snowshoeing. I try to climb at least 2 "14ers" each summer. I've tackled 4 so far. I also love to play golf with my husband. I also sing in my church's 300-member choir.

A little-known fact about me...

I didn't go to college straight out of high school. I married at 18 and worked in the insurance industry for 8 years. I was then fortunate to be able to be a stay-at-home mom to 2 boys. While doing this I went back to school and got my engineering degree part-time at night. It took me 10 years.

Troy Strawn

Park/Unit: Manzanar National Historic Site

Position: Facility Manager

Before my current position, I worked...

as a Maintenance Worker and an Office Automation Clerk at Manzanar.

I applied for the Facility Manager Leaders Program because...

I wanted to have formalized training in Facility Management and because I just want to continue learning.

I love working for the National Park Service because...

it is full of great, passionate, enthusiastic people who really care about the Mission.

I spend my free time...

hiking, fishing, and camping with my family.

A little-known fact about me...

is that I am a fantasy football nut.

Caleb Waters

Park/Unit: Flagstaff Area National Monuments

Position: Maintenance Mechanic Supervisor

Before my current position, I worked...

at Redwood National and State Parks as Facility Operations Specialist.

I applied for the Facility Manager Leaders Program because...

this program is purportedly the most challenging training the NPS has to offer for facility management, and one thing that is highly important to me is to constantly challenge myself.

I love working for the National Park Service because...

of all the government agencies, the NPS carries the most noble mission.

I spend my free time...

boating a river here and there, enjoying a good burrito, contemplating the natural world.

A little-known fact about me...

I went to school to be an archaeologist, and for a brief time I worked in that field.



MENTOR BIOGRAPHIES

Ralph Bell

Park/Unit: John Muir NHS, Eugene O'Neill NHS, Rosie the Riveter WWII Home Front NHP, and Port Chicago Naval Magazine NM

Position: Chief of Maintenance

Before my current position, I worked...

as a sign maker for the NPS, a high school teacher, an instructor in a wilderness school and a police officer

I applied to be a mentor for the Facility Manager Leaders Program because...

I benefited greatly from the program and want to share what I have experienced and give encouragement to students as this program takes over their lives for a year. From both a practical aspect and the curriculum, I believe this program is among the best the NPS has to offer.

I love working for the National Park Service because...

I believe in the "mission" of the park service and I think, in the big picture, we are doing some amazingly good things in the country. As importantly, I work with and for individuals whom I trust and enjoy being around. Often, this plays into my job satisfaction as much as the work I accomplish. Specific jobs and positions come and go; some are more desirable than others, but the satisfaction I get from my work depends a lot on who I work with and for.

I spend my free time...

collecting, restoring, and riding "vintage" bicycles (last count I had 48 or so). I have done a lot of woodworking and when I can manage to put the bicycles aside, I enjoy woodworking projects of all sorts.

A little-known fact about me...

I have not had a glass of plain milk since I was 10 months old—lots of chocolate milk though. I use orange juice in my cereal. Yes, I blame my parents for this weirdness.

Hubert Tyrone Brandyburg

Park/Unit: Carl Sandburg Home National Historic Site

Position: Superintendent

Before my current position, I worked...

at Tuskegee Institute, Tuskegee Airmen, and Selma To Montgomery National Historic Trail. The position I held was Chief of Interpretation and Resources Management. I worked in that position for 6 years before being promoted to Superintendent of Moores Creek National Battlefield. I was Superintendent of Moores Creek National Battlefield for 5 years before moving to Carl Sandburg Home NHS.

I applied to be a mentor for the Facility Manager Leaders Program because...

I want to make a difference in the lives of employees interested in becoming leaders in the National Park Service. I want to help those employees grow personally and professionally, while ensuring that organizational knowledge and institutional memory will not be lost.

I love working for the National Park Service because...

the National Park Service provides me with an opportunity to research and share little-known facts about American History. My goal while attending college was to become a teacher of American History. During my sophomore year, I was fortunate enough to get a summer position with the NPS. After working for the NPS, I found I could reach more people working for the National Park Service than teaching a limited number of students in a class. I love the opportunity the National Park Service provided me to teach American History to a wider audience.

I spend my free time...

working on the landscapes around our home. My family and I recently purchased our home, and we are spending all of our free time putting in a new garden and restoring fencing around the property.

A little-known fact about me...

I am a very big fan of the Miami Dolphins.

David Brouillette

Park/Unit: Point Reyes National Seashore

Position: Facility Manager

Before my current position, I worked...

at Boston National Historical Park as the Deputy Superintendent

I applied to be a mentor for the Facility Manager Leaders Program because...

I have benefited from programs like this throughout my career and I think that the development of employees is one of the most important things to support. I had such a rich experience being a mentor for FMLP 8, I wanted to participate again.

I love working for the National Park Service because...



it offers so much more than I could have hoped for in working for a company or another organization. The people I've worked with and the places I've been are a source of envy with my friends.

I spend my free time...

coaching my boy's baseball, golfing, playing music, volunteering at our local high school, and practicing project/asset management on my house.

A little-known fact about me...

I was lead singer in a rock and roll band for 10 years.

Jim Brown

Park/Unit: Lake Roosevelt National Recreation Area

Position: Chief of Facility Management and Concession Operations

Before my current position, I worked...

at Saguaro National Park in Tucson, Arizona as Chief of Facility Management and Community Planning

I applied to be a mentor for the Facility Manager Leaders Program because...

I am a huge supporter of the FMLP program and I have helped several recent graduates get into the program. In today's world a highly-trained, professional Facility Management workforce is critical to sustain the quality of our facilities.

I love working for the National Park Service because...

of its treasures and locations that we are given the responsibility to manage.

I spend my free time...

playing golf, fishing, and cooking.

A little-known fact about me...

I'm a graduate of the Park Facility Management program sponsored by North Carolina State University and have been an instructor in that program for 5 years.

Duane Bubac

Park/Unit: Midwest Regional Office

Position: Chief of Design and Facility Management

Before my current position, I worked...

at all really great jobs ☺

June 2014 to Present	Chief of Design and Facility Management, Midwest Region, NE
2012 to 2014	Superintendent, Minuteman Missile National Historic Site, SD
2010 to 2012	Park Facility Manager, Mount Rushmore National Memorial, SD
2008 to 2010	Acting Deputy Superintendent, Mount Rushmore National Memorial, SD
2003 to 2008	Chief of Cultural Resource and Facility Management, Mount Rushmore National Memorial, SD
2001 to 2003	Park Facility Manager, Mount Rushmore National Memorial, SD
1999 to 2001	Superintendent, Civil Engineer Squadron, Ellsworth Air Force Base, SD
1995 to 1999	Operations Superintendent, Civil Engineering Operations Branch, Ellsworth Air Force Base, SD
1992 to 1995	Chief of Disaster Preparedness and Emergency Management, K.I. Sawyer Air Force Base, MI
1989 to 1992	Education and Training Manager, USAF Readiness Preparedness Site, Dobbins Air Force Base, GA
1988 to 1989	Operations Supervisor, Civil Engineer Squadron, Comiso Air Station, Sicily
1985 to 1988	Contingency Instructor, Emergency Services Training Complex, Eglin Air Force Base, FL
1981 to 1985	Engineering Equipment Operator Supervisor, Reese Air Force Base, TX
1978 to 1980	Crew Leader, Indiana Department of Natural Resources, Indiana Dunes State Park, IN

I applied to be a mentor for the Facility Manager Leaders Program because...

I would like to share my experiences and philosophy on Physical Plant/Asset Management and its integration supporting organizational (WASO, Regional and Park) goals and objectives with those who will soon be Park Facility Managers. I will also take this opportunity to learn from the individuals in the FMLP course to enhance my effectiveness as a program manager.

I love working for the National Park Service...

because it's the National Park Service, because of the outstanding professionals that make up the Service, because of the conservation and preservation mission, and... it is the pinnacle of public service.

I spend my free time...

with my family as much as I possibly can... hiking, fishing, motorcycle riding... and learning to farm and ranch.

A little-known fact about me...

I completed my first NPS construction project at age 14: my Eagle Scout Community Service Project at Indiana Dunes National Lakeshore in 1974.

James Cagle

Park/Unit: Midwest Regional Office/Design and Facility Management



Position: (Acting) Chief of Asset Management

Before my current position, I worked as...

February 2015 to Present	Acting Chief of Asset Management, Midwest Regional Office, NE
2011 to 2015	Asset Management Coordinator, Midwest Regional Office, NE
2006 to 2010	Park Facility Manager, Lincoln Home National Historic Site, IL
2003 to 2006	Park Facility Manager, Ulysses S. Grant National Historic Site, MO
1997 to 2003	Building and Utilities Work Leader, Jefferson National Expansion Memorial, MO
1993 to 1997	Building and Utilities Work Leader, Defense Mapping Agency (DOD), MO
1991 to 1993	Industrial Controls Mechanic, Defense Mapping Agency (DOD), MO
1990 to 1991	Maintenance Mechanic (Tram), Jefferson National Expansion Memorial, MO
1988 to 1990	Electrician, Private Industry, MO
1987 to 1988	Electrician, Defense Mapping Agency (DOD), 1 year temporary, MO
1983 to 1987	Electrician, United States Navy (Active Duty)

I applied to be a mentor for the Facility Manager Leaders Program because...

as a past FMLP graduate I understand the tremendous amount of effort and responsibility on the students to successfully complete the program requirements. Throughout my career I have mentored others and have been mentored myself. I enjoy helping others and working as a team, and I see a need for experienced individuals to assist in the development of our future Facility Managers. I believe my work history has provided me with the skills and insight to assist students in developing strategies that will allow them to be more effective and efficient managers.

I love working for the National Park Service because...

of the incredible network and people. It has been a privilege to work with a dedicated and diverse group of individuals. When I started my career with NPS, I was amazed by the employee integrity and dedication to preserve the Park Service Mission. Working with staff that has to do more with less and getting the mission accomplished while maintaining a positive attitude is why I love my job and being a part of the NPS family.

I spend my free time...

fishing, hunting, and playing with my antique vehicles. I own and have restored a 1951 Chevy pickup and a 1964 Chevy Chevelle, and I am presently working on a 1970 Chevy pickup.

A little-known fact about me...

I enjoy working on antique vehicles.

John Chekan

Park/Unit: Alaska Regional Office

Position: Regional Chief of Facility Management, Alaska Region

Education/Job History:

- 1986: BS Civil Engineering, Michigan Technological University
- 1986-1988: Private sector, constructing roads, bridges and auto plants, Michigan and Indiana
- 1990: MS Civil Engineering, Michigan Technological University
- 1990-1992: DSC Construction Supervisor
- 1992-1994: Mammoth Cave National Park – Assistant Chief of Maintenance/ Park Engineer
- 1994-1998: Kenai Fjords National Park – Facility Manager
- 1998-2007: Alaska Region – Civil Engineer/Program Manager RR, Cyclic, FLHP, Housing, Historic Structures, Asset Management, etc.
- 2007-Present: Alaska Region – Chief of Facility Management
- 2014: WASO – Acting Facility Management Office, r PFMD (March–May)
- 2014: Denali NP&P – Acting Deputy Superintendent (July–September)

I am a mentor because...

I enjoy coaching people and teaching my passions, and I love and believe in the mission of the NPS. In college, one of our fraternity principles was “replace yourself.” As a mentor, I can provide the guidance and experiences I've had throughout my career. NPS facility management is proactively creating the future with our aggressive Asset Management Program and Total Cost of Ownership principles... exciting times. I hope through mentoring to aid quality employees to better their career as well as help the NPS to excel in Asset Management. I believe in succession management in the office and have seen the results of the FMLP program as critical to succession management for the development of quality facility managers of the near future.

I spend my free time...

Quality family time with my wife and boys, including hunting, fishing, biking, traveling, and house projects. However, I spend the bulk of my free time (year-round) at the ice rink, coaching and refereeing ice hockey as well as supporting my boys as they pursue their dreams.

My favorite funny Facility Management story:

A few years back on a construction site, my friend Ed limped back into the office with a knot on his head. I looked outside, and his truck was damaged as well and could only make right turns. Ed had been looking at something while driving and put his truck into a caisson excavation hole. No complaints on Ed's part, but he had a saying that sticks with me today: “If you're gonna be dumb, you gotta be tough.” What I take from this is to be responsible for your actions, and if you mess up, say so, take responsibility, and move on.

Linda Cook



Park/Unit: Weir Farm National Historic Site

Position: Superintendent

Before my current position, I worked...

in the Alaska Region as Superintendent of Affiliated Areas, which included Aleutian WWII National Historic Area and Iñupiat Heritage Center (linked to NEBE).

I applied to be a mentor for the Facility Manager Leaders Program because...

for the last 9 years Weir Farm has focused on the restoration and rehabilitation of 8 park buildings, and the role of the facility manager has been more than critical to these projects. During the project, the park's longtime facility manager retired, and the park's woodcrafter moved into the manager role. Working with him has reinforced for me how pivotal the facility manager is to the entire park operation and the success of the park and the superintendent.

I love working for the National Park Service because...

it allows me to work creatively with incredible people around the country, pursue my field of architectural conservation and historic preservation, create positive change in small parks, and help visitors have the most memorable experiences.

I spend my free time...

raising kids, going to thrift stores, gardening, cooking, reading, redesigning my house, and traveling to quirky little towns and arts places.

A little-known fact about me...

I love ragdoll cats.

Kirk DesErnia

Park/Unit: Kenai Fjords National Park

Position: Chief of Facility Management

Before my current position, I worked at...

Kenai Fjords NP – Acting Facility Mgr.
 Kenai Fjords NP – Coastal Ops. & Trails Work Leader
 Bent's Old Fort NHS – B&U Work Leader
 Haleakala NP – Maint. Mechanic
 Kenai Fjords NP – Maint. Mechanic
 Santa Monica Mountains NRA – Trails & Signs

I applied to be a mentor for the Facility Manager Leaders Program because...

as a graduate (class of 2009) and a previous mentor I understand how powerful (and challenging) the FMLP can be. I'm excited to be a small part of the framework that helps shape the future leaders of the National Park Service. I also really enjoy working with all of the fine folks who make this program a success.

I love working for the National Park Service because...

it's America's best idea. Our mission is like no other in the federal government, and it is certainly one worth standing behind. It also means we get to live in places that people go on vacation.

I spend my free time...

with my wife and kids (two girls, 5 & 7), playing outside, on & in the ocean and mountains, surfing, snowboarding, fishing, whale watching, beach combing, traveling to warm places in the winter and enjoying Alaska in the summer. I also enjoy home brewing, live music, good coffee, and culinary explorations.

A little-known fact about me...

I once took a "sabbatical" from my NPS career to backpack around the world.

Dave Foster

Park/Unit: Blue Ridge Parkway

Position: Facility Manager, Ridge District

Before my current position, I worked...

as a Maintenance Mechanic Supervisor, Blue Ridge Parkway

I applied to be a mentor for the Facility Manager Leaders Program because...

I am committed to the professional development of our next generation of facility managers/leaders, and I also desire to continue making a difference in the NPS by giving back to the FMLP.

I love working for the National Park Service because...

we preserve our nation's most treasured assets and we daily make a difference in the lives of our people and the visiting public.

I spend my free time...

reading and working on my 1885-era home.

A little-known fact about me...

I played rugby in college.



Daniel Hodgson

Park/Unit: Richmond National Battlefield Park and Maggie L. Walker National Historic Site

Position: Facility Manager

Before my current position, I worked...

General Foreman at Rock Creek Park, Retired Master Chief with the US Navy Seabees

I applied to be a mentor for the Facility Manager Leaders Program because...

I believe in the program and understand that the best way to see a program succeed is to roll up your sleeves and become part of making it a success.

I love working for the National Park Service because...

you can travel and see exotic places—no wait, that was with the Navy. With the NPS I love the high level of commitment its employees have for the NPS.

I spend my free time...

reading, spending time with my grandkids, traveling, and volunteering.

A little-known fact about me...

I can captain a 35-foot sailboat, and I like playing strategy computer games.

Tonia (Toni) Woods Horton

Park/Unit: Independence NHP, Asset Preservation and Management

Position: Supervisory Project Manager + Landscape Architect

Before my current position, I worked...

In various positions within the NPS for 15 years, including Alaska Regional Office's Program Manager for Cultural Landscapes, Richmond NBP's Facilities Operations Specialist, and Program Manager for Civil War Defenses of Washington (detail). Vice President of Cheekwood Botanical Gardens and Art Museum (Nashville); Virginia State Historic Preservation office; private practice as a landscape architect in Virginia and Arizona; HABS/HAER seasonal landscape architect...

I applied to be a mentor for the Facility Manager Leaders Program because...

I know that project management—from designing the project in PMIS to executing the funded project—requires certain skills that are often a little “out of the box” for facility managers given their daily operational workload. These are skills in which I mentor my own staff here at INDE, and I think being exposed at early educational and professional stages in this career path is critical. I would like to help others learn to be effective—even innovative—in project management in the NPS.

I love working for the National Park Service because...

Our mission to “preserve and protect” is unique, as are our landscapes and stories. I've also enjoyed the ability to make lifelong colleagues in the NPS, as well as go to some of the most spectacular places on Earth!

I spend my free time...

Free time? Visiting family and friends, traveling, a little gardening, and occasionally I get down to Hatteras to my beach house.

A little-known fact about me...

From ages 7-18, I trained as a classical pianist. That was my career path!

Tim Jarrell

Park/Unit: Grand Canyon National Park

Position: Chief, Facility Management and Engineering

Before my current position, I worked...

at Chickasaw National Recreation Area (Chief of Maintenance), Washita Battlefield National Historic Site (acting Superintendent), Grand Teton National Park (Acting Chief of Maintenance, Padre Island National Seashore (Maintenance Mechanic Supervisor), and Hot Springs National Park (Engineering Tech).

I applied to be a mentor for the Facility Manager Leaders Program because...

I have been involved with this program since its inception. This is my sixth time being able to participate in this program in some fashion, whether as a mentor or as an instructor and advisor. I was given the opportunity early in my career to participate in an earlier version of this program, and it has been a goal of mine to help or allow others to experience that extra time and attention I was afforded to help me to achieve my own career goals and pass along the legacy of the NPS. I need someone to take my place one of these days, and what better way to assure that than by getting involved with a program that is growing our future leaders.

I love working for the National Park Service because...

I have worked for the NPS for going on 38 years. I believe in the mission of the NPS and have enjoyed the opportunity to work in, preserve and protect some our country's national treasures. The variety of things we do and the variety of places we are able to work give us the ability to find our niche and excel and feel accomplished in our careers.

I spend my free time...

working in my yard, following my son to all his school sports activities, and veg'ing in front of the TV.

A little-known fact about me...

I have not held any other full-time job in my life outside the Park Service.

Dan McCarthy

Park/Unit: Northeast Region, Olmsted Center for Landscape Preservation

Position: Program Manager/Training Coordinator

Before my current position, I worked...

as an arborist on the grounds crew at Boston National Historical Park.

I applied to be a mentor for the Facility Manager Leaders Program because...

I am a graduate of the 2011-2012 class. The program was such a great experience for me, in large part due to my mentor, and I want to "pay it forward."

I love working for the National Park Service because...

I never served in the military because when I was of age in the mid-eighties, there was nothing going on. Working for the NPS not only gives me a sense of pride in caring for America's treasures, but it is an alternative way for me to serve my country.

I spend my free time...

riding my Harley.

A little-known fact about me...

I was a professional photographer by trade before coming to the NPS.

Barney Riley

Park/Unit: Redwood National and State Parks

Position: Chief, Facility Operations and Maintenance Division

Before my current position, I worked...

as Chief of Facility Management at Saguaro National Park.

I applied to be a mentor for the Facility Manager Leaders Program because...

I get a great deal of satisfaction watching the students learn and grow during the program. It's my way of giving back to the Service.

I love working for the National Park Service because...

where else do you get up every morning and go to work in a park?

I spend my free time...

working out, running "mud races," mountain biking, hiking, outdoor photography, projects around my house, and volunteering for the Search and Rescue Team.

A little-known fact about me...

I built ice bridges in Alaska.

Phil Selleck

Park/Unit: National Capital Regional Office

Position: Associate Regional Director, Operations and Education

Before my current position, I worked at...

US FS, USBLM 1973-1976, BOST 1983-1984, US Border Patrol 1984-1987, ORPI 1987-1990, AMIS 1990-1993, EVER 1993-2002, DEWA 2002-2008, WASO VRP 2008-2010, NCRO 2010-Present

I applied to be a mentor for the Facility Manager Leaders Program because...

I want to be sure the responsibility and ability to care for and protect our national treasures is passed along, that we have continuity in succession, and that there is the possibility to develop wisdom as well as knowledge.

I love working for the National Park Service because...

- 1) I get a great deal of satisfaction serving the American people as a federal employee.
- 2) The NPS mission aligns with my personal core values, i.e., conserving and preserving something of immeasurable value to the present and future, as well as protecting the natural environment.

I spend my free time...

doing home improvement projects in carpentry, flooring, electrical and plumbing, as well as cabinet installation. DIY mechanic for small engines, lawn equipment, and autos. Flying my airplane, downhill skiing when possible, running, reading, watching movies.

A little-known fact about me...

I was 21 years old before I visited a national park.



Lissa Spomer

Park/Unit: Park Facility Management Division/Washington Office

Position: Repair Rehab Servicewide Program Manager

Before my current position, I worked...
on the Facility Management Help Desk.

I applied to be a mentor for the Facility Manager Leaders Program because...

I am an FMLP graduate (2007–2008), and I think it is important to share my experience with those who are starting on this journey. Though I did not work my way up through the ranks of facilities in the “typical” fashion, I can provide a unique view of how you can be just as effective in the facility field without having to necessarily turn a wrench in a former life. When I think of the NPS mission I can see how facility management fits well within the goal to preserve natural and cultural resources.

I love working for the National Park Service because...

I believe strongly in the Mission of the National Park Service. Having lived out west, I know what many of those protected lands could have looked like if the NPS did not exist. I could not imagine a United States that does not have these protected lands, structures, and stories. The NPS protects the fabric of what makes up the United States—not all of it is pretty, but it is important—it helps us understand where we are from in order to understand where we are going.

I spend my free time...

reading a good book, hiking, camping, boating (not as much since I moved to DC), and hanging out with friends. Since moving to DC I've been taking full advantage of museums, plays, and events that I couldn't get when I lived in Wyoming.

A little-known fact about me...

I have Accessory Navicular Syndrome.

William (Bill) Thompson

Park/Unit: Intermountain Regional Office

Position: Regional Chief of Facility Management

Before my current position, I worked...

- as the Chief of Facility Management - Rocky Mountain National Park
- Deputy Chief of Facility Management - Rocky Mountain National Park
- Project Manager for Historic Preservation and New Construction - Rocky Mountain National Park
- Exhibit Specialist (Historic Preservation) – Historic Preservation Training Center

- Maintenance Work Leader – Yellowstone National Park

I applied to be a mentor for the Facility Manager Leaders Program because...

Throughout my career in Facility Management in the National Park Service I have been blessed to have had some outstanding mentors. When I look back on where my career has taken me, and the opportunities for growth that I have had, it is easy to recognize that a great deal of those opportunities were due to someone taking the time to “bring me along.”

One of my best mentors (Ben Hawkins) once told me that your success should not be about the miles of roads you’ve reconstructed or how many feet of utility lines you’ve replaced—your success should be measured by who you brought along to become the next leaders of the National Park Service.

As someone who was blessed to have had great mentoring, I feel that it's my turn to pass along what I had shared with me.

Besides all of that mushy stuff... I believe that my diverse experiences and the lessons I've learned in the field of Facility Management have prepared me to provide excellent mentoring to up-and-coming Facility Managers.

I love working for the National Park Service because...

What's not to love. NPS employees are tasked with preserving America's Greatest Treasures. I cannot think of an occupation that is more rewarding. As I move into the final 5-to-7 years of my career I also find it extremely satisfying to pass on the knowledge that I have gained to the next generation of stewards.

I spend my free time...

spending time with my family (especially the two granddaughters), golfing, and remodeling our house.

A little-known fact about me...

I am the grandfather of two beautiful granddaughters: Hailey and Harper. I enjoy taking them on hikes and taking them fishing. It's much easier being the grandparent of two granddaughters than it was being the parent of three daughters!

Ray Todd

Park/Unit: Intermountain Regional Office

Position: Associate Regional Director, Facilities and Lands

In my current position I provide oversight for the Intermountain Region's \$18 billion portfolio of assets in 83 park units. I also provide oversight for public health services, land acquisition, and environmental management issues. I manage a workforce of



approximately 45 employees representing many different professional, administrative, technical, and clerical occupations.

Before my current position, I worked...

Before joining the regional office, I served as Deputy Director of the Denver Service Center (DSC). I managed a staff of 300 employees and oversaw a large and complex planning, design, and construction program. Previously I served in a variety of other DSC positions, including seven years overseeing projects in two parks. I led a preservation crew at Klondike Gold Rush National Historic Park in Alaska, and I was construction manager at Crater Lake National Park for the rehabilitation of the historic Crater Lake Lodge.

I joined the NPS in 1982 as a historical architect in the DSC. In 1985 I completed a three-year training course at the Williamsport Preservation Training Center (now the Historic Preservation Training Center) as an exhibit specialist in restoration. I began my federal government career in 1981 as a volunteer for Volunteers in Service to America (VISTA), doing design work in low-income neighborhoods in Denver.

I applied to be a mentor for the Facility Manager Leaders Program because...

As a member of the Servicewide Maintenance Advisory Committee (SMAC), I have served on the Board of Regents for the FMLP for the last six years. As an ARD, I have supported candidates in the program financially. Serving as a mentor will continue my support for and deepen my commitment to the program.

I bring a central office and project management background to facility management. Serving as a mentor to an FMLP student will allow me to gain a better understanding of a park operations perspective.

I have benefited from formal and informal leadership training and mentoring opportunities and believe I have the obligation to give back to the NPS by serving as a mentor for the FMLP.

I love working for the National Park Service because...

even if we're working on a wastewater treatment plant, it's a wastewater treatment plant in one of the most beautiful and significant locations in the world.

I spend my free time...

with my family and friends, and working on house projects. It's nice to see something actually get done.

A little-known fact about me...

My dad interviewed Albert Einstein when he was at Princeton in 1949.



INSTRUCTOR BIOGRAPHIES

Austin Hochstetler

Park/Unit: Eppley Institute for Parks and Public Lands

Job Title/Description: Project Manager

Job History:

- Project Manager, Eppley Institute for Parks and Public Lands, 2012–Present
- Outdoor Recreation and Education Program Manager, Clemson University, 2010–2012
- Aquatics Manager, Monroe County YMCA, 2008–2010
- Recreation Attendant, Potato Creek State Park, 2007

I am an instructor because...

I have spent my entire life interested in the outdoors, natural resources, parks, etc. and aspire to make this industry my career. There is no better way to advance our profession than by engaging industry professionals and being a part of a program such as this one!

I spend my free time...

I love the outdoors and am an avid hunter. Each December I spend a week snowshoe hare hunting on Drummond Island in Michigan's Upper Peninsula. Additionally, this year I put in for a Pronghorn Antelope tag in Wyoming.

A little-known fact about me...

I spent a summer vacation in middle school driving from northern Indiana to Alaska with my Dad and oldest brother. At one point, I actually stood on the Alaskan pipeline! We left two weeks after school released for summer, and I returned home two days before the following school year started.

Christy McCormick

Park/Unit: Eppley Institute for Parks and Public Lands

Job Title/Description: Deputy Director

Job History:

- Deputy Director, Eppley Institute for Parks and Public Lands

- Regional Director of Marketing, Council on International Educational Exchange - Travel Division
- Travel Counselor, too numerous to mention
- Instructor, South Hills Business School - Travel

I am an instructor because...

I am passionate about lifelong learning and the creation and presentation of curriculum. I love working with the National Park Service because I have such respect for all that the employees do in the preservation and stewardship of our nation's most treasured assets.

I spend my free time...

I love to travel with my family when I get the chance! My favorite spot, however, is a cottage on the shores of the Northumberland Strait, in Nova Scotia. I have also gotten into soldering and jewelry making and have started to collect vintage luggage.

A little-known fact about me...

I am a sailor—or rather a really good first mate. I do occasionally get to skipper, but my preference is to do that on light wind days on the bay.

Sandra (Sandy) Pusey-Cameron

Park/Unit: Park Facility Management Division (PFMD), Asset Management Training

Job History:

Sandy joined the National Park Service (NPS) in 1999 as the Cultural Resources Program Manager at Fort Sumter National Monument (FOSU) and the Charles Pinckney National Historic Site (CHPI), located in Charleston, SC. She has also served as FOSU's Chief of Facility Management and as the Chief of Administration. She has over 20 years of project management experience working for government agencies, including the Department of Defense, as well as in the private sector. Sandy has a background in engineering, construction, and cultural resource management. Her background includes a Master of Science degree in Safety Management and Engineering Technology and a Bachelor of Science degree in Mechanical Engineering. Sandy graduated from the Facility Management Leaders Program (FMLP) in 2008.

Sandy has presented on preservation challenges for fortifications for the George Wright Society and the Florida Trust for Historic Preservation and has served as a subject matter expert on the Facility Management Software System (FMSS) Fortification Unique Asset Workgroup.

Prior to her career with the NPS, Sandy worked for the Department of Defense as well as in the private sector as a Project Manager. She developed her interest in cultural resource management while stationed at the Navy Base in Rota, Spain, where the Navy was remodeling several Spanish-style historic housing units.



I am an instructor because...

I love to share information. I love to motivate and empower others in things that I passionately believe in. Enthusiasm becomes contagious. I love the personal connections and interactions between instructors, students, and mentors. I love learning from others and sharing stories.

I spend my free time...

putzing around the yard with my husband and 2 dogs. I enjoy boating, fishing, and shrimping with family and friends. I love planning for and traveling to new places.

Mike Seibert

Park/Unit: WASO PFMD AMP

Job Title/Description: Asset Management Program Branch Chief

Job History:

- 1994 – 1997: Architectural Historian, Historic Preservation Training Center (HPTC)
- 1997 – 2001: Project Leader, Exhibit Specialist Program, Historic Preservation Training Center (HPTC)
- 2001 – 2010: Exhibits Specialist, Chesapeake & Ohio Canal NHP
- 2010 – 2012: Chief of Maintenance, Chesapeake & Ohio Canal NHP
- 2012 – Present: Asset Management Program Branch Chief, WASO

I am an instructor because...

I believe in lifelong learning and continual personal development.

I spend my free time...

maintaining my c. 1907 home, playing with my kids (Emmaline, Katherine, and William), and spending time with my wife, Dr. Erika Martin Seibert, archaeologist for the National Register and National Historic Landmarks Program.

A little-known fact about me...

I share my birthday with my father and my son.

Mark Tezel

Park/Unit: Park Facility Management Division (PFMD) Asset Management Training

Job History:

Mark joined the National Park Service in 1989 as an Interpretive Ranger at San Antonio Missions National Historical Park (SAAN). Since that time he has done just about

everything at SAAN, including resource management, geographic information systems, purchasing, and special park use coordination. In 2003, after a brief stint as a stay-at-home dad, Mark moved into Facility Management, eventually becoming the hub lead for parks in Oklahoma and the eastern half of Texas.

As an interpreter, Mark gave numerous programs to various dignitaries, including first lady Barbara Bush. He has been a Facility Management Software System trainer and served on the Maintained Archaeological Site Workgroup and the Park Asset Management Plan Workgroup. He has been the servicewide Mobile FMSS lead for the past eight years.

Prior to joining the NPS, Mark worked in the family business, Tezel and Cotter Air Conditioning Company. He also works on the family farm, which is now surrounded by the city of San Antonio.

I am an instructor because...

there is no better way to learn than to teach. I am in a constant state of learning, and instructing opens up a world of learning opportunities.

I spend my free time...

camping, boating (except this year when there's no water), hiking, cooking, and working in my shop.

A little-known fact about me...

During my "Mr. Mom" days I wrote two children's books. One of them is still on sale in the park bookstore.

Steve Wolter

Park/Unit: Eppley Institute for Parks and Public Lands

Job Title/Description: Executive Director

Job History:

- Executive Director, Eppley Institute for Parks and Public Lands, 2001–present
- Director, Assistant Director, and Project Manager, Eppley Institute for Parks and Public Lands, 1997–2001
- Park and Recreation Director, City of Bloomington, IN, 1995–1996
- Associate Director, Recreational Sports, Indiana University, 1993–1995
- Recreation and Park Director, Morro Bay Area Agencies, CA, 1982–1993
- Facility Manager, City of Santa Maria, CA, 1980–1982

I am an instructor because...

As if there were anything else I could do... It is in my nature to help people learn through formal instruction, mentoring, leading, and managing. While I love the



classroom, my biggest rewards are working with students in learning from each other, from experiences (some good and some bad), and through processes. I think that it is most important and critical that students understand that learning is a tool that transfers to every situation, every piece of data, and every decision—we should never stop learning.

I spend my free time...

I am a bit of a jack of all trades when it comes to free time. I love to be outdoors and “work” the landscape either through gardening, home improvements, photography, hiking, canoeing, camping, fishing, hunting, or sitting by a fire talking. I’m interested in live music and sports, too.

A little known fact about me...

Some of my photographs adorn NPS websites and manuals and are in the homes of many NPS friends.



COURSE OBJECTIVES

Principles of Asset Management is the first course in the Facility Manager Leaders Program (FMLP). It is designed as a survey course, providing learners with a broad overview of key asset and facility management principles, the history of asset management in the National Park Service (NPS), the facility manager as a leader, and the concept of self-initiated professional development.

Purpose of the Course

The overall goals of this course include the following:

- To serve as the introductory survey course for the year-long FMLP course of study.
- To provide an overview of facility management issues and principles to individuals interested in pursuing a career in facility management that highlights learning opportunities needed to transition into the management profession.
- To advance the profession of facility management through education and training, focusing on building the facility managers of tomorrow.
- To help facility managers and potential facility managers identify and access training and education resources, including mentors and communication with others, that will assist them in meeting their professional development goals.

Learning Objectives

In addition, the Principles of Asset Management course has been designed to meet the following objectives:

Describe the changing role and guiding principles of facility management in the NPS.

Following completion of this course, participants will be able to:

- Interpret the history and evolution of the facility management mission in the NPS.
- Describe the guiding principles and current state of facility management in the NPS.
- Identify future facility management trends as they apply to the individual park unit and Servicewide.

Understand the application of asset management principles in your park and in the NPS.

Following completion of this course, participants will be able to:

- Discuss the application of asset management and condition assessment principles.
- Describe the importance of lifecycle management and operations and maintenance procedures.
- Explain how to analyze and apply principles of property and structure ownership management.
- Identify park planning documents, including the Park Asset Management Plan (PAMP).

Understand the leadership role of facility management in the NPS.

Following completion of this course, participants will be able to:

- Explain the difference between management and leadership.

- Describe the leadership role of facility management at the national, regional, and park levels.

Understand how to use the tools required for success during the Distributed Learning Session (DLS) #1 of the FMLP.

Following completion of this course, participants will be able to:

- Upload assignments to the FMLP e-portfolio site.
- Participate in the discussion board on the FMLP e-portfolio site.
- Describe how to check due dates for upcoming assignments.
- Access resources, links, and other tools to assist students and mentors during the DLS #1 period.

Identify personal development goals and training and education opportunities to meet those goals.

Following completion of this course, participants will be able to:

- Understand how to use the Workforce Development Guide and the facility manager competencies.
- Conduct a self-assessment and create an Individual Development Plan.
- Access a variety of available learning resources to meet personal development goals.
- Explore individual professional development through various activities displayed during the class.

Develop a working relationship with a mentor in the field of facility management.

Following completion of this course, participants will be able to:

- Describe the pair's mentor-protégé communication strategy.
- Describe different methods of working with their mentor to accomplish desired goals.
- Work with their mentors to develop a six-month work plan.

Course Requirements

Assignment	Points
Pre-Course Worksheet	50
Oral Presentation	140
Scavenger Hunt	50
Total Cost of Ownership Homework	100
Field Trip Worksheet	50
Concept Map	50
Class Participation	100
Personal Profile	30
Total Points	570



LEADERSHIP MODULE

This component (aka “module”) of the FMLP provides students with a study of the organization and administration of National Park Service (NPS) park units, and public land management organizations, with emphasis on leadership in these organizations. A main focus will be on understanding fundamental leadership and organization theory, including individual leadership, group dynamics of leadership, character and moral issues, power and politics, and leadership in the larger context of organizational architecture.

The FMLP leadership module will review both the “science” and “art” of leadership, including character as a central focus for leadership effectiveness. This component of the FMLP provides students with a focus on mastering individual leadership approaches, expanding outward to mastering leadership of others and mastering an understanding of organizational architecture and structures. An emphasis on systems thinking via deliberate analysis and consideration of learning organizations, communities of practice, visioning and alignment, motivation, and related contemporary leadership approaches will be included. In addition, alternative leadership approaches will be explored through cooperative learning and projects.

Learning Outcomes

The goal of this module is for students to understand the role and function of leadership in the NPS and other park and public land organizations with a focus on complexity, worldview, and change. An integrated approach to various leadership models, and use of individual strengths, will be the focus of our work. A systematic procedure is employed to collect data and evaluate existing conditions as well as suggest future actions. At the end of the FMLP, students should be able to:

1. Apply and use knowledge of fundamental concepts and theories of leadership in case studies, framework analyses, group assignments, and presentations.
2. Contrast different leadership approaches and frameworks related to self-mastery, understanding one's leadership strengths, mastering leadership of others, mastering leadership of large organizations (i.e., systems leadership), and collaborative leadership techniques in a civil society.
3. Apply essential leadership skills and techniques—including critical foundational knowledge of situations, motivation, and power theory—to group assignments and case study analyses in order to improve leadership effectiveness.
4. Appraise conditions through research and study in order to understand environmental influences on leaders, the impact of complex systems thinking and a global mindset, alternative approaches depending upon conditions and strategic thinking, and how personal leadership strengths can influence the leading of organizations.
5. Demonstrate excellent written, oral, analytical, decision-making, and problem-solving skills through the discussions, tests, and class projects.
6. Interpret the “art” of leadership as it relates to character and the difficult decisions leaders make, through discussion and analysis of character-related issues in assigned readings.

Required Textbooks/Resources

- Daft, Richard L. (2011). *The Leadership Experience* (5th Edition). Mason, OH: South-Western/Cengage Learning.
- Rath, T. & Conchie, B. (2010). *Strengths-Based Leadership*. New York, NY: Gallup Press.
- Badaracco, Jr., Joseph L. (2006). *Questions of Character*. Boston, MA: Harvard Business School Press.
- Clips, case study readings, and additional readings as listed in provided course materials.

Class Format

The FMLP leadership module consists predominantly of lectures and in-person workshops at all three classroom courses, monthly webinars for discussion and presentation, online discussion forums, and a leadership analysis of a directed field experience. It also includes self-paced readings and lessons, practice activities, and papers that are designed to ensure students meet unit outcomes. Instructors are available for consultation online, by telephone, and through email. The student is expected to complete all assignments on time throughout the year. Student responsibilities include:

- a. Completing all readings, including supplemental readings
- b. Participating in and completing all online components of the course
- c. Participating in all classroom and online discussions
- d. Participating in webcasts
- e. Completing all course activities
- f. Applying leadership techniques in simulations and directed field experiences

Module Policies

- Academic Integrity

All students in this course shall abide by the IU Bloomington Faculty Council's statement on academic honesty, which asserts the following: "Dishonesty of any kind with respect to examinations, module assignments, alteration of records, or illegal possession of examinations shall be considered cheating. Offering the work of someone else as one's own is plagiarism." Students should remember that any work borrowed from another author must be fully acknowledged and cited. In addition, resubmitting papers or projects used in other modules, or a project used by previous students in this class, is prohibited. Anyone found cheating or violating these policies is subject to serious academic penalty.

- Assignments

Written assignments should be uploaded on or before the due date indicated on the e-portfolio site. All written assignments should be professional in both appearance and quality and must follow APA style. Carefully proofread all of your work prior to submission.

Unless permission is granted in writing in the course assignment requirements, all leadership-related assignments are to be written in the style of professional-technical publications. This means you should **eliminate**:



- Use of contractions in any form (e.g., isn't, aren't, don't, etc.)
- Use of the first-person point of view
 - First person point of view is often used in personal narrative—when the writer is telling a story or relating an experience. This perspective is writer's point of view, and the writer becomes the focal point. First-person personal pronouns (and related adjectives) include I, we, me, us, my, mine, our, and ours.
- Use of the second-person point of view
 - Second person point of view is often used for giving directions, offering advice, or providing an explanation. This perspective allows the writer to make a connection with his or her audience by focusing on the reader. Second-person personal pronouns (and related adjectives) include you, your, and yours.

A professional-technical publication **should use**:

- The third-person point of view
 - Third person is the most common point of view used in fiction writing and is the traditional form for academic writing. When using third-person point of view, writers use pronouns (and related adjectives) such as he, she, it, him, her, his, its, they, them, or their when referring to a person(s), place(s), thing(s), or idea(s).

In their approach, these writings should address issues related to subjects such as “the leader,” “the staff,” “the advisory board,” and “the follower,” similar to what might be found in a textbook or professional-technical report.

- Readings, lectures, and webcasts
Assigned readings and viewing of webcasts should be completed prior to participation in the discussions. Since this module is patterned after an upper-division/graduate-level course, extensive reading will be required and will serve as the basis for discussion.

Required Technical Proficiency. Students will be required to exhibit a sufficient level of technical proficiency to enable detailed and/or online learning in the current Indiana University environment. This means that students must be able to utilize the following tools at an intermediate level or higher:

- 1) Learning Management Software (E-portfolio site)
 - 2) Web browsers and applications
 - 3) Turnitin web-based submission system
 - 4) Adobe Connect or similar collaborative tools
 - 5) Microsoft Office Suite
 - 6) Voice Over Internet Protocol (VOIP) communication tools or similar alternatives
- Directed Field Experience

As a concluding activity for the Directed Field Experience held in Distributed Learning Session #2, FMLP students will develop a small case study, as a group, about their experience. The case will focus on the leadership principles and methods observed, and potential recommendations in this arena.

- **Behavior for Classroom and Online Participation**

As with all Indiana University activities in the classroom or in online modules, students will be expected to act appropriately and within the IU Student Code of Rights, Responsibilities, and Conduct found at <http://www.iu.edu/~code>. With regard to the distributed (distance) education modules of the FMLP, the following behaviors will be strictly prohibited:

- Posting of inappropriate or offensive material on the learning website
- Use of class email lists or other online course tools to distribute spam
- Online flaming or the use of offensive language in any online activity

- **Accommodations**

If any student requires academic accommodations for a disability, please contact an instructor immediately.

Module Schedule

Session	Topic	Readings	Outcomes-Progression
Principles Early May	Syllabus review; Leadership Systems, Defining Leadership, and Introduction to Leadership	<i>Daft Chapters 1 and 4</i>	Focus on systems thinking, leadership foundation knowledge, and personal leadership mastery.
Webinar 1 Late May	Leadership Theory and Practice		Review leadership foundation knowledge and outline for remainder of FMLP.
Webinar 2 June	Leadership Morals, Ethics	<i>Daft Chapters 5-6, View Shackleton clip and prepare for Shackleton discussion</i>	Personal mastery and character issues; Shackleton case study, leadership focus. Review personal leadership framework assignment.
Webinar 3 July	Leadership Mental Approaches, Introduction to Followers	<i>Daft Chapter 7, Systems Thinking, View Steve Jobs clip and prepare for discussion</i>	Personal mastery transitioning to mastery of leading others; Steve Jobs on leading others.
Webinar 4 August	How Leaders Empower, Motivation Theory, Leadership Communication	<i>Daft Chapters 8-9, View MLK and Funniest ever clips for group critique</i>	Finding a motivation approach for dealing with others; deliberate approaches to leading, importance of presentations and writing.



Discussion Forum 1 August	Read short case on motivation issue, empowerment approach, and post to question about general approaches used to motivate in NPS		Using analysis for context (Know, Think, Need to Know) for decision making on TCFO case.
Webinar 5 September	Developing Diversity, Leading Groups and Teams	<i>Daft Chapters 10-11</i>	Diversity defined as tolerance to finding value, US diversity changes and relevance, work group vs. teams, two functions teams/group leadership.
Webinar 6 Early October	Leadership Power and Influence	<i>Daft Chapter 12, review case study on power and influence, Strengths-Based Leadership (SBL), complete SBL self-insight</i>	Power as politics, politics as resource acquisition and influence, case study of local government politics, NPS politics framework.
Advanced Facility Management Practices	Strengths-Based Leadership, Leadership Framework Revisited, Introduction to Systems Leadership	<i>Daft Chapter 13, deliberate application of leadership principles to SEOT simulation</i>	SBL, fit with Daft, deliberate approach to groups/teams with two functions analysis; review systems thinking and systems leadership for personal leadership framework.
AFMP Simulation	Leading a Leaderless Work Group		Artifact and behavior observation related to motivation, SBL, situational analysis, two functions of teams/groups, use of influence, and deliberate approach.
Webinar 7 November	Creating Vision and Strategic Direction,	<i>Daft Chapter 13, View Senek clip</i>	Review mastery of self and others/groups, reintroduce mastery of system, review vision and strategic planning for leaders as change.
Webinar 8 December	Shaping Culture and Values, Leading Change	<i>Daft Chapters 14-15</i>	Primary role of leaders (align, motivate, inspire, change), danger of change, using tools to shape unit culture and values
Webinar 9 January	Systems Thinking, Defining and Understanding the Leader's Role	<i>Senge Reading and video, "Case Study"</i>	Focus on systems thinking, review mastery of two inner levels to emerge on

			mastery of systems thinking. DFE Case Study.
Discussion Forum January	Systems leadership posting based on short case study		Use analysis for context at all levels of leadership.
Directed Field Experience January and February	Artifact and behavior observation related to 3 mastery levels of leadership, deliberate approach, use of SBL, initial applications of systems leadership in change, culture and strategy for designing successful FM culture in the visited park units. Develop short case study report on leadership experience during Directed Field Experience.		
Webinar 10 February	Applying Leadership, Role of Character in Leadership	<i>Assigned "Synthesis" and Readings, Badaracco Introduction and Chapter 1</i>	The subject of this webinar will be "Moving from My Leadership Philosophy, as it relates to character, to creating a Leadership Framework.
Webinar 11 Early March	Applying leadership: Advanced study of leadership character	<i>Assigned Chapter of Badaracco 1-7</i>	Group presentation of Badaracco assigned chapter on leader character.
Capstone Study in Facility Management	Part I: What Is Sound Reflection? Judging Character, Part II: Applying systems thinking to WASO policy offices	<i>Badaracco Chapter 9</i>	Ability to identify how organizational architecture at WASO affects various leadership factors (deliberate analysis context) in debrief sessions. Discuss character and sound judgment by leaders.
Capstone Study in Facility Management			Oral presentation skills, influence and persuasion.



PRINCIPLES OF ASSET MANAGEMENT AGENDA

May 4 – 8, 2015
 Fort Pulaski National Monument (FOPU)
 Savannah, GA

Monday, May 4, 2015

<i>Time</i>	<i>Session</i>	<i>Speaker(s)</i>
8:00-8:15 am	Welcome to Savannah, Georgia	Laura Rich-Acosta, Melissa Memory
8:15-8:45 am	Course Introductions	Mike Seibert, Sandy Pusey, Mark Tezel
8:45-9:30 am	Student and Mentor Introductions and Film	Christy McCormick
9:30-9:45 am	Break	
9:45-10:15 am	Understand the Application of Asset Management Principles in Your Park and the NPS (w/ Case Study)	Mark Tezel
10:15-10:30 am	Break	
10:30-12:00 pm	Student Presentations	Students
12:00-1:30 pm	Lunch	
1:30-4:30 pm	Student Presentations	Students
4:30-5:15 pm	Quick Reflection and Wrap Up the Day	Sandy Pusey

Tuesday, May 5, 2015

<i>Time</i>	<i>Session</i>	<i>Speaker(s)</i>
8:00-8:15 am	Opening of the Day	Austin Hochstetler
8:15-9:15 am	Public Speaking	Steve Wolter, Dave Foster
9:15-11:15 am	Revisiting the Past – History and Evolution of the Facility Management Mission in the NPS	Sandy Pusey, Mike Seibert
11:15-12:45 pm	Lunch	Student/Mentor Groups
12:45-1:45 pm	Charge to the Class	Bill Thompson
1:45-2:45 pm	Facility Management Today	Mark Tezel
2:45-3:00 pm	Break	
3:00-4:45 pm	Lifecycle Management – Operations and Maintenance Procedures	Steve Wolter, Dan McCarthy
4:45-5:15 pm	Quick Reflection and Wrap Up the Day	Austin Hochstetler

Wednesday, May 6, 2015

<i>Time</i>	<i>Session</i>	<i>Speaker(s)</i>
7:30-8:00 am	Opening of the Day	Christy McCormick
8:00-9:30 am	Asset Management – Property and Structure Ownership	Ralph Bell
9:30-9:45 am	Break	
9:45-10:45 am	Asset Management – Park Planning	Sandy Pusey, Mark Tezel
10:45-11:30 am	Professional Development 1 – Introduction to the Facility Manager Competencies	Sandy Pusey, Christy McCormick
11:30-12:30 pm	Lunch	
12:30-1:30 pm	Professional Development 2 – Writing Workshop	Austin Hochstetler
1:30-2:15 pm	Travel to Park	
2:15-4:30 pm	Field Experience – FOPU	Laura Rich-Acosta
4:45-5:15 pm	Quick Reflection and Wrap Up the Day	Mark Tezel
6:00-8:30 pm	Evening Event – Student/Mentor Mixer and Dinner	Students and Mentors

Thursday, May 7, 2015

<i>Time</i>	<i>Session</i>	<i>Speaker(s)</i>
7:30-8:00 am	Opening of the Day	Sandy Pusey
8:00-8:30 am	The Role of Leadership in Facility Management and the National Park Service	Mark Tezel
8:30-11:30 am	Developing Your Leadership Skills	Steve Wolter
11:30-1:30 pm	Mentor-Protégé Lunch	
1:30-3:30 pm	Introduction to Distributed Learning Session (DLS) #1	Christy McCormick, Austin Hochstetler
3:30-3:45 pm	Break	
3:45-4:30 pm	Work/Life Balance	Sandy Pusey, Mark Tezel
4:30-5:00 pm	Quick Reflection and Wrap Up the Day	Sandy Pusey, Mark Tezel
6:00-8:00 pm	Dinner – Informal Student/Mentor Groups	

Friday, May 8, 2015

<i>Time</i>	<i>Session</i>	<i>Speaker(s)</i>
8:00-8:45 am	Personal Development Goals and Job Announcements	Sandy Pusey, Mark Tezel
8:45-9:15 am	Course Evaluation	Steve Wolter
9:15-11:30 am	Mentor/Student Planning Meetings	Steve Wolter
11:30-12:00 pm	Closing of Principles and Start of DLS #1	Instructor Team



CHAPTER TWO

Session Materials



WELCOME TO THE FACILITY MANAGER LEADERS PROGRAM

Background of the FMLP

In 2005, the NPS partnered with the Eppley Institute to complete *The Performance, Training, and Competency Gap Analysis*. This study identified a significant need for additional training and education for facility managers. In addition, the NPS Servicewide Maintenance Advisory Committee (SMAC) determined that the NPS was in the initial stages of experiencing a severe shortage of qualified facility managers due to retirements and increasing demands. As a result, the NPS, in conjunction with the Eppley Institute for Parks and Public Lands at Indiana University, began a formal process to study the foundational and policy directives of the federal government related to facility management, NPS facility manager training needs, and industry standards related to facility manager training.



The FMLP is focused on “deep learning,” which promotes critical analysis of ideas so that they may be combined with existing skills, knowledge, and information, thus leading to greater understanding and long-term retention of concepts. This in turn affords FMLP students a greater capacity to analyze new and changing situations or scenarios and to solve problems by applying concepts using data, observations, and principles. Deep learning is fundamentally the difference between education—which is focused on uncertainty and application of knowledge, analysis, and logic—and training—which is more focused on certainty and routine. The FMLP attempts to avoid “surface learning,” which is focused on memorization, acceptance of information, and application of similar solutions over many different situations. Instead, the FMLP approach aims to foster a facility manager who can identify, analyze, and apply data and other information to decision-making processes.



An important feature of the FMLP, this “deep learning” philosophy informs the program's specific techniques and approaches, which include the following:

- Focus on concepts to solve problems.
- Encourage active interaction using new and previous knowledge.
- Use adult learning principles linking learning to real-life experiences and situations.
- Require students to perform at a high level.
- Employ scenarios for individual interests to be pursued and to practice time management.
- Build confidence in students through positive experiences that enhance capabilities and skills.
- Recruit capable teachers who are personally interested in the subjects they teach and can concentrate on key concepts.
- Structure the curriculum for each subject and create complex problem-solving scenarios requiring application of analysis and observation.



The evaluation of learning objectives has many components. Students are required to complete a number of critical writing assignments during the residential classes and independent study periods. They also complete approximately 25 e-courses and are required to pass each of these with an 80% or better on the assessments. During the independent study periods, called *Distributed Learning Sessions*, each student completes at least two independent study developmental activities that are specifically designed to meet his or her own competency needs. Finally, each student develops a portfolio of work and a capstone poster, which they present at the Department of Interior to senior management in the NPS.

The Big Picture

The FMLP was developed in response to:

- Facility Management Program (FMP) Training Gap Analysis
- Independent Verification and Validation Study
- *Facility Management for the 21st Century*
- High retirement levels: the need to develop leaders in facility management for the future

Overview: What Is the FMLP?

The FMLP is:

- A year-long, selective program that incorporates competency-based learning through classroom courses, e-courses, developmental activities, details, and a variety of other learning opportunities.
- An initiative of the Servicewide Maintenance Advisory Committee (SMAC) and the FMP Training Program and an extension of FM21 findings and recommendations.
- Designed to address each individual student's learning needs.

- Planned to meet the requirements for issuance of a certificate of completion.

What to Expect as an FMLP Student

- Success requires personal commitment and a drive to build your own skills.
- The FMLP is an individualized program designed to give you the greatest benefit and what you most need to learn.
- Resources and support are available to each student over the course of the program.
- You will be building analytical thinking and leadership skills over the course of the year.



ACCOUNTABILITY: WALTER REED HOSPITAL CASE STUDY

Reprinted from the *San Francisco Chronicle* – March 6, 2007

Walter Reed hospital scandal hits at the heartstrings of America

Mounting revelations about decrepit housing and mistreatment of injured soldiers at the U.S. Army's major medical complex have touched a raw nerve with the public and have sparked fierce bipartisan outrage on Capitol Hill.

The outcry has led a White House known for defending its embattled leaders to fire the Army secretary and relieve a two-star general of his command. Vice President Dick Cheney was dispatched Monday to soothe the angry feelings by telling the Veterans of Foreign Wars: "There will be no excuses, only action."

Lawmakers' fury was on display at a hearing Monday at Walter Reed Army Medical Center, the hospital complex in the nation's capital long seen as the crown jewel of military health care, where allegations of mice-infested buildings and neglected patients first surfaced.

The tearful wife of an injured National Guardsman told lawmakers her husband received "treatment ... a dog wouldn't have deserved." A wounded soldier described how Army officials ignored his complaints about black mold in his room for months -- until photos of his mildewed walls appeared in the *Washington Post*.

"We find it appalling," said Rep. John Tierney, D-Mass., who chaired the hearing of a House Oversight and Government Reform subcommittee.

Lawmakers noted that injured soldiers and veterans are flooding their offices with phone calls and e-mails complaining of similar conditions at military medical facilities and veterans' hospitals nationwide.

"What's going on here in Walter Reed may be the tip of the iceberg of what's going on all around the country," said Rep. Henry Waxman, D-Los Angeles, who chairs the full committee.

The Pentagon initially belittled the allegations, saying the problems at Walter Reed were minor and already had been fixed. The Army's Surgeon General, Lt. Gen. Kevin Kiley, publicly complained that the media's coverage was "one-sided."

But as public indignation grew, new Defense Secretary Robert Gates stunned many in Washington by forcing the resignation of Army secretary Francis Harvey and criticizing his commanders for their defensive response.

The story has tapped into a deep well of frustration among veterans -- especially the 600,000 new veterans from Iraq and Afghanistan -- many of whom have faced bureaucratic delays in getting care. The public, already weary of a 4-year-old war that has killed more than 3,100 U.S. troops and injured more than 32,000, was aghast at the news reports.

"Everybody wants to do right by our soldiers -- no matter what your view of the war -- especially for those who have paid a steep price with their bodies," said Garry Augustine, the deputy national service director of Disabled American Veterans, who spent 18 months at Walter Reed 35 years ago coping with injuries from Vietnam.

"To think they might be coming back and living in these conditions and having to deal with all the bureaucratic problems they are dealing with, it just makes you feel terrible. It hits at the heartstrings of America."

The scandal has prompted a nationwide review of the quality of care for all wounded soldiers and veterans.

President Bush has asked the Defense Department to conduct a bipartisan inquiry of the problems at Walter Reed and is assembling an inter-agency working group to examine broader problems in the veterans' health care system.

Democrats want an independent review. Sen. Chuck Schumer of New York has suggested appointing a commission led by former Secretary of State Colin Powell.

The debate has crucial political implications as the Bush administration begins sending 21,500 more combat troops into Iraq and Democrats look for legislative ways to block the increase. The White House knows public support for the war has declined sharply, and a scandal involving the treatment of severely wounded soldiers could further cut that support.

House Speaker Nancy Pelosi of San Francisco is seeking to affix blame to the White House, likening the conditions at Walter Reed to the government's botched response to Hurricane Katrina.

"Our government has failed those who have sacrificed the most," Pelosi said in a statement Monday.

Lawmakers of both parties criticized the Pentagon for failing to respond to patients' complaints and to fix bureaucratic problems that have made it difficult for wounded soldiers at Walter Reed to receive proper treatment and full disability benefits.

"This is a place wounded soldiers and their families should be embraced, not abandoned," said Rep. Tom Davis of Virginia, the top Republican on the Oversight and Government Reform Committee. "They should be healed and nurtured, not left to languish or fend for themselves against a faceless, bureaucratic hydra."



Army Staff Sgt. John Daniel Shannon, who suffered from brain and eye injuries after being shot in the head in Iraq, told lawmakers how he had been waiting in an outpatient facility for two years for surgery on his eye while haggling with the Army over his disability benefits.

"The system can't be trusted," Shannon said. "Soldiers get less than they deserve from a system seemingly designed to run and run to cut the costs associated with fighting this war."

The toughest questioning Monday was reserved for top Army officials who ran Walter Reed in recent years.

Kiley, who oversaw the hospital from 2002 to 2004 and now leads the U.S. Army Medical Command, said he took responsibility for the problems at Building 18, an outpatient building where patients complained of unsafe conditions.

"The housing conditions here in one of the buildings at Walter Reed clearly have not met our standards," Kiley said. "For that, I am personally and professionally sorry, and I offer my apologies."

But lawmakers complained that some Army leaders were still downplaying the scope of the problems, focusing instead on damage control.

"Where does the buck stop?" Massachusetts Democrat Tierney asked. "There appears to be a pattern developing here that we've seen before: First deny, then try to cover up, then designate a fall guy. In this case, I have concerns that the Army is literally trying to whitewash over the problems."

Walter Reed Hospital Case Study: NEWS UPDATES

The Walter Reed Army Medical Center officially shut its doors on September 15, 2011. The patients, physicians, and staff of this historic facility moved to the Walter Reed National Military Medical Center in an effort to consolidate with the National Naval Medical Center in Bethesda, Maryland. According to a July 2011 article in *USA Today*, the closure had been in the works for half a decade:

Two years [prior to the Washington Post scandal], a government commission, noting that Walter Reed was showing its age, voted to close the facility and consolidate its operations with the National Naval Medical Center in Bethesda, Md., and a hospital at Fort Belvoir, Va., to save money.

The report drew scrutiny of all aspects of care offered to the nation's wounded. The scandal embarrassed the Army and the Bush administration, and led to the firings of some military leaders.

Afterward, some in Congress pushed for the Pentagon to change course and keep Walter Reed open, but an independent group reviewed the idea and recommended moving forward with Walter Reed's closure plans.

It concluded that the Defense Department was or should have been aware of the widespread problems but neglected them because they knew Walter Reed was scheduled to be closed. Then-Defense Secretary Robert Gates agreed, and said there was little wisdom in pouring money into Walter Reed to keep it open indefinitely.

The Associated Press (2011, July 27). Walter Reed to close after more than a century. *USA Today*. Retrieved from http://www.usatoday.com/news/military/2011-07-23-Walter-Reed-hospital-military_n.htm

As of October 2012, local news stations had begun reporting on proposed plans for the former Walter Reed site:

There is talk of some new life for the old Walter Reed Medical Center. District officials are reviewing plans for a possible town center on the site. The patients left the hospital building for Bethesda a year ago, yet the utility plant still runs to maintain the massive mothballed complex as neighbors wait to see what happens next.

Some residents are opposed to a shopping center, fearing it will bring more traffic and congestion. But that's one of the things city officials are planning for the 66-acre complex: a D.C. town center to also include housing and offices.

"Million-plus square feet of office space for example," says Victor Hoskins, Deputy Mayor for Economic Development. "That generates traffic to feed and help retailers in the area and it also rounds out the community in terms of services." The local advisory neighborhood commissions seem to be mostly on board with the idea.

"Most everybody's looking forward to it and wondering what it is and some with some trepidation," says Faith Wheeler. Gone will be the 2.6-million-square-foot concrete hospital to make way for new construction. The city will keep the 1,000-car underground parking garage the government built for Walter Reed.

Yet some longtime residents hate the idea. "People who live in Georgetown can't park in front of their houses," says Deborah Hawkins. "They got to park three or four blocks away. I don't want Georgetown on Georgia Avenue."

Ford, Sam. "Town Center Proposed at Old Walter Reed Medical Center." News. ABC. WJLA, Arlington, VA, 15 Oct 2012. Television. Retrieved from <http://www.wjla.com/articles/2012/10/town-center-proposed-at-old-water-reed-medical-center-81032.html#ixzz2QARRsMK0>



In October 2014, a new request for part of the former Walter Reed site threatened to scrap two years of planning on the part of the State Department and the DC city government. *The Washington Post* reported:

D.C. Mayor Vincent C. Gray (D) is fighting an effort by the State Department to acquire as much as 20 percent of the land at the former Walter Reed Army Hospital where the D.C. government has been planning a town center-style development featuring housing, a charter high school, a grocery store and other amenities.

The Defense Department, which owns the entire campus, has been planning to provide about 45 acres on the western side of the campus to the State Department and 67 acres on the eastern side to the D.C. government. The campus has been vacant since 2011.

But a new request for land has prompted a possible reshuffling.

Children's National Medical Center is seeking 13 acres of the State Department property, including a former Armed Forces Institute of Pathology building. Children's won some support for the project on Capitol Hill, including from D.C. Del. Eleanor Holmes Norton (D).

State Department officials in turn — according to the mayor's office — saw that they could lose the property and instead began jockeying to acquire 13 of acres pegged for the D.C. government.

On Oct. 23 Gray wrote to Army Secretary John M. McHugh, saying that if the Army carved out that land for the State Department it would have a "devastating impact" on the District's ability to deliver the economic development it has promised to Congress, the Army and residents.

"Needless to say, such actions would negate years of effort, violate the trust of all stakeholders, indefinitely delay the creation of jobs, retail amenities, and housing, and waste millions of taxpayers dollars spent on the Army's efforts to dispose of the property," Gray wrote in the letter, obtained by *The Washington Post*.

A senior District official confirmed the letter and said the State Department was seeking 13 acres in the southern end of the District's site, including properties currently pegged to house the homeless and veterans.

Speaking on the condition of anonymity to avoid jeopardizing relationships with federal officials, the source said State Department officials had gone to Capitol Hill with their request and that if it was approved it would force the District to redo 18 months or more of planning. D.C. is working with a development team led by Hines Interests.

"The impact is pretty severe because we've been working with the development team constructing an offer that will satisfy all parties," the source said.

“Removing buildings and bifurcating the site just totally changes the economic analysis.”

The State Department is planning to use its portion of the Walter Reed property to create a “diplomatic enclave” akin to embassy row on Massachusetts Avenue. It didn’t hear about Children’s interest until this summer, according to department spokeswoman Christy Maier .

Maier said the agency plans to trade parcels of the land to foreign governments in exchange for properties abroad where the United States needs to open embassies. Not having the full acreage would cut into that mission, she said.

“We think this has a strong national security interest for us to be able to do this,” she said.

Still, Maier said the department wanted to be mindful of the District’s plans. It is now asking for just seven acres to compensate. That way the District and State would split the acreage that would go to Children’s.

“What we’ve done is take a real hard look at what would happen if Children’s did get the 13 acres,” Maier said. “We understand that they have a concern, and we realize this is sort of a new wrinkle for everybody. In a way it sort of splits the 13 acres that Children’s would get between the State Department and the District” portions.

Dr. Marshall Summar, chief of the genetics and metabolism division at Children’s, said the building that Children’s is seeking in particular has lab space that could accommodate medical research and would be difficult for the State Department to demolish because of its extremely thick, blast-proof concrete.

“Tearing that building down was not going to be a trivial thing or cheap, but most of those labs were renovated in 2010, so its lab space is beautiful,” he said.

Summar said that the last thing he wanted to see was for the hospital’s request to negatively affect the District’s plans. “Children’s really would not want to cause any harm to the city’s side of this or cause them to receive any less land,” he said.

In the end, Summar said he didn’t think the State Department would be able to acquire any of the District’s land.

“I really just think it was something where they were trying to see if anyone on the Hill was interested in it and I don’t think anyone really was,” he said.

O’Connell, Jonathan (2014, Oct 24). To mayor’s chagrin, State Dept. seeks Walter Reed land swap. *The Washington Post*. Retrieved from <http://www.washingtonpost.com/news/digger/wp/2014/10/24/to-mayors-chagrin-state-dept-seeks-walter-reed-land-swap/>



As of April 2015, the redevelopment of the former Walter Reed site is still in the planning phase. The website of the Walter Reed Army Medical Center Local Redevelopment Authority houses relevant information, updates, documents, and events related to the redevelopment project. The “Program Summary” page of the LRA website describes the plan in brief:

This program is derived from an assessment of existing site and market conditions. The Demand-Supported Program reflects a mix of uses which are primarily driven by revenues and expenses, and for which projected market demand can be assumed to drive locational decisions of users. These uses include traditional market sectors – retail, residential, commercial office and hospitality.

The analysis of this program assumes that the Department of State (DOS) 43.53 acre portion of the WRAMC will serve as an International Chancery Center (ICC) to include up to 30 offices and embassies that support foreign missions in the United States, occupying between 800,000 and 1,000,000 square feet based on initial estimates provided by DOS.

The potential development program for the reuse program combines demand-supported and a contingent development program. More information can be found in chapter 11 of the Reuse Plan, while [...] the full market study can be found [elsewhere on this website].

This program includes the following:

- 1,900+ Residential Units
- 212,000 square feet of Retail
- 420,000-570,000 square feet of Corporate, Institutional or Medical space

Walter Reed LRA (2015). Program summary. *Walter Reed Army Medical Center Local Redevelopment Authority*. Retrieved from <http://www.walterreedlra.com/program-summary>

In early 2015, a U.S. Army Corps of Engineers team completed a NEPA-compliant project that included documenting the history of the Walter Reed site, cataloging its cultural resources, and developing a series of interpretive panels designed to guide a walking tour of the historic site:

Today a skeleton crew keeps the lights on at the "old" Walter Reed - but it's only temporary. The campus is being repurposed with new tenants in old buildings, but Walter Reed's storied past won't be forgotten.

Joseph Murphey, an historical architect for the Regional Planning and Environmental Center, made sure of that as part of a larger team of environmental professionals.

Mobile District, which has the U.S. Army Corps of Engineers lead in BRAC compliance under the National Environmental Policy Act, brought in Murphey to be the lead on the NEPA's cultural resource requirements. Walter Reed was one of the largest facilities shuttered under BRAC 2005, along with Fort Monmouth, N.J., and Fort McPherson and Fort Gillam in Atlanta, Ga.

For the first time in its history, Murphey completely inventoried and identified everything at Walter Reed and determined what was historic. He then, as part of the NEPA team, negotiated a memorandum of agreement with the DC State Historic Preservation Office and local historic preservation societies to mitigate the effect of the BRAC closure on the historic resources, which fulfilled NEPA requirements.

"The mitigation primarily consisted of nominating Walter Reed to the National Register of Historic Places, photo documenting the entire facility for the National Archives and producing interpretive panels for the public" said Murphey. "The interpretive panels are to be placed on site and tell the storied history of Walter Reed as an institution."

Murphey collaborated in the development of these 14 storyboards, which will be displayed on seven free-standing panels this year along a walking tour of the campus. It narrates the 150-year story of the site back to its pre-med days as a Civil War battlefield.

[...]

As part of the cultural resources mitigation, Murphey compared his new photographs with historic photos and original construction drawings. The data will aid the local redevelopment authority.

"The information that we gave them formed the baseline for them to start the work on the restoration," said Murphy. "It forms a time capsule on what it looked like when the Army left Walter Reed."

For some shots, Murphey used a large-format camera, which makes 4-inch-by-5-inch negatives. The camera and tripod, with a hood that covers the operator, resembles the equipment Matthew Brady's team used to photograph the Civil War. One hundred of these photos will be delivered to the Library of Congress Historic American Buildings Survey, which requires a negative processed to last at least 500 years.

Frisinger, James (2015, March 19). Mission complete: A cultural closure for Walter Reed Army Medical Center. *www.army.mil: the official homepage of the United States Army*. Retrieved from http://www.army.mil/article/144898/Mission_complete_A_cultural_closure_for_Walter_Reed_Army_Medical_Center/





Homework

MAPPING THE PAMP

Directions: Show graphically how the various planning documents and data management systems relate using a concept map. The Park Asset Management Plan (PAMP) should be at its core. Some documents and systems to consider:

- The PAMP
- Annual Plan
- GMP
- EMS
- Five-Year Project Plan
- AFS4
- FMSS
- PMIS
- FBMS

Your concept map may use photographs, symbols, shapes, text, sketches, or any combination of these. You are encouraged to be creative. Besides using the above elements, your only other requirement is that you label the elements for clarity (using acronyms is fine).

Concept Mapping Overview

Concept mapping (sometimes known as mind mapping) is a way to graphically show the relationships among a number of different concepts. Because many relationships are complex and connect or intersect in many different ways, using a concept map allows you to organize this complexity in a non-linear way and can be beneficial as a brainstorming technique.

Here are some tips to help you create effective concept maps:

- Use just key words, or wherever possible images.
- Start from the center of the page and work out.
- Make the center a clear and strong visual image that depicts the general theme of the map.
- Create sub-centers for sub-themes.
- Put key words on lines. This reinforces structure of notes.
- Print rather than write in script. It makes them more readable and memorable. Lower case is more visually distinctive (and better remembered) than upper case.
- Use color to depict themes, associations and to make things stand out.
- Anything that stands out on the page will stand out in your mind.
- Think three-dimensionally.
- Use arrows, icons or other visual aids to show links between different elements.
- Don't get stuck in one area. If you dry up in one area go to another branch.

- Put ideas down as they occur, wherever they fit. Don't judge or hold back.
- Break boundaries. If you run out of space, don't start a new sheet; paste more paper onto the map. (Break the 8x11 mentality.)
- Be creative. Creativity aids memory.
- Get involved. Have fun.

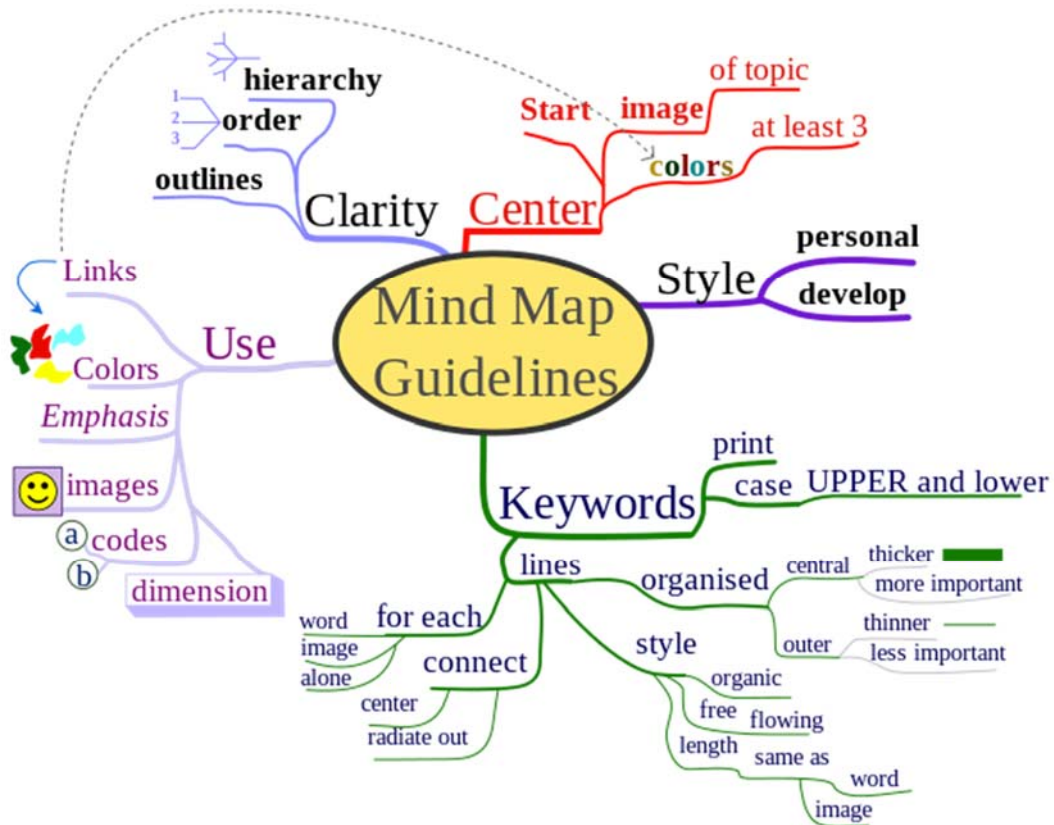


Image source: Nicoguaro (2013, February 25). *Wikimedia Commons*.
<http://commons.wikimedia.org/wiki/File:MindMapGuidelines.svg>

A few more examples can be found on the following pages. For even more examples and additional information about the history, uses, and study of mind maps (and related diagrams and techniques), check out http://en.wikipedia.org/wiki/Mind_map.



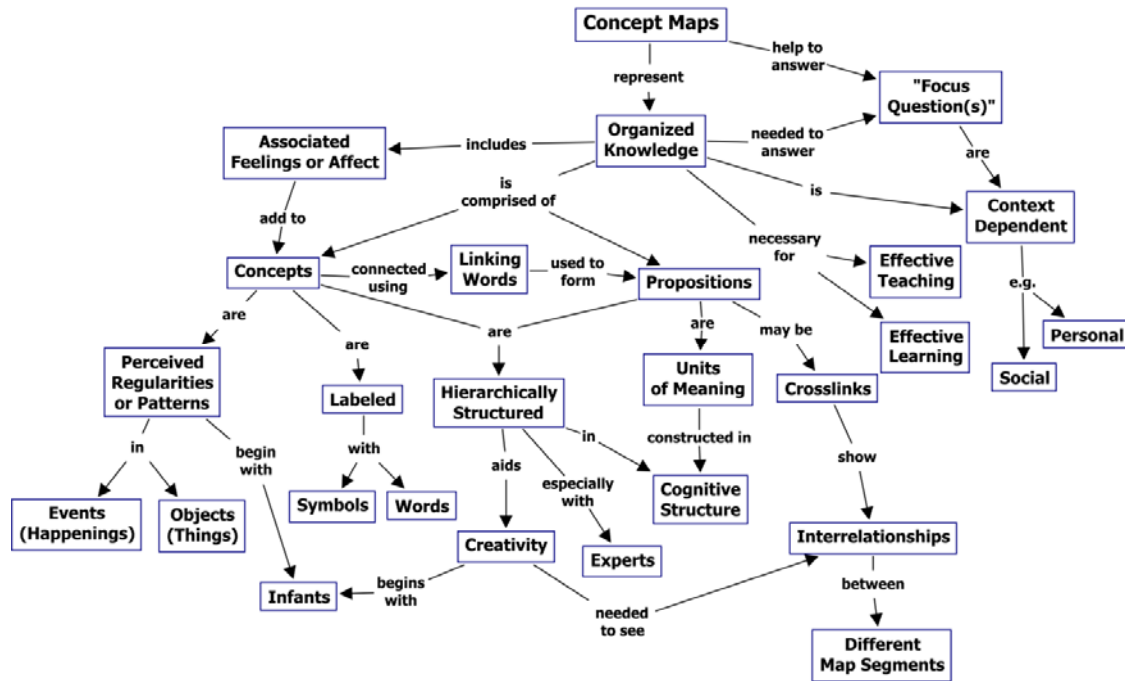


Image source: <http://cmap.ihmc.us/Publications/ResearchPapers/TheoryCmaps/TheoryUnderlyingConceptMaps.htm>

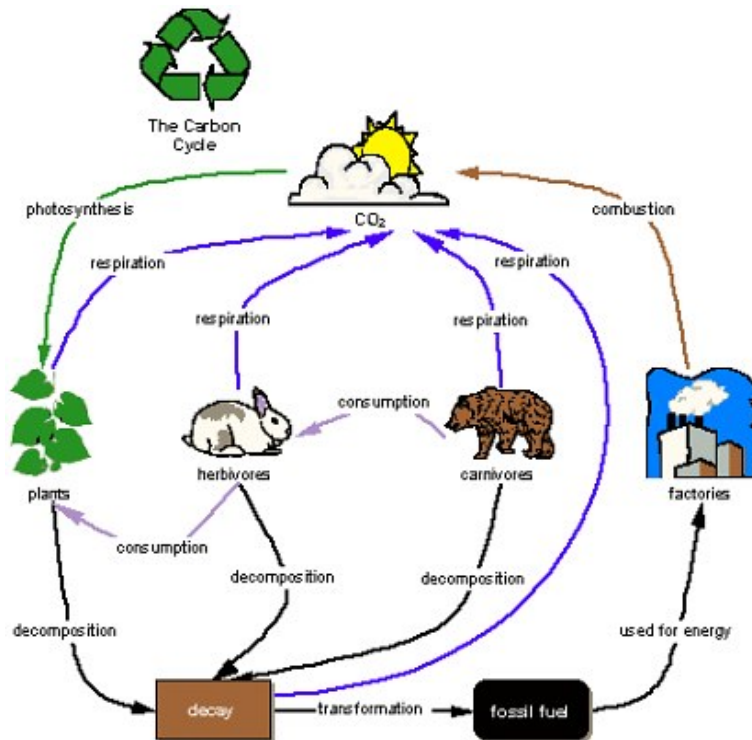


Image source: <http://www.informationtamers.com/Find-best-visual-form-for-information-management.html>

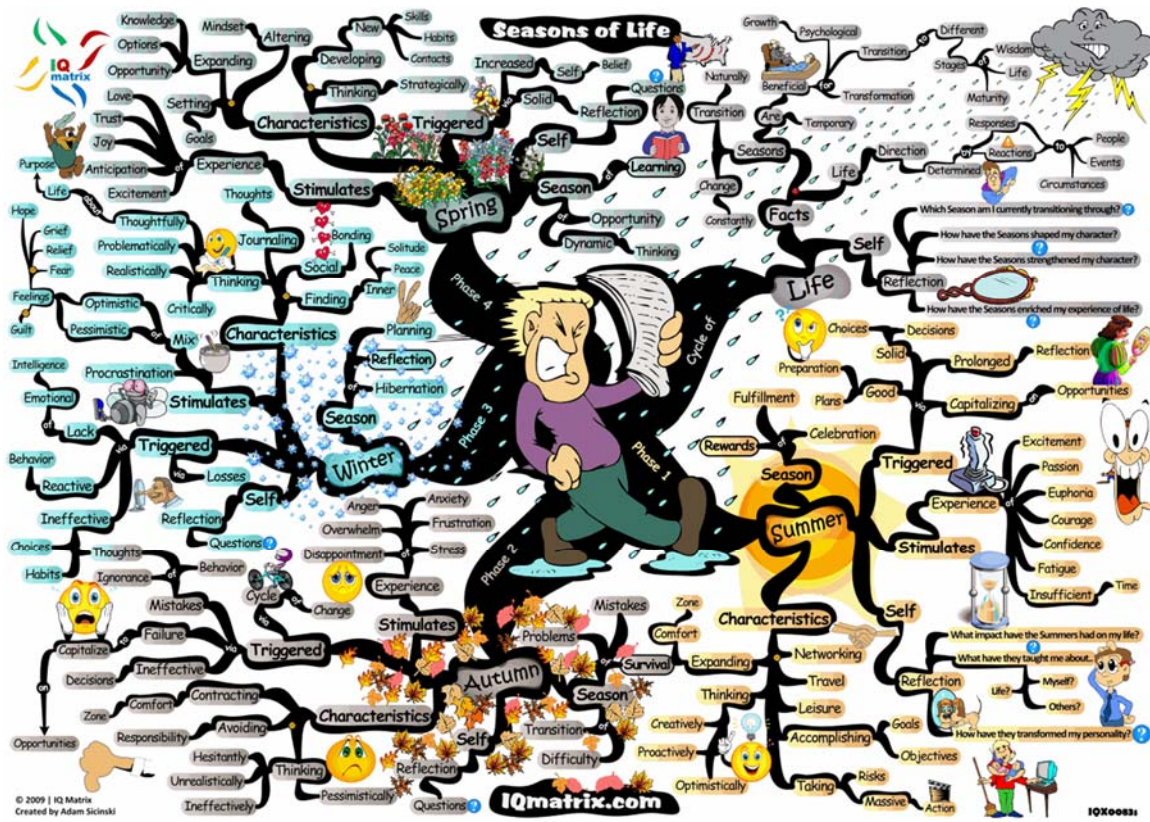


Image source:
<http://blog.iqmatrix.com/mind-map/seasons-of-transformation-mind-map>



TIPS FOR MEETING WITH YOUR MENTOR

- Prior to your first meeting with your mentor, write down at least three things you would like to achieve through mentoring. Rank the three items in order of importance to you. Also, write down three things that concern you most about meeting with your mentor. Rank these three things in order of importance.
- If not included in either of the lists created above, write down at least three attitudes or perspectives you will be able to provide during the mentoring sessions. If possible, write down three things about yourself that might get in the way of you being able to make the most of the mentoring opportunity.
- Write down three things you would like your mentor to provide, if they are not included in your previous lists.
- Prepare (or be prepared to share) a brief autobiography based on the above lists that you can share with your mentor when you first meet. Be sure to also include your own vision, mission, or life goals.
- Your mentor likely has both considerable expertise and a tight time schedule. Dealing with time is a key aspect of the success of mentoring. Make sure you are clear about your needs.
- Many mentoring partnerships rely on formal written agreements. The ingredients of such a contract are typically negotiated, but usually include answers to the "who is going to do what and when" logistical questions. In many cases, such agreements spell out the purpose of the mentoring and may even include a list of career goals and work activities expected to achieve those goals. Talk with your mentor about how you would like to approach your agreement.
- Be prepared to do some homework in order to demonstrate initiative, leadership, and self-reliance. Explore alternative options for asking questions or gaining information other than just relying on your mentor. For example, use NPS Management Policies or other manuals; make sure you have done some digging before directing your questions to your mentor. On the other hand, keep your mentor in the picture by letting the mentor know why you are asking her a particular question after having explored other options.
- The focus of most successful mentoring is mutual learning. Feel free to explore what you have to offer the mentor. A sense of humor and a sense of enjoyment of your time together are essential as well. If your needs are not being met, discuss this with your mentor. Recognizing your changing needs and finding a respectful way to meet your learning goals are two of the keys to successful mentoring.

- A useful perspective for mentoring relationships is based on the wisdom of [Grey Owl](#): "You can count the seeds in an apple, but you cannot count the apples in a seed."

*Adapted from "Tips for Meeting with a Mentor" at
<http://www.mentors.ca/mentorpartnertips.html>*



Public Speaking: Giving and Receiving Feedback

RECEIVING FEEDBACK

Accepting: accepts the feedback without denial

Responsive: willing to hear what is being said without turning the tables

Engaged: interacts appropriately with the speaker, asking for clarification when needed

Unguarded: openly listens without frequent interruptions or objections

Respectful: recognizes the value of what is being said and the speaker's right to say it

Earnest: Genuinely wants to make changes if appropriate

Active Listening: listens carefully and tries to understand the meaning of the feedback

Determined: to understand the behavior that has led to the feedback

You: Understand that this process is to help you, not criticize you

GIVING FEEDBACK

Explanatory: feedback is focused on behavior that can be changed rather than personality

Explicit: the focus of the feedback is clearly stated

Perceptive: feedback is delivered with sensitivity to the needs of the other person

Respectful: feedback should be given in a respectful manner

Effectual: feedback is intended to be of value to the other person

Surroundings: feedback should be given in non-threatening, comfortable surroundings

Supportive: feedback is delivered in a non-threatening manner

Illustrative: feedback can be clearly illustrated using examples

Timing: feedback is most effective when given as close to the event as possible





Exercise

Ordering NPS Authorities

Directions: List the following authorities in hierarchical order from 1 to 9, with 1 indicating the highest level of authority and 9 indicating the lowest.

- a. General Management Plan
- b. Superintendent's Order
- c. Public Law
- d. Federal Regulation
- e. Constitution
- f. Departmental Manual
- g. NPS Management Policies
- h. Executive Order
- i. Director's Order

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

An Introduction to Policy: The Role of Policy in the NPS

A Mission and Vision for All

There are certain internal rules and regulations that apply to all offices of the NPS.

- Every park and/or office must follow the Organic Act and the NPS mission.
- Parks must also follow enabling legislation—legislation that describes the park's purpose and why it was set aside as protected land.

Review NPS policies to ensure you know your responsibilities as an NPS employee.

Laws

NPS parks and offices are subject to other federal laws:

- *Code of Federal Regulations, Title 36 (36CFR).*
Describes how NPS must use, manage, and protect people, property, and resources.
- *Endangered Species Act of 1973.* Protects threatened/endangered species and their habitats.
- *Clean Water Act of 1972.* Protects and restores quality of the nation's waters by regulating and limiting polluting discharges.

Federal Policies and Programs

There are also policies and programs created by the federal government and DOI that establish the following:

- The use of government property is regulated by federal ethics standards.
- Health insurance and health benefits are regulated as federal programs.

NPS Policies

The NPS has created Management Policies, Director's Orders, handbooks, and reference manuals to maintain consistency Servicewide. For example:

- NPS Policy 2.3.1 requires each NPS unit to maintain an up-to-date General Management Plan.

Local Policies

Your park or office sets policies of its own. One of the most important independent policies is your park or office's Emergency Plan, which will be discussed later.

Policy Links and Additional Information

Laws



The following are links to online versions of pertinent federal statutes and regulations:

- Code of Federal Regulations
<http://www.gpoaccess.gov/cfr/retrieve.html>
- Code of Federal Regulations, Title 36
http://www.nps.gov/pub_aff/e-mail/regulations.htm
 - The [Code of Federal Regulations, Title 36, Parts 1 to 199](#) (36CFR) provide for the proper use, management, government, and protection of persons, property, and natural and cultural resources within areas under the jurisdiction of the NPS.
 - These regulations will be utilized to fulfill the statutory purposes of units of the National Park System: to conserve scenery, natural and historic objects, and wildlife, and to provide for the enjoyment of those resources in a manner that will leave them unimpaired for the enjoyment of future generations.
- Endangered Species Act of 1973
<http://epw.senate.gov/esa73.pdf>
- Clean Water Act of 1972
<http://ipl.unm.edu/cwl/fedbook/fwpc.html>

Federal Policies and Programs

An introduction to the Department of the Interior, *DOI Orientation—Learning the Ropes*, can be accessed via the link below:

<http://www.doiu.nbc.gov/orientation/ropes.html>

NPS Policies

The link below provides an easy way to search for policies—created by the NPS, the DOI, and the federal government—that are relevant to you. You are encouraged to bookmark this link for future reference. It is important that you are able to use this tool to find policies that impact your job.

National Park Service Office of Policy

<http://data2.itc.nps.gov/npspolicy/index.cfm>



Discussion

A Mission and Vision for All

Upper Delaware National Scenic and Recreational River

Directions: Review the information and enabling legislation for the Upper Delaware National Scenic and Recreational River (UPDE). Identify any problems you would foresee as a facility manager at UPDE in carrying out this enabling legislation. Is there anything that contradicts other information? What issues might arise?



Upper Delaware NSRR was designated in 1978 as part of the Wild and Scenic Rivers Act to protect the outstanding scenic, recreational, geologic, fish, wildlife, historic, and cultural resources of this section of the Delaware River; to protect its water quality; and to provide for the enjoyment of present and future generations. The park is located on the border of Pennsylvania and New York and follows the path of the Upper Delaware River from Hancock, NY to Sparrowbush, NY. The Delaware River Basin provides drinking water to over 25 million people. This is the largest of the parks in the network (75,000 acres in authorized boundary), although only 30 acres are currently in federal ownership, with the rest in state or private ownership. A landward boundary (an average of one to two miles along the length of the river) was established to satisfy the resource protection requirements of the Wild and Scenic Rivers Act. Most of this land area is forested, although agriculture is common on the flat floodplain along the river, and low-density development is spread throughout the river valley.

The October 1978 Wild and Scenic River Act proclaims

... that certain selected rivers of the Nation which, with their immediate environments, possess outstandingly remarkable scenic, recreational, geologic, fish and wildlife, historic, cultural or other similar values, shall be preserved in free-flowing condition, and that they and their immediate environments shall be protected for the benefit and enjoyment of present and future generations. The Congress declares that the established national policy of dams and other construction at appropriate sections of the rivers of the United States needs to be complemented by a policy that would preserve other selected rivers or sections thereof in their free-flowing

condition to protect the water quality of such rivers and to fulfill other vital national conservation purposes.

Because the park was created through the Wild and Scenic Rivers Act, water resources are central to park management. However, since the park only owns a small percentage of the overall protected boundary of the park, all management decisions require coordination with multiple partners in two different states. Problems arise with activities that occur outside the park but that negatively impact resources within park boundaries. Examples of such problems include non-point source pollution from agriculture and failing septic systems, contaminant inputs from industrial and commercial discharge sites, and adverse effects on water quality from residential development.

While UPDE has a National Wild and Scenic River within its boundaries, this designation does not afford protection from development or use of the river system. However, the implicit goal is to protect the character and integrity of the river system.

According to mandates within the Clean Water Act, if water quality standards set forth by the Environmental Protection Agency are violated, the body of water is considered impaired and will be scheduled for Total Maximum Daily Load (TMDL) development. Each state is responsible for monitoring the waterways within their state and for the development of appropriate remediation.

Enabling Legislation

The Upper Delaware NSRR was designated by Congress as a unit of the National Wild and Scenic River System on November 10, 1978. The purpose of the Upper Delaware NSRR is to preserve and protect, in a free-flowing condition, an approximately 73-mile segment of the Upper Delaware River. The river valley is to be protected through land-use controls and the cooperative efforts of local governments. It requires management of the area with little federal acquisition of land by working closely with all existing local, county, state, and federal land management authorities, and specifies the writing of a management plan in cooperation with the states and local political subdivisions.



Exercise

An Introduction to NPS Policies

Directions: Break into small groups. Your group will be assigned one of the following case studies to review. Read through the case study, then brainstorm a plan of action and list the supporting NPS policies on the worksheet following the case studies. Use the selected NPS policies listed after the worksheet to guide and support the decisions you make. Be prepared to present your case study and plan of action to the large group.

Case Study #1: King Olaf and the Statue of Liberty National Monument

Your long-established Superintendent is going on three weeks of well-deserved vacation. In her absence, she has assigned you the job of Acting Superintendent. Her parting comment to you was, "Remember, you're in charge! Take command; I trust your decisions."

You are sitting at the Superintendent's desk when the phone rings. The call is from the Director of the Norwegian Sesquicentennial Commission, and he is requesting permission to place a plaque at the base of the Statue of Liberty. The plaque will be delivered to Liberty Island in a major ceremony attended by King Olaf of Norway. The King will be arriving to tour the United States in two months.

The text of the plaque will describe the Norwegian contributions to the United States. Specifically, it will commemorate the first organized immigration from Norway to the United States.

What would be your response to the Director of the Commission's request? Is there any additional information that you would need in order to make a decision?



Case Study #2: Isaac Davis and Minute Man National Historical Park

Your first-time Superintendent arrived at Minute Man National Historical Park just last week. His career advancement has been solely through the administrative field. He calls you into his office on Tuesday morning, hands you the following assignment, and wants your recommendation by close of business on Wednesday.

The assignment is to respond to a request from a local influential historical society to commemorate Captain Isaac Davis at the park. Davis, Captain of the Action Minute Man Company, was the first American shot and killed at the North Bridge in the Historic Battle of Concord. The Society wants to recognize Davis's contribution and significance by placing a plaque in an area adjacent to the historic North Bridge. They also want to hold a dedication ceremony.

What is your recommendation to the Superintendent? Is there any additional information that you would need in order to make a decision?



Case Study #3: Water Needs at Cape Cod National Seashore

Provincetown, located on the tip of Cape Cod, has operated at the limits of its water supply for many years. The water supply is limited by the nature of the freshwater aquifer on Cape Cod and the small catchment caused by the peninsular nature of the town.

The town has relied on two major well sources, which provide roughly two million gallons per day, and three water tanks, providing a storage capacity of seven million gallons per day. Recently, a leaking gasoline storage tank near the larger of the two wells has contaminated the groundwater there.

While the gasoline spill has not contaminated the pumped water yet, it is expected that peak summer pumping will pull the contamination into the well field. Engineering consultants have confirmed that the contamination cannot be cleaned up before peak summer season.

The major economic money-makers for Provincetown are the recreation and tourism industries that peak in the months of June, July, and August. Elimination of 60% of the town's water supply would cripple the town for the coming summer season.

In the mid-1960s, a test well was drilled just inside the National Seashore boundary. The town has asked for a meeting with the Superintendent in order to request the installation of a temporary pump and piping system to provide the town with water during the summer.

The current park resource management plan indicates that the temporary pump would have an effect on vegetation in the park, but probably only equal to a normally dry summer.

Due to a major scheduling conflict, the Superintendent will be busy on the day of the meeting and has therefore asked that you attend the meeting to represent the park. What will your position be on the request to allow a temporary pump to be installed in the park for Provincetown? Is there any additional information that you would need in order to make a decision?



An Introduction to NPS Policies Worksheet

Case Study # _____

Decision / Recommendation	Policy Reference: Policy # and Title



1.10 Partnerships

The Service recognizes the benefits of cooperative conservation (in accordance with Executive Order 13352, Facilitation of Cooperative Conservation), as well as the significant role partners play in achieving conservation goals and funding conservation initiatives on behalf of the national park system. The Service has had many successful partnerships with individuals; organizations; tribal, state, and local governments; and other federal agencies that have helped fulfill the NPS mission. Through these partnerships, the Service has received valuable assistance in the form of educational programs, visitor services, living history demonstrations, search-and-rescue operations, fund-raising campaigns, habitat restoration, scientific and scholarly research, ecosystem management, and a host of other activities. These partnerships, both formal and informal, have produced countless benefits for the Service and for the national park system.

Benefits often extend into the future, because many people who participate as partners connect more strongly with the parks and commit themselves to long-term stewardship. The Service will continue to welcome and actively seek partnership activities with individuals, organizations, and others who share the Service's commitment to protecting park resources and values and providing for their enjoyment. The Service will embrace partnership opportunities that will help accomplish the NPS mission provided that personnel and funding requirements do not make it impractical for the Service to participate and that the partnership activity would not (1) violate legal or ethical standards, (2) otherwise reflect adversely on the NPS mission and image, or (3) imply or indicate an unwillingness by the Service to perform an inherently governmental function.

In the spirit of partnership, the Service will also seek opportunities for cooperative management agreements with state or local agencies that will allow for more effective and efficient management of the parks, as authorized by section 802(a) of the National Parks Omnibus Management Act of 1998 (16 USC 1a-2(l)).

Whenever groups are created, controlled, or managed for the purpose of providing advice or recommendations to the Service, the Service will first consult with the Office of the Solicitor to determine whether the Federal Advisory Committee Act requires the chartering of an advisory committee. Consultation with the Office of the Solicitor will not be necessary when the Service meets with individuals, groups, or organizations simply to exchange views and information or to solicit individual advice on proposed actions. This act does not apply to intergovernmental meetings held exclusively between federal officials and elected officers of state, local, and tribal governments (or their designated employees with authority to act on their behalf) acting in their official capacities, when (1) the meetings relate to intergovernmental responsibilities or administration, and (2) the purpose of the committee is solely to exchange views, information, or advice relating to the management or implementation of federal programs established pursuant to statutes that explicitly or inherently share intergovernmental responsibilities or administration.

(See Public Involvement 2.3.1.5; Partnerships 4.1.4; Studies and Collections 4.2; Independent Research 5.1.2; Agreements 5.2.2; Interpretive and Educational Partnerships 7.6; Volunteers in Parks 7.6.1; Cooperating Associations 7.6.2; Enforcement

Authority 8.3.4: Commercial Visitor Services Chapter 10. Also see Director's Orders #7: Volunteers in Parks; #17: National Park Service Tourism; #20: Agreements, #21: Donations and Fundraising; #27: Challenge Costshare Program; #32: Cooperating Associations; #75A: Civic Engagement and Public Involvement; NPS Guide to the Federal Advisory Committee Act; Executive Order 13352 (Facilitation of Cooperative Conservation)

3.5 Boundary Adjustments

The boundary of a national park may be modified only as authorized by law. For many parks, such statutory authority is included in the enabling legislation or subsequent legislation that specifically authorizes a boundary revision. Where park-specific authority is not available, the Land and Water Conservation Fund Act of 1965, as amended, provides an additional but limited authority to adjust boundaries.

The act provides for boundary adjustments that essentially fall into three distinct categories: (1) technical revisions; (2) minor revisions based upon statutorily defined criteria; and (3) revisions to include adjacent real property acquired by donation, purchased with donated funds, transferred from any other federal agency, or obtained by exchange. Adjacent real property is considered to be land located contiguous to but outside the boundary of a national park system unit.

As part of the planning process, the Park Service will identify and evaluate boundary adjustments that may be necessary or desirable for carrying out the purposes of the park unit. Boundary adjustments may be recommended to

- Protect significant resources and values, or to enhance opportunities for public enjoyment related to park purposes;
- Address operational and management issues, such as the need for access or the need for boundaries to correspond to logical boundary delineations such as topographic or other natural features or roads; or
- Otherwise protect park resources that are critical to fulfilling park purposes.

If the acquisition will be made using appropriated funds, and it is not merely a technical boundary revision, the criteria set forth by Congress at 16 USC 460I-9(c) (2) must be met. All recommendations for boundary changes must meet the following two criteria:

- The added lands will be feasible to administer considering their size, configuration, and ownership; costs; the views of and impacts on local communities and surrounding jurisdictions; and other factors such as the presence of hazardous substances or exotic species.
- Other alternatives for management and resource protection are not adequate.

These criteria apply conversely to recommendations for the deletion of lands from the authorized boundaries of a park unit. For example, before recommending the deletion of land from a park boundary, a finding would have to be made that the land did not include a significant resource, value, or opportunity for public enjoyment related to the purposes of the park. Full consideration should be given to current and future park needs before a recommendation is made to delete lands from the authorized boundaries of a park unit. Actions consisting solely of deletions of land from existing park boundaries would require an act of Congress.



4.1 General Management Concepts

As explained in chapter 1 of these *Management Policies*, preserving park resources and values unimpaired is the core or primary responsibility of NPS managers. The Service cannot conduct or allow activities in parks that would impact park resources and values to a level that would constitute impairment. To comply with this mandate, park managers must determine in writing whether proposed activities in parks would impair natural resources. Park managers must also take action to ensure that ongoing NPS activities do not cause the impairment of park natural resources. In cases of uncertainty as to the impacts of activities on park natural resources, the protection of natural resources will predominate. The Service will reduce such uncertainty by facilitating and building a science-based understanding of park resources and the nature and extent of the impacts involved.

Natural resources will be managed to preserve fundamental physical and biological processes, as well as individual species, features, and plant and animal communities. The Service will not attempt to solely preserve individual species (except threatened or endangered species) or individual natural processes; rather, it will try to maintain all the components and processes of naturally evolving park ecosystems, including the natural abundance, diversity, and genetic and ecological integrity of the plant and animal species native to those ecosystems. Just as all components of a natural system will be recognized as important, natural change will also be recognized as an integral part of the functioning of natural systems. By preserving these components and processes in their natural condition, the Service will prevent resource degradation and therefore avoid any subsequent need for resource restoration. In managing parks to preserve naturally evolving ecosystems, and in accordance with requirements of the National Parks Omnibus Management Act of 1998, the Service will use the findings of science and the analyses of scientifically trained resource specialists in decision-making.

Park units with significant natural resources range in size from just a few acres to millions of acres and from urban to remote and wilderness settings. As integral parts of a national park system, these park units individually and cumulatively contribute to America's natural heritage and provide the places where that heritage can be better understood and enjoyed.

Science has demonstrated that few if any park units can fully realize or maintain their physical and biological integrity if managed as biogeographic islands. Instead, park units must be managed in the context of their larger ecosystems. The ecosystem context for some species and processes may be relatively small, while for others this context is vast. In any case, superintendents face the challenge of placing each of the resources they protect in their appropriate ecosystem context and then working with all involved and affected parties to advance their shared conservation goals and avoid adverse impacts on these resources.

Superintendents must be mindful of the setting in which they undertake the protection of park resources. The practicability of achieving a natural soundscape may be quite reasonable at a park unit in a remote setting, but the same may not be true at a popular roadside viewpoint in the same park unit, or at a park unit in a more urban locale. Similarly, the restoration and maintenance of natural fire regimes can advance

more rapidly and on a larger landscape scale in wilderness areas where considerations for public safety and the protection of private property and physical developments can usually be readily addressed. However, the restoration and maintenance of natural fire regimes in more developed and highly visited locations with the same considerations can be extremely complicated. The goal of protecting natural resources and values while providing for their enjoyment remains the same in all cases except to the extent that Congress has directly and specifically provided otherwise. The degree to which a park can adequately restore and maintain its natural resources to a desired condition will depend on a variety of factors—such as size, past management events, surrounding land uses, and the availability of resources. Through its planning processes, the Park Service will determine the desired future conditions for each park unit and identify a strategy to achieve them. This strategy should include working cooperatively with adjacent land and resource managers, as appropriate.

The Service will not intervene in natural biological or physical processes, except

- when directed by Congress;
- in emergencies in which human life and property are at stake;
- to restore natural ecosystem functioning that has been disrupted by past or ongoing human activities; or
- when a park plan has identified the intervention as necessary to protect other park resources, human health and safety, or facilities.

Any such intervention will be kept to the minimum necessary to achieve the stated management objectives.

Natural systems in the national park system, and the human influences upon them, will be monitored to detect change. The Service will evaluate possible causes and effects of changes that might cause impacts on park resources and values. The Service will use the results of monitoring and research to understand the detected change and to develop appropriate management actions.

Biological or physical processes altered in the past by human activities may need to be actively managed to restore them to a natural condition or to maintain the closest approximation of the natural condition when a truly natural system is no longer attainable. Prescribed burning and the control of ungulates when predators have been extirpated are two examples. Decisions about the extent and degree of management actions taken to protect or restore park ecosystems or their components will be based on clearly articulated, well-supported management objectives and the best scientific information available.

There may be situations in which an area may be closed to visitor use to protect the natural resources (for example, during an animal breeding season) or for reasons of public safety (for example, during a wildland fire). Such closures may be accomplished under the superintendent's discretionary authority and will comply with applicable regulations (36 CFR 1.5 and 1.7).



(See The Prohibition on Impairment of Park Resources and Values 1.4.4; Environmental Leadership 1.8; General Management Planning 2.3.1; Facility Planning and Design 9.1.1. Also see Director's Order #11B: Ensuring Quality of Information Disseminated by the NPS; Director's Order #75A: Civic Engagement and Public Involvement)

4.1.1 Planning for Natural Resource Management

Each park with a significant natural resource base (as exemplified by participation in the Vital Signs component of the Natural Resource Challenge) will prepare and periodically update a long-range (looking at least one to two decades ahead) comprehensive strategy for natural resource management. This long-range strategy will describe the comprehensive program of activities needed to achieve the desired future conditions for the park's natural resources. It will integrate the best available science and prescribe activities such as inventories, research, monitoring, restoration, mitigation, protection, education, and management of resource uses. The strategy will also describe the natural-resource-related activities needed to achieve desired future conditions for cultural resources (such as historic landscapes) and visitor enjoyment.

Similarly, planning for park operations, development, and management activities that might affect natural resources will be guided by high-quality, scientifically acceptable information, data, and impact assessment. Where existing information is inadequate, the collection of new information and data may be required before decision-making. Long-term research or monitoring may also be necessary to correctly understand the effects of management actions on natural resources whose function and significance are not clearly understood.

(See Decision-making Requirements to Identify and Avoid Impairments 1.4.7; General Management Planning 2.3.1; Land Protection Plans 3.3; NPS-conducted or -sponsored Inventory, Monitoring, and Research Studies 4.2.1; Cultural Landscapes 5.3.5.2; Chapter 8: Use of the Parks; Chapter 9: Park Facilities. Also see 516 DM 4.16—Adaptive Management)

4.1.2 Natural Resource Information

Information about natural resources that is collected and developed will be maintained for as long as it is possible to do so. All forms of information collected through inventorying, monitoring, research, assessment, traditional knowledge, and management actions will be managed to professional NPS archival and library standards.

Most information about park natural resources will be made broadly available to park employees, the scientific community, and the public. Pursuant to provisions of the National Parks Omnibus Management Act, the Service will withhold information about the nature and specific location of sensitive park natural resources—specifically caves and mineral, paleontological, endangered, threatened, rare, or commercially valuable resources— unless the Service determines, in writing, that disclosure of the information would further the purposes of the park; would not create an unreasonable risk of harm, theft, or destruction of resources; and would be consistent with other applicable laws.

Under the Freedom of Information Act, the Park Service may be able to withhold sensitive natural resource data and information that is used in ongoing law enforcement investigations or subject to national security clearance classification. The Service may be able to withhold data provided through interim project reporting, pending the completion of relevant projects and the receipt of final project reports, as specified in approved scientific research and collecting permits and associated research proposals if the release of information will cause foreseeable harm to the NPS interests. Information that is made available to the public (that is, not withheld under the Freedom of Information Act or other laws) will remain searchable and accessible under the professional and NPS archival and library standards.

(See Information Confidentiality 1.9.2.3; Confidentiality 5.2.3; Interpretive and Educational Programs 7.1. Also see Director's Order #66: FOIA and Protected Resource Information; Museum Handbook 24-Part II)

4.1.3 Evaluating Impacts on Natural Resources

Planning, environmental evaluation, and civic engagement regarding management actions that may affect the natural resources of the national park system are essential for carrying out the Service's responsibilities to present and future generations. The Service will ensure that the environmental costs and benefits of proposed operations, development, and resource management are fully and openly evaluated before taking actions that may impact the natural resources of parks. This evaluation must include appropriate participation by the public; the application of scholarly, scientific, and technical information in the planning, evaluation, and decision-making processes; the use of NPS knowledge and expertise through interdisciplinary teams and processes; and the full incorporation of mitigation measures, pollution prevention techniques, and other principles of sustainable park management.

Every environmental assessment and environmental impact statement produced by the Service will include an analysis of whether the impacts of a proposed activity constitute impairment of park natural resources and values. Every finding of no significant impact, record of decision, and National Historic Preservation Act Section 106 memorandum of agreement signed by the Park Service will contain a discrete certification that the impacts of the proposed activity will not impair park natural resources and values.

(See Park Management 1.4; Implementation Planning 2.3.4; NPS-conducted or -sponsored Inventory, Monitoring, and Research Studies 4.2.1. Also see Director's Order #12: Conservation Planning, Environmental Impact Analysis, and Decision-making)

4.1.4 Partnerships

The Service will pursue opportunities to improve natural resource management within parks and across administrative boundaries by pursuing cooperative conservation with public agencies, appropriate representatives of American Indian tribes and other traditionally associated peoples, and private landowners in accordance with Executive Order 13352 (Facilitation of Cooperative Conservation). The Service recognizes that cooperation with other land and resource managers can accomplish ecosystem



stability and other resource management objectives when the best efforts of a single manager might fail. Therefore, the Service will develop agreements with federal, tribal, state, and local governments and organizations; foreign governments and organizations; and private landowners, when appropriate, to coordinate plant, animal, water, and other natural resource management activities in ways that maintain and protect park resources and values. Such cooperation may include park restoration activities, research on park natural resources, and the management of species harvested in parks. Cooperation also may involve coordinating management activities in two or more separate areas, integrating management practices to reduce conflicts, coordinating research, sharing data and expertise, exchanging native biological resources for species management or ecosystem restoration purposes, establishing native wildlife corridors, and providing essential habitats adjacent to or across park boundaries.

In addition, the Service will seek the cooperation of others in minimizing the impacts of influences originating outside parks by controlling noise and artificial lighting, maintaining water quality and quantity, eliminating toxic substances, preserving scenic views, improving air quality, preserving wetlands, protecting threatened or endangered species, eliminating exotic species, managing the use of pesticides, protecting shoreline processes, managing fires, managing boundary influences, and using other means of preserving and protecting natural resources.

(See Cooperative Conservation Beyond Park Boundaries 1.6; Partnerships 1.10; Cooperative Conservation 3.4; Agreements 5.2.2)

4.1.5 Restoration of Natural Systems

The Service will reestablish natural functions and processes in parks unless otherwise directed by Congress. Landscapes disturbed by natural phenomena, such as landslides, earthquakes, floods, hurricanes, tornadoes, and fires, will be allowed to recover naturally unless manipulation is necessary to protect other park resources, developments, or employee and public safety. Impacts on natural systems resulting from human disturbances include the introduction of exotic species; the contamination of air, water, and soil; changes to hydrologic patterns and sediment transport; the acceleration of erosion and sedimentation; and the disruption of natural processes. The Service will seek to return such disturbed areas to the natural conditions and processes characteristic of the ecological zone in which the damaged resources are situated. The Service will use the best available technology, within available resources, to restore the biological and physical components of these systems, accelerating both their recovery and the recovery of landscape and biological community structure and function.

Efforts may include, for example

- removal of exotic species
- removal of contaminants and non-historic structures or facilities
- restoration of abandoned mineral lands, abandoned or unauthorized roads, areas overgrazed by domestic animals, or disrupted natural waterways and/or shoreline processes
- restoration of areas disturbed by NPS administrative, management, or development activities (such as hazard tree removal, construction, or sand and gravel extraction) or by public use

- restoration of natural soundscapes
- restoration of native plants and animals
- restoration of natural visibility

When park development/facilities are damaged or destroyed and replacement is necessary, the development will be replaced or relocated to promote the restoration of natural resources and processes.

(See Decision-making Requirements to Identify and Avoid Impairments 1.4.7; Restoration of Native Plant and Animal Species 4.4.2.2; Management of Natural Landscapes 4.4.2.4; Citing Facilities to Avoid Natural Hazards 9.1.1.5. Also see Director's Order #18: Wildland Fire Management)

4.1.6 Compensation for Injuries to Natural Resources

The Service will use all legal authorities that are available to protect and restore natural resources and the environmental benefits they provide when actions of another party cause the destruction or loss of, or injury to, park resources or values. As a first step, damage assessments provide the basis for determining the restoration and compensation needs that address the public's loss and are a key milestone toward the ultimate goal, which is restoration, replacement, and/or reclamation of resources for the American public.

Pursuant to applicable provisions of the Comprehensive Environmental Response, Compensation and Liability Act of 1980; the Oil Pollution Act of 1990; the Federal Water Pollution Control Act (as amended by the Clean Water Act of 1977); and the National Park System Resource Protection Act, the Service will

- determine the injury caused to natural resources, assess all appropriate damages, and monitor damages;
- seek to recover all appropriate costs associated with responses to such actions and the costs of assessing resource damages, including the direct and indirect costs of response, restoration, and monitoring activities; and
- use all sums recovered in compensation for resource injuries to restore, replace, or acquire the equivalent of the resources that were the subject of the action.

(See Compensation for Injuries to Cultural Resources 5.3.1.3. Also see Director's Order #14: Resource Damage Assessment and Restoration)



4.6 Water Resource Management

4.6.1 Protection of Surface Waters and Groundwaters

The Service will perpetuate surface waters and groundwaters as integral components of park aquatic and terrestrial ecosystems.

4.6.2 Water Rights

Water for the preservation and management of the national park system will be obtained and used in accordance with legal authorities. The Park Service will consider all available authorities on a case-by-case basis and will pursue those that are the most appropriate to protect water-related resources in parks. While preserving its legal remedies, the Service will work with state water administrators to protect park resources and participate in negotiations to seek the resolution of conflicts among multiple water claimants. Water essential for NPS needs will be purchased if it is not otherwise available. NPS consumptive use of water will be efficient and frugal, especially in water-scarce areas.

All rights to the use of water diverted from or used on federal lands within the national park system by the United States or its concessioners, lessors, or permittees will be perfected in the name of the United States.

Park surface waters or groundwater will be withdrawn for consumptive use only when such withdrawal is absolutely necessary for the use and management of the park. All park water withdrawn for domestic or administrative uses will be returned to the park watershed system once it has been treated to a degree that ensures that there will be no impairment of park resources.

The Service may enter into contracts for the sale or lease of water to persons, states, or their political subdivisions that provide public accommodations or services for park visitors outside and near the park that have no reasonable alternative sources of water. The Service will authorize such contracts only if

- the transfer does not jeopardize or unduly interfere with the natural or cultural resources of the park, and
- the government's costs are fully recovered, and
- the contract is for a short-term, true emergency.

The Service will follow the requirements and procedures of Director's Orders #35A and #35B when considering the sale or lease of park water.

(See Decision-making Requirements to Identify and Avoid Impairments 1.4.7; Cooperative Conservation Beyond Park Boundaries 1.6)

4.6.3 Water Quality

The pollution of surface waters and groundwaters by both point and nonpoint sources can impair the natural functioning of aquatic and terrestrial ecosystems and diminish the utility of park waters for visitor use and enjoyment. The Service will determine the quality of park surface and groundwater resources and avoid, whenever possible, the

pollution of park waters by human activities occurring within and outside the parks. The Service will

- work with appropriate governmental bodies to obtain the highest possible standards available under the Clean Water Act for the protection for park waters;
- take all necessary actions to maintain or restore the quality of surface waters and groundwaters within the parks consistent with the Clean Water Act and all other applicable federal, state, and local laws and regulations; and
- enter into agreements with other agencies and governing bodies, as appropriate, to secure their cooperation in maintaining or restoring the quality of park water resources.

(See Pest Management 4.4.5; Soil Resource Management 4.8.2.4; Backcountry Use 8.2.2.4; Domestic and Feral Livestock 8.6.8; Mineral Exploration and Development 8.7; Water Supply Systems 9.1.5.1; Wastewater Treatment Systems 9.1.5.2; Waste Management and Contaminant Issues 9.1.6; Facilities for Water Recreation 9.3.4.2. Also see Director's Order #83: Public Health)

4.6.4 Floodplains

In managing floodplains on park lands, the National Park Service will (1) manage for the preservation of floodplain values; (2) minimize potentially hazardous conditions associated with flooding; and (3) comply with the NPS Organic Act and all other federal laws and executive orders related to the management of activities in flood-prone areas, including Executive Order 11988 (Floodplain Management), the National Environmental Policy Act, applicable provisions of the Clean Water Act, and the Rivers and Harbors Appropriation Act of 1899. Specifically, the Service will

- protect, preserve, and restore the natural resources and functions of floodplains;
- avoid the long- and short-term environmental effects associated with the occupancy and modification of floodplains; and
- avoid direct and indirect support of floodplain development and actions that could adversely affect the natural resources and functions of floodplains or increase flood risks.

When it is not practicable to locate or relocate development or inappropriate human activities to a site outside and not affecting the floodplain, the Service will

- prepare and approve a statement of findings, in accordance with procedures described in Director's Order 77-2 (Floodplain Management);
- use nonstructural measures as much as practicable to reduce hazards to human life and property while minimizing the impact to the natural resources of floodplains;
- ensure that structures and facilities are designed to be consistent with the intent of the standards and criteria of the National Flood Insurance Program (44 CFR Part 60).

(See Citing Facilities to Avoid Natural Hazards 9.1.1.5)

4.6.5 Wetlands



The Service will manage wetlands in compliance with NPS mandates and the requirements of Executive Order 11990 (Protection of Wetlands), the Clean Water Act, the Rivers and Harbors Appropriation Act of 1899, and the procedures described in Director's Order 77-1 (Wetland Protection). The Service will (1) provide leadership and take action to prevent the destruction, loss, or degradation of wetlands; (2) preserve and enhance the natural and beneficial values of wetlands; and (3) avoid direct and indirect support of new construction in wetlands unless there are no practicable alternatives and the proposed action includes all practicable measures to minimize harm to wetlands.

The Service will implement a "no net loss of wetlands" policy. In addition, the Service will strive to achieve a longer-term goal of net gain of wetlands across the national park system through restoration of previously degraded or destroyed wetlands.

When natural wetland characteristics or functions have been degraded or lost due to previous or ongoing human actions, the Service will, to the extent practicable, restore them to predisturbance conditions.

The Service will conduct or obtain parkwide wetland inventories to help ensure proper planning with respect to the management and protection of wetland resources. Additional, more detailed wetland inventories will be conducted in areas that are proposed for development or are otherwise susceptible to degradation or loss due to human activities.

When practicable, the Service will not simply protect but will seek to enhance natural wetland values by using them for educational, recreational, scientific, and similar purposes that do not disrupt natural wetland functions.

For proposed new development or other new activities, plans, or programs that are either located in or otherwise could have adverse impacts on wetlands, the Service will employ the following sequence:

- Avoid adverse wetland impacts to the extent practicable.
- Minimize impacts that cannot be avoided.
- Compensate for remaining unavoidable adverse wetland impacts by restoring wetlands that have been previously destroyed or degraded.

Compensation for wetland impacts or losses will require that at least 1 acre of wetlands be restored for each acre destroyed or degraded.

Actions proposed by the Park Service that have the potential to cause adverse impacts on wetlands must be addressed in an environmental assessment or an environmental impact statement. If the preferred alternative will result in adverse impacts on wetlands, a statement of findings must be prepared and approved in accordance with Director's Order #77-1: Wetland Protection.

(See Decision-making Requirements to Identify and Avoid Impairments 1.4.7; Siting Facilities to Avoid Natural Hazards 9.1.1.5)

4.6.6 Watershed and Stream Processes

The Service will manage watersheds as complete hydrologic systems and minimize human-caused disturbance to the natural upland processes that deliver water, sediment, and woody debris to streams. These processes include runoff, erosion, and disturbance to vegetation and soil caused by fire, insects, meteorological events, and mass movements. The Service will manage streams to protect stream processes that create habitat features such as floodplains, riparian systems, woody debris accumulations, terraces, gravel bars, riffles, and pools. Stream processes include flooding, stream migration, and associated erosion and deposition.

The Service will protect watershed and stream features primarily by avoiding impacts on watershed and riparian vegetation and by allowing natural fluvial processes to proceed unimpeded. When conflicts between infrastructure (such as bridges and pipeline crossings) and stream processes are unavoidable, NPS managers will first consider relocating or redesigning facilities rather than manipulating streams. Where stream manipulation is unavoidable, managers will use techniques that are visually nonobtrusive and that protect natural processes to the greatest extent practicable.

(See Floodplains 4.6.4; Shorelines and Barrier Islands; 4.8.1.1; Facility Planning and Design 9.1.1. Also see "Unified Federal Policy for a Watershed Approach to Federal Land and Resource Management," 65 FR 62566, October 18, 2000)

8.6 Special Park Uses

8.6.1 General

A special park use is defined as an activity that takes place in a park area, and that

- provides a benefit to an individual, group, or organization rather than the public at large;
- requires written authorization and some degree of management control from the Service in order to protect park resources and the public interest;
- is not prohibited by law or regulation;
- is not initiated, sponsored, or conducted by the Service; and
- is not managed under a concession contract (see chapter 10), a recreation activity for which the NPS charges a fee, or a lease (see chapter 5).

8.6.1.1 Requests for Permits

Using criteria and procedures outlined in Director's Order #53: Special Park Uses, each request to permit a special park use or renew authorization of an existing use will be reviewed and evaluated by the superintendent according to the terms of applicable legislation, regulations, and management planning documents. When considering permit requests, superintendents will take into account the Service-wide implications of their decisions. A superintendent must deny initial requests or requests for renewal upon finding that the proposed activity would cause unacceptable impacts. The superintendent likewise must terminate previously authorized special park uses based on such a finding.

(See Appropriate Use of the Parks 1.5; Unacceptable Impacts 1.4.7.1; Process for Determining New Appropriate Uses 8.1.2)

8.6.1.2 Fees



Cost recovery and performance bond and liability insurance requirements will be imposed, consistent with applicable statutory authorities and regulations. All costs incurred by the Service in receiving, writing, and issuing the permit, monitoring the permitted use, restoring park areas, or otherwise supporting a special park use may be paid by the permittee. The money will be retained by the park as reimbursement.

When appropriate, the Service will also collect a fee for the use of the land or facility based on a market evaluation. Fees collected for use of the land or facility will be deposited into the U.S. Treasury.

Based on the published schedule, commercial filming and still photography activities requiring a permit are subject to a location fee. The money will be retained by the Park Service in accordance with the fee demonstration program.

(See Park Management 1.4; Recreation Fees and Reservations 8.2.6.; Special Events 8.6.2)

8.6.2 Special Events

8.6.2.1 General

Special events—such as sports, pageants, regattas, public spectator attractions, entertainment, ceremonies, and encampments—may be permitted by the superintendent when (1) there is a meaningful association between the park area and the event, and (2) the event will contribute to visitor understanding of the significance of the park area. However, a permit must be denied if the event would be disallowed under the criteria listed for unacceptable impacts in sections 1.4.7.1 and 8.2.

Superintendents must ensure that appropriate permit conditions are imposed for special events. Permit conditions are intended to mitigate damage to park resources and values while ensuring that any necessary resource restoration and rehabilitation is completed. Permit conditions should include conditions on resource protection as well as requirements for cost recovery and fees, a hold-harmless clause, liability insurance, and bonding.

The Park Service will not permit the staging of an event in an area that is open to the public, or the closure of an area that is open to the public, when the event

- is conducted primarily for the material or financial benefit of a for-profit entity; or
- awards participants an appearance fee or prizes of more than nominal value; or
- requires in-park advertising or publicity (unless the event is co-sponsored by the Service); or
- charges a separate public admission fee.

However, park buildings or specially designated locations that are suitable and appropriate may be made available for private, invitation-only events. Admission fees or any other monies associated with the event will not be collected by the permittee on park premises.

Large-scale events will be managed using the Incident Command System. Donor recognition associated with special events is addressed in Director's Order #21: Donations and Fundraising.

(See Special Events 6.4.5; Personal Services 7.3.1; Cultural Demonstrators 7.5.7; Facilities for Arts and Culture 9.3.1.7. Also see Director's Order #55: Incident Management Program; 36 CFR 2.50; 36 CFR 7.96)

8.6.2.2 Helium-filled Balloons

Helium-filled balloons pose a danger to the health and safety of marine wildlife (such as sea turtles and sperm whales) and create a litter problem. Therefore, no releases of helium-filled balloons into the atmosphere within a park will be authorized, except for research or planning purposes. Releasing balloons indoors where they can be retrieved may be authorized under permit.

8.6.2.3 Fireworks Displays

Fireworks displays will be considered unless they pose an unacceptable risk of wildland or structural fire or will cause unacceptable impacts on park resources or values or jeopardize public safety. In all instances, the decision to approve or deny a request will be made by the superintendent following consultation with the regional safety officer. Fireworks displays will be conducted in compliance with the National Fire Protection Association Code for the Display of Fireworks (NFPA 1123).

8.6.2.4 Sale of Food or Merchandise

The sale of food and merchandise in the parks may be allowed when managed under a commercial use authorization that does not conflict with a concession contract and that complies with applicable public health codes and Director's Order #83: Public Health. The sale of printed matter as defined in 36 CFR 2.52, 36 CFR 7.96(k) and Reference Manual 53 is allowed under a special use permit. The sale of products produced as part of living exhibits, interpretive demonstrations, or park programs is addressed in section 7.5.7.

(See Commercial Use Authorizations 10.3)

8.6.3 First Amendment Activities

The National Park Service will authorize the use of park land for public assemblies, meetings, demonstrations, religious activities, and other public expressions of views protected under the First Amendment of the U.S. Constitution, in accordance with 36 CFR 2.51 or 36 CFR 7.96. To ensure public safety and the protection of park resources and values, and to avoid assigning the same location and time to two or more activities, the Service may manage these activities by issuing a permit to regulate the time, location, number of participants, use of the facilities, and number and type of equipment used, but not the content of the message presented.

For all parks except those within designated portions of the National Capital Region, locations that are available for public assemblies and other First Amendment activities, including the sale and distribution of printed matter, will be so designated by the superintendent on a map in accordance with procedures and criteria found in NPS regulations (36 CFR 1.5, 1.7, 2.51, and 2.52), unless the sites are otherwise protected from



public disclosure, such as sites sacred to American Indians or sites with vulnerable natural and cultural resources. Selected National Capital Region parks are subject to special demonstration regulations found at 36 CFR 7.96(g) (4) (iii) and do not have such areas designated by the superintendent.

When the Service allows one group to use an area or facility for expressing views, it must provide other groups with a similar opportunity, if requested. No group wishing to assemble lawfully may be discriminated against or denied the right of assembly provided that all permit conditions are met. Whenever religious activities are conducted in parks, any NPS actions pertaining to them must reflect a clearly secular purpose, must have a primary effect that neither advances nor inhibits religion, and must avoid “excessive governmental entanglement with religion.”

NPS staff on duty in an area in which a First Amendment activity is being conducted will be neutral toward the activity, but will remain responsible for the protection of participants, spectators, private property, public property, and park resources. On-duty staff may not participate in a First Amendment activity. NPS employees exercising their First Amendment rights when off-duty must not in any way imply any official NPS endorsement of the activity.

When a permit is requested for the exercise of First Amendment rights, including freedom of assembly, speech, religion, and the press, the superintendent will issue the permit without any requirement for fees, cost recovery, bonding, or insurance. The superintendent will issue or deny a First Amendment permit request under 36 CFR 2.51 within two (2) business days after receiving a proper application. In National Capital Parks subject to special demonstration regulations found at 36 CFR 7.96(g)(3), permits are deemed granted subject to all applicable limitations and restrictions, unless denied within 24 hours of receipt.

(See Confidentiality 5.2.3. Also see Reference Manual 53)

9.6 Commemorative Works and Plaques

9.6.1 General

For the purpose of this section, the term “commemorative work” means any statue, monument, sculpture, memorial, plaque, or other structure or landscape feature, including a garden or memorial grove, designed to perpetuate in a permanent manner the memory of a person, group, event, or other significant element of history. It also includes the naming of park structures or other features—including features within the interior of buildings. Within the District of Columbia and its environs, the Commemorative Works Act prohibits the establishment of commemorative works unless specifically authorized by an act of Congress. Outside of the District of Columbia and its environs, commemorative works will not be established unless authorized by Congress or approved by the Director (36 CFR 2.62). The consultation process required by section 106 of the National Historic Preservation Act must be completed before the Director will make a decision to approve a commemorative work.

To be permanently commemorated in a national park is a high honor, affording a degree of recognition that implies national importance. At the same time, the excessive or inappropriate use of commemorative works—especially commemorative



naming—diminishes its value as a tool for recognizing people or events that are truly noteworthy. This situation can also divert attention from the important resources and values that park visitors need to learn about. Therefore, the National Park Service will discourage and curtail the use and proliferation of commemorative works except when

- Congress has specifically authorized their placement; or
- there is compelling justification for the recognition, and
- the commemorative work is the best way to express the association between the park and the person, group, event, or other subject being commemorated.

In general, compelling justification for a commemorative work will not be considered unless

- the association between the park and the person, group, or event is of exceptional importance; and
- in cases where a person or event is proposed for commemoration, at least five years have elapsed since the death of the person (or the last member of a group), or at least 25 years have elapsed since the event. (Within the District of Columbia and its environs, refer to the Commemorative Works Act for more specific requirements.)

Simply having worked in a park, or having made a monetary or other type of donation to a park, does not necessarily meet the test of compelling justification. In these and similar cases other forms of recognition should be pursued.

With regard to the naming of park structures, names that meet the criteria listed above may be approved by the Director. Names that do not meet those criteria will require legislative action. All donor recognition must be consistent with Director's Order #21: Donations and Fundraising. In accordance with Director's Order #21, the naming of rooms, features, or park facilities will not be used to recognize monetary or in-kind donations to a park or to the National Park Service.

9.6.2 Interpretive Works That Commemorate

The primary function of some commemorative works— most often in the form of a plaque presented by an outside organization—is to describe, explain, or otherwise attest to the significance of a park's resources. These devices are not always the most appropriate medium for their intended purpose, and their permanent installation may not be in the best long-term interests of the park. Therefore, permanent installations of this nature will not be allowed unless it can be clearly demonstrated that the work will substantially increase visitors' appreciation of the significance of park resources or values, and do so more effectively than other interpretive media.

With regard to Civil War parks, new commemorative works will not be approved, except where specifically authorized by legislation. However, consideration may be given to proposals that would commemorate groups that were not allowed to be recognized during the commemorative period.

In those parks where there is legislative authorization to erect commemorative works, superintendents will prepare a plan to control their size, location, materials, and other factors necessary to protect the overall integrity of the park. The plan may include a



requirement for an endowment to cover the costs of maintaining the commemorative work.

9.6.3 Approval of Commemorative Works

Before being approved, a determination must be made, based on consultation with qualified professionals, that the proposed commemorative work will

- be designed and sited to avoid disturbance of natural and cultural resources and values;
- be located in surroundings relevant to its subject;
- be constructed of materials suitable to and compatible with the local environment;
- meet NPS design and maintenance standards;
- not encroach on any other preexisting work or be esthetically intrusive;
- not interfere significantly with open space and existing public use;
- not divert attention from a park's primary interpretive theme; and
- not be affixed to the historic fabric of a structure.

The Director may order the removal or modification of commemorative works that were installed without proper authorization, or that are inconsistent with the policies in this section. Temporary forms of in-park recognition, and permanent forms that will not be installed within park boundaries, do not require the Director's approval.

The naming of geographic features is subject to approval by the U.S. Board on Geographic Names. NPS proposals for naming geographic features will follow the procedures described in Director's Order #63: Geographic Names.

(Also see Director's Order #67: Copyright and Trademarks; U.S. Board on Geographic Names "Principles, Policies, and Procedures: Domestic Geographic Names")

9.6.4 Preexisting Commemorative Works

Many commemorative works have existed in the parks long enough to qualify as historic features. A key aspect of their historical interest is that they reflect the knowledge, attitudes, and tastes of the persons who designed and placed them. These works and their inscriptions will not be altered, relocated, obscured, or removed, even when they are deemed inaccurate or incompatible with prevailing present-day values. Any exceptions from this policy require specific approval by the Director.

9.6.5 Donated Commemorative Works

Although commemorative works and other forms of in-park permanent recognition will not be used to recognize monetary contributions or other donations to a park or the Service, there may be occasions when an authorized or approved commemorative work will be offered or provided by a private donor. Placing donor names on commemorative works will be discouraged. If they do appear, donor names will be conspicuously subordinate to the subjects commemorated. Donations of commemorative works should include sufficient funds to provide for their installation, and an endowment for their permanent care.

(See Nonpersonal Services 7.3.2; Cemeteries and Burials 8.6.10. Also see Director's Order #64: Commemorative Works and Plaques)

9.6.6 Commemorative Works in National Cemeteries

Regulations governing commemorative works associated with national cemeteries are found in 36 CFR Part 12; and Director's Order #61: National Cemetery Operations.



Exercise

The Historical Timeline – Changes in the Role of Facility Management

Directions: The table below lists 19 important milestones in the history of facility management in the NPS. Work with your group to place these milestones in chronological order (1=earliest, 19=most recent). If you know—or want to take a guess at—the year (or range of years) that corresponds to each item, go ahead and write that down as well.

Order of Occurrence / Date	Historical Event
	Civilian Conservation Corps (CCC) Era
	NPS Deferred Maintenance Backlog Reaches \$11.5 Billion
	Theodore Roosevelt and the Antiquities Act
	NPS Deferred Maintenance Backlog Reaches 1.9 Billion
	The President's Commission on Americans Outdoors; <i>Americans Outdoors: The Legacy, the Challenge</i>
	World War II Budget Cuts Decrease Funding for Maintenance
	NPS Organic Act
	Executive Order 13327: Federal Real Property Asset Management
	NPS Deferred Maintenance Reaches \$350 Million for the First Time
	Reorganization Act of 1933



	Mission 66
	First Comprehensive Condition Assessment of NPS Facilities Completed
	Government Performance and Results Act (GPRA)
	Inaugural FMLP Class
	Public Law 98-540 – Amendment to the Volunteers in the Parks Act of 1969
	“The Degradation of Our National Parks” Report Released by the U.S. House Committee on Government Operations
	Director's Order #80: Asset Management
	<i>Facility Management for the 21st Century</i> Report Issued by NPS
	Establishment of Yellowstone National Park





Condition Assessment Guidance

Documenting the Scope

The inspector should write down the deficiencies found in a facility as they are discovered. As a minimum this write up should contain:

WHERE the deficient item is located in the facility (note to the lowest level of your location hierarchy)

WHAT the item is (exterior door, chilled water pump, etc.) DETAILS on the item (size, capacity, manufacture, model, etc.)

WHY the corrective action is needed or what is deficient (broken, missing, worn, obsolete, etc.)

CORRECTIVE ACTION (REPAIR, REPLACE, etc)

QUANTITY of the deficient item requiring correction using standard units of measure, include unit of measure used.

WHEN does the corrective action need to be remedied (priority)

Seven Steps to Deficiency Data Collection

For each deficiency you identify, you must (as a minimum) perform the following steps:

Step 1:

Identify WHERE the deficient item is located in the facility. Be specific. The goal is to be able to take the report, without a drawing or other guidance, and go to the deficiency. If the corrective action spans several locations, describe just that.

Is it in room 101 or 101A? Does the corrective action recur across several rooms, e.g., in rooms 101, 101A and 105.

Or does the corrective action occur in a specific location within a large area, e.g., in the southwest corner of the Hangar Bay #2.

If a corrective action, such as painting, is needed "throughout" the building (or floor, or room), then the corrective action must be throughout and not in various locations. Also, when using "throughout" the item you are correcting should be the same, and be specific about where "throughout" is, e.g., throughout the building interior.

Step 2:

Identify WHAT the item is you are correcting. Is it a door, wall, ceiling, chilled water supply pump, condensate return unit, window....etc.

Step 3:

Give DETAILS on the item. Include material types and sizes; give details on capacities such as horsepower, voltage, amperes. Familiarize yourself with CESS before going out in the field to better understand what data is required.

Answer for yourself:

Is it a steel door or is it an aluminum door, is it a wood solid core door or is it a hollow core door?

Is it 6'-8" X 3'-0" or some other size?

Is it a concrete wall or a dry board wall, or a CMU wall? Is it painted?

Is it a drywall ceiling or a 2' X 4' acoustical mineral fiber suspended ceiling?

Is it a 5, 10, 25 or 50 horsepower, base mounted, 3 phase, 480 volt pump?

Is it a single or duplex condensate return unit with an integral or external tank?

Note. This is critical. It is extremely hard to prepare cost estimates and work orders without this information.

Step 4:

Justify WHY you are correcting the deficiency. Try to be brief and to the point using descriptive verbs that verbalize the deficiency.

Is the item:

Broken, peeling, cracked, split, torn, corroded (surface), corroded with loss of base metal, weathered, missing, obsolete, outdated, bent, stained, ...etc.

Note: Do not use words that are too broad, such as damaged. If the item is damaged, then detail what kind of damage has occurred. Be specific about why you are taking the corrective action. Remember this is to justify the need to correct the deficiency.

Step 5:

Determine the proper CORRECTIVE ACTION that is needed to correct the deficiency. e.g., Repair, Replace, Prepare and Paint, Clean ...etc.



Step 6:

Identify HOW MUCH or QUANTITY. You must measure and quantify the materials needed for the corrective actions. Use standard units of measure. This is critical to preparing cost estimates and work orders. Familiarize yourself with the CESS database to insure you are collecting the appropriate quantities.

Square feet (SF) of 4" x 4" ceramic tile
Lineal Feet (LF) of 10" PVC pipeline

Step 7:

Identify WHEN by giving the corrective action a PRIORITY of when the correction needs to occur. Below are guidelines used to develop priorities:

- Priorities general:
 - Critical, Serious, or Minor for deferred maintenance—see below definitions/examples
 - Target start date for forthcoming deficiencies (component renewals or recapitalizations)
- Priorities for Deferred Maintenance only:
 - Critical-There is advanced deterioration, which has or will result in the failure of a system or component within one year if not corrected (such as a leaking or failed roof)
 - Serious-There is deterioration that currently exists that will impair the performance or seriously impacts the expected life cycle of the system of component. (extensive damage like spalling, blistering, cracking on roof)
 - Minor-There are current deficiencies of systems or components that have no impact to performance. (such as a missing paint cycle)

Updated and New Asset Optimization Business Practices

The Evolving Role of Optimizer Bands

Because the financial sustainability of assets is a focal point of the CIS, the CIS project scoring method gives preference to projects that address assets that have been assigned by parks to high priority optimizer bands in Park Asset Management Plans (PAMPs). This preference will direct the flow of facility project funds to those assets that parks also intend to prioritize for O&M. As a result, for this portion of the portfolio, the NPS will seek to end the cycle of run-to-failure—which was characterized as providing capital and recapitalization funds for assets only to allow those assets to begin to deteriorate almost immediately.

This introduction of optimizer band values in project scoring represents an evolution of the role of optimizer bands. Originally, when the PAMP framework was established, optimizer bands were used solely to determine how to prioritize O&M expenditures in a park. During the development of PAMPs, parks organized their asset portfolios by optimizer bands to represent a hierarchy of management priorities for parks assets—first and foremost for O&M base funding, but now also for project dollars.

Assets are assigned to an optimizer band based primarily on two default factors: (1) the asset rating on the park's API, and (2) the condition of the asset, as measured on the facility condition index (FCI). However, parks can apply additional discretion in assigning locations to optimizer bands based on local maintenance priorities. Optimization is a triage framework for allocating limited O&M and project dollars. High-priority assets in good condition should receive priority O&M funding, particularly preventive maintenance, to keep them in good condition; low priority assets in bad condition should be disposed entirely; high-priority assets in poor condition should be targeted for repair with project funds, and then properly maintained.

Under the CIS, optimizer bands will continue to guide prioritization of O&M expenditures, but they will also play a significant role in determining which assets will obtain project funds. This raises major considerations for the NPS and necessitates new optimization business practices to achieve the following:

- Provide guidance to parks on the evolving use of optimizer bands
- Ensure the integrity of the new linkage in the CIS between project funding and the proper maintenance of those assets that receive project funding.

To address the needs identified above, the Asset Management Advisory Committee (AMAC) established the Re-optimization Work Group. Between October 2011 and June 2012 the Re-optimization Work Group developed new business practices that address the following aspects of optimizer band management:

- Making optimizer band changes for CIS applications
- Ensuring regional approval of optimizer band changes
- Establishing minimum preventive maintenance requirements
- Applying supplemental resources in O&M optimization.

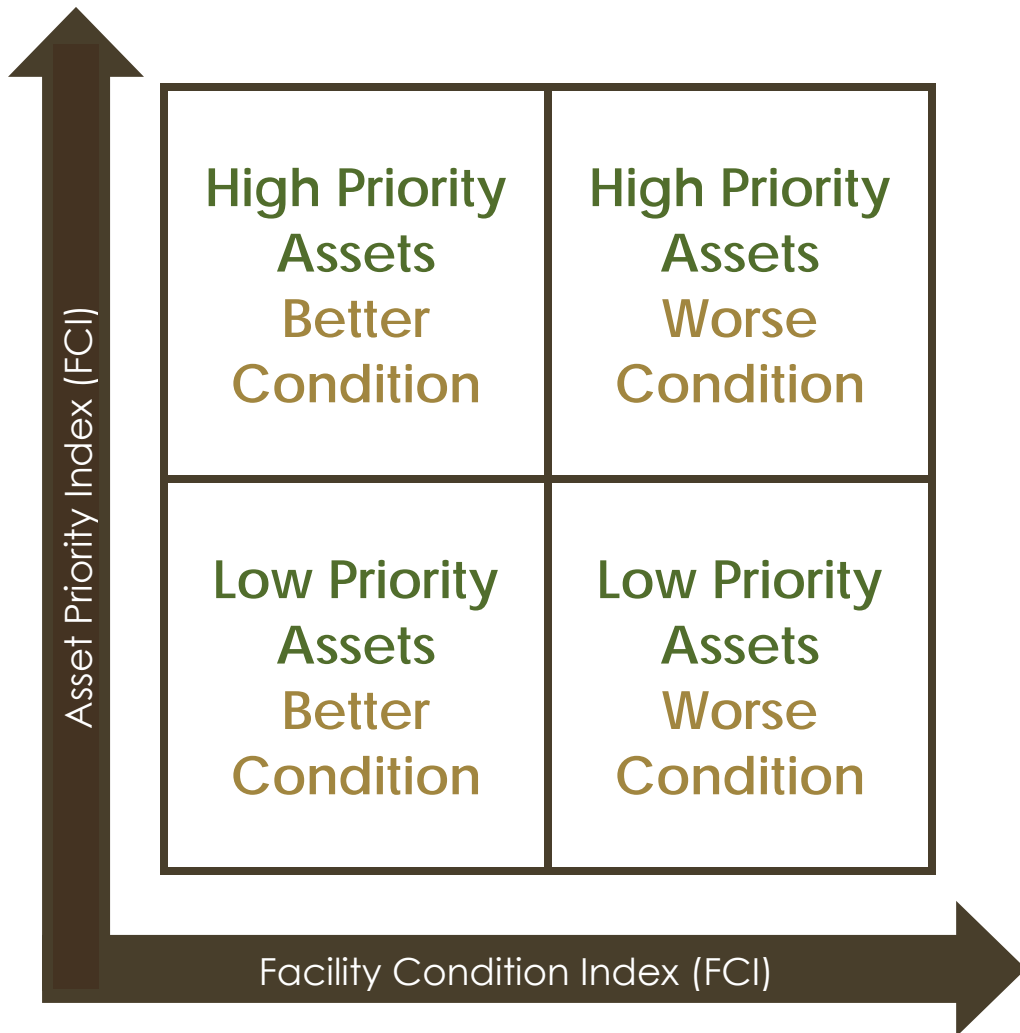


These new practices will enable parks to better define and document their annual O&M strategic planning and make adjustments for capital investments that will change how locations are managed within their portfolio. See Appendix C for more information about the key changes to asset optimization business practices.

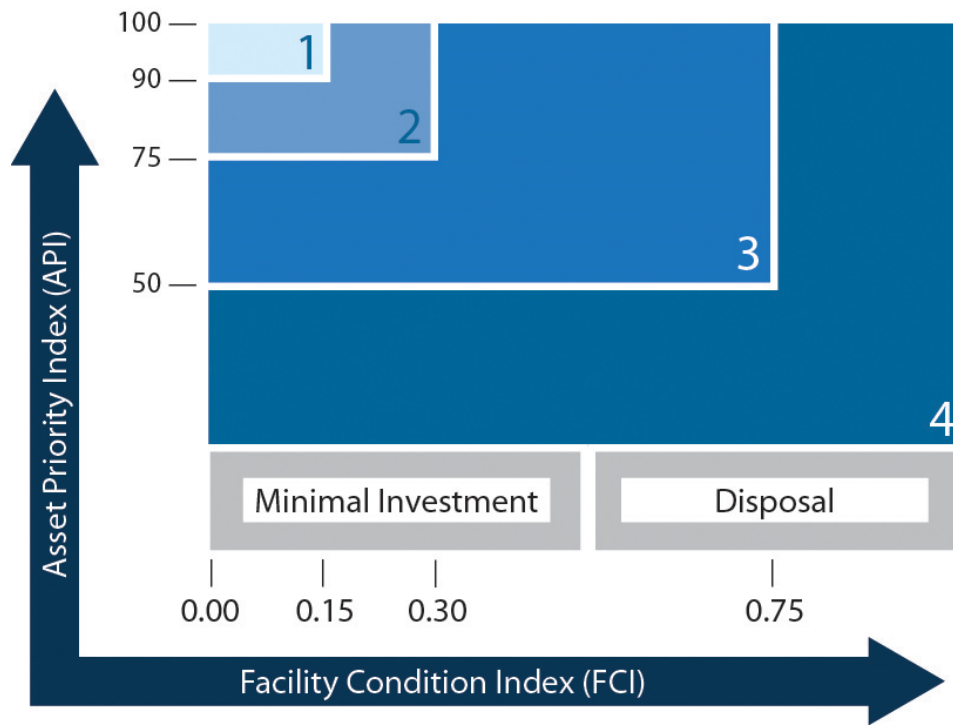
As optimizer bands are better integrated into overall capital and annual management planning within the parks, greater control is required to ensure that the optimizer band changes are consistent and merited with regard to future capital investment. To ensure this, all optimizer band changes will require approval by the appropriate regional director or his or her designee. This review requirement will mirror the process for approving changes to location API ratings.

Band 1	Highest Priority Assets	Critical to the operations and mission of the park or have high visitor use; require highest base funding
Band 2	High Priority Assets	Very important to park operations; require significant base funds
Band 3	Medium Priority Assets	Important to park operations and mission; require some base funding
Band 4	Low Priority Assets	Less important, but valuable for park operations and mission
Band 5	Lowest Priority Assets	Assets not required for the operations and mission of the park, such as inactive assets, or those fully maintained by partners. These assets are often in poor condition. Many are good candidates for disposal

Four-Level High-to-Low Prioritization



O&M Prioritization



Lifecycle Management and Operations and Maintenance Procedures

Overview of Lifecycle Management

The National Park Service (NPS) has a long tradition and history of building monuments, facilities, roads, trails, and other facilities that are critical to interpreting a park or site within a park, guiding visitors to preferred locations and sites away from resources that need protection, and improving the visitor experience. In essence, the NPS builds (or in some cases inherits) assets that either are the preservation mission focus of the Service (cultural and natural resources), or ensure visitors enjoy the resources unimpaired. In the past, the NPS has not always inherited, managed, and/or built assets with a focus on sustaining that asset through its lifecycle, which conflicts with industry standards in facility management for:

- Cradle-to-Grave Management
- Viewing the Asset Portfolio over the Long Term as a Whole

Implementing both of these approaches allows the NPS to effectively manage assets and will preserve the parks for future generations by maintaining NPS infrastructure over time. It also guides the management of NPS assets from start (building/acquiring) to finish (a contemplated recapitalization, replacement, or demolition). An example of this change in approach is seen at a project to replace the Yosemite Falls (YOSE) trail and restroom.

Notes from Yosemite Falls Restroom video:

Overview of Total Cost of Facility Ownership

What is Total Cost of Facility Ownership? What does it cost to maintain your house? A car clearly has a total cost of facility ownership, as do cell phones and NPS assets like visitor centers. The Total Cost of Facility Ownership (TCFO) is basically a sum of the costs associated with operating an asset over its full lifecycle.

What are some costs that need to be included in TCFO in some of the products listed above?

- A Car?
- Cell Phone?



- Visitor Center?

TCFO and lifecycle management approaches now being used by the NPS are beneficial because they...

- Allow for accountability, effective tracking of work, and better use of resources, allowing regional and national NPS review, and for Congressional and executive oversight of operations.
- Serve as a better business management tool for a park, enabling the facility management staff to share valuable information with other park managers.
- Advance long-term planning and interdisciplinary plans including those that contribute to the GMP, Park Foundation Plans, Interpretive Plans, Resource Management Plans, and eventually to PMIS requests.

Considerations for Lifecycle Management



Figure 1: Resources Required to Manage an Asset over a 50-year Lifetime

The figure above reflects the various phases and costs of constructing a new asset in any organization including the NPS. When lifecycle management is neglected or ignored, and some of the costs of owning a facility are not anticipated or funded, asset condition declines, as shown on the next page.

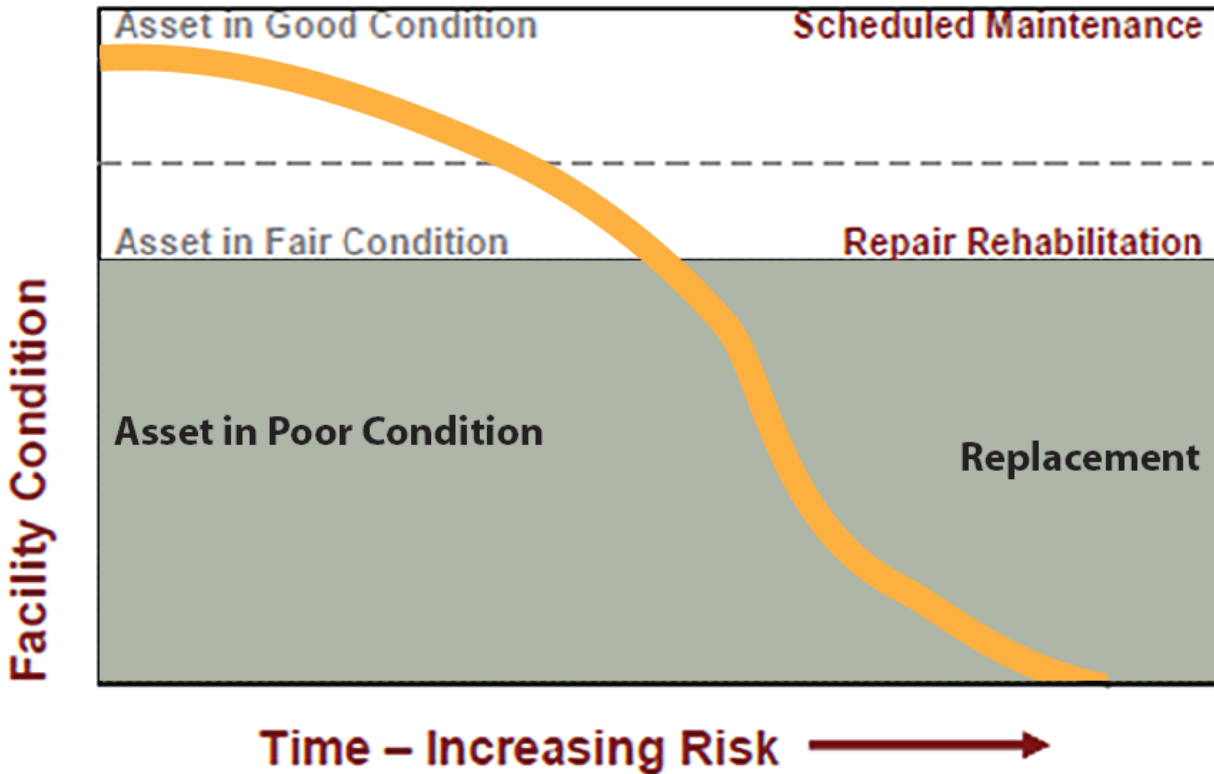


Figure 2: Asset's Lifecycle Curve with No Maintenance Performed

This figure shows how assets were managed in the past by the NPS. This approach was used largely because of limited funding, requiring the NPS to rely on funding spikes to address infrastructure needs. In fact, when tracking the age of NPS facilities, it is obvious that these funding spikes, or programs like Mission 66 or the Fee Revenue Program, correspond closely to the development and age of assets in the NPS asset portfolio. The result was a facility management philosophy of “keep things operating and clean” and “wait for failure” on big ticket items.

The TCFO and lifecycle management in the NPS are moving from a reactive, “wait for failure” approach to a more proactive approach to protect assets on a sustained, regular basis.

The NPS Approach to Asset Management

After a decade or more of adapting sound, industry-based practices to a public agency as complex as the NPS, the Park Facility Management Division Asset Management Branch, Servicewide Maintenance Advisory Committee, and NPS Regions have created a relatively consistent approach to asset management. This effort has accomplished significant results, including the following:

1. Used available funding to improve known problems. Nearly 6,000 projects have been undertaken since FY 2002, including construction, repair-rehabilitation, fee revenues, and roads.



2. Transformed the management mindset:
 - a. Moved most parks, but more importantly, almost all facility investment decisions to a lifecycle focus.
 - b. Established consistent business practices, including common approaches to assessment, estimating, and inventory.
 - c. Developed a better understanding of the NPS's assets and their conditions.
 - d. Implemented performance measures to measure and monitor change in condition.
 - e. Quantified the prioritization of assets within a park.
 - f. Used data systems consistently across the Service.

Put another way, NPS asset management addresses the following questions:

- What assets do the Service own?
- What is the condition of the portfolio?
- What will it take to improve the condition and sustain it over time?
- Which assets are the highest priorities?

Asset Management and the Elements of Lifecycle Maintenance

It is essential to manage an asset portfolio with the understanding of what it will take to sustain those assets over their lifecycles. The figure below shows the interrelationship of the elements that contribute to properly caring for NPS assets.

Historically, the NPS focused on only two elements of lifecycle maintenance: day-to-day operations and recurring maintenance. With lifecycle management, the NPS is paying more attention to preventive maintenance and component renewal, which are the keys to sustaining assets over time. If these types of expenditures are made when they should be, the NPS can limit deferred maintenance and leave an asset portfolio in better condition for a park's successors.

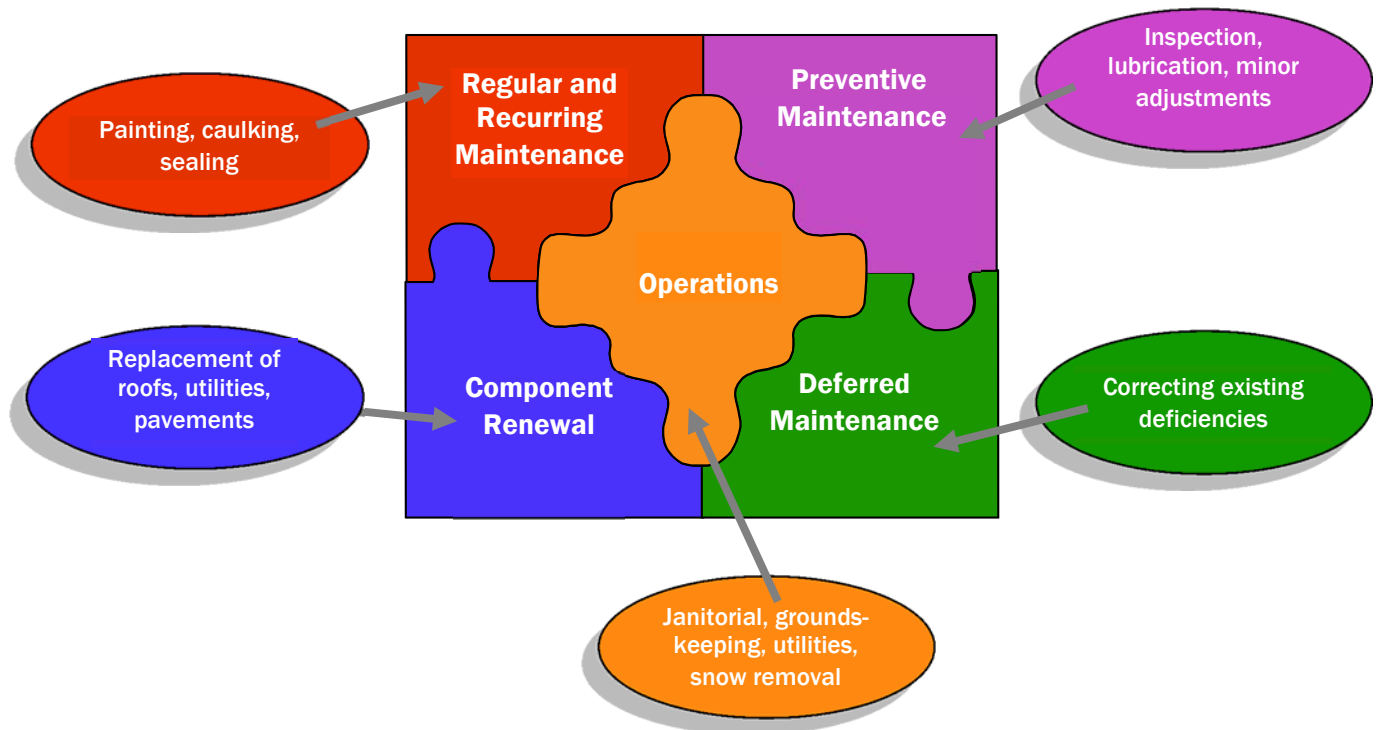


Figure 3: The Five Elements of Lifecycle Maintenance



Exercise

Lifecycle Management and Total Cost of Facility Ownership at Bradford Woods

Directions: In small groups, read through the information below about Bradford Woods, its services, and its facilities. Make note of any questions or concerns you may have. Observe the video made by the Bradford Woods staff to promote and recruit seasonal employees and as a mission focus for Bradford Woods. There will be time for questions and answers before the group work begins.

You will then be given time to work in groups to develop responses to the asset management questions that follow. Make sure you identify key management decisions *and* provide your reasoning for why you made these management decisions.

Case Overview:

Bradford Woods is affiliated with Indiana University and has been providing development opportunities to youth and adults locally, nationally, and globally for over 50 years. Established in 1941, the organization has grown into a leader in experiential learning and is dedicated to providing state-of-the-art educational, recreational, and professional programs and service to a wide variety of organizations.

Location and Facilities:

Bradford Woods is located on an approximately 2,800-acre site near Martinsville, Indiana. It partners with nationally and regionally recognized organizations like Riley Children's Hospital, the United Cerebral Palsy Association, the Little Red Door Cancer Agency, and the Marion County Health Department. The site also houses the American Camping Association Headquarters and Camp Riley, connected to the Riley Hospital Memorial Foundation.

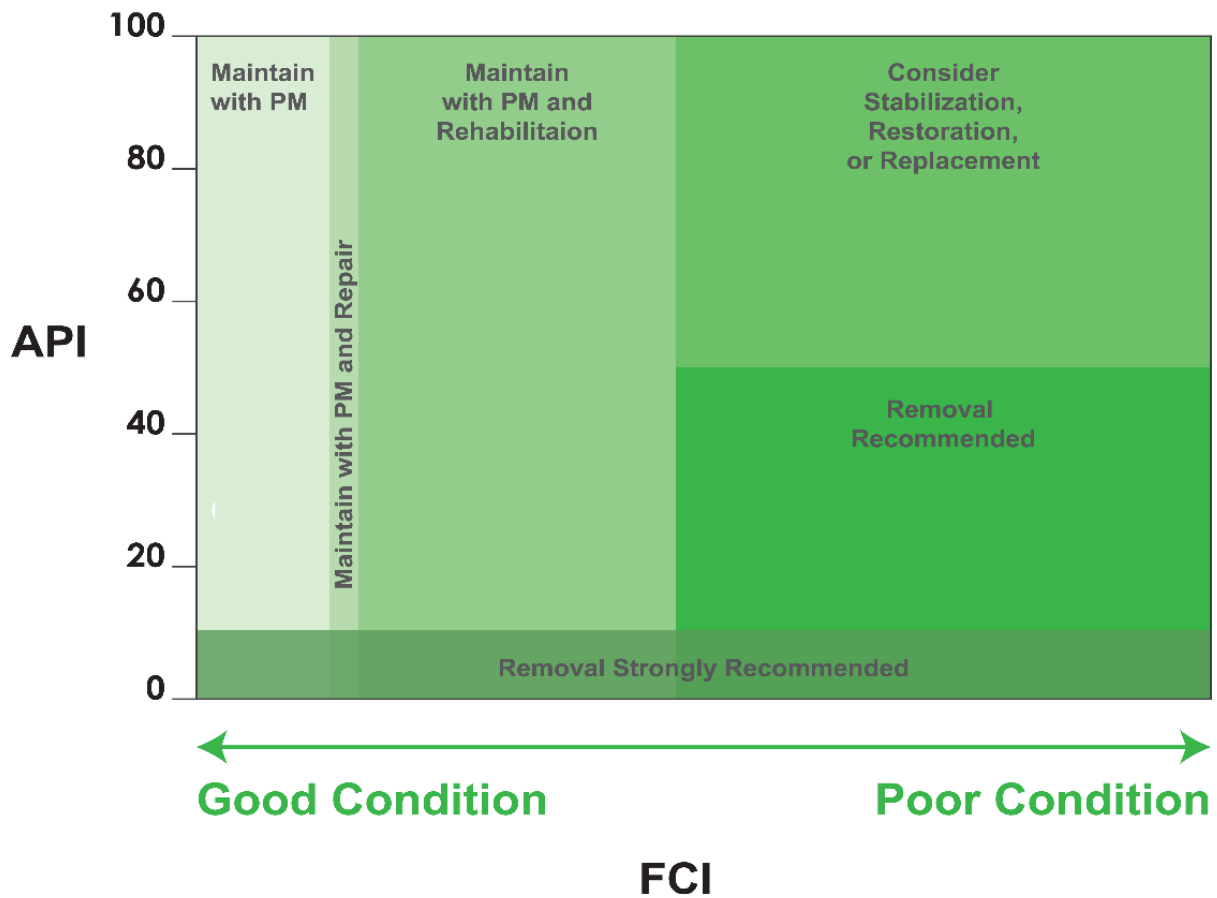
The buildings on the site vary widely in age and date as far back as 1909—when the Manor House, Campbell House, and Carriage House were built. Many of the primary-use buildings at Bradford Woods were built during the 1950s through the 1970s for seasonal use only. As a result, many have inadequate heating and cooling systems, a lack of insulation, and inadequate ventilation to compensate for temperature changes and to reduce condensation.

Condition Assessment Summary Data:

In conducting a condition assessment of the facilities at Bradford Woods, the following conditions were found to exist in the entire asset portfolio:

- 19 structures (35%) were < .11, or in Good condition
- 3 structures (5%) were .11 to .14, or in Fair condition
- 26 structures (48%) were .15 to .50, or in Poor condition
- 2 structures (3%) were > .50, or in Serious condition

Facility Condition Index Rating Scale	
FCI > .500	Serious condition rating <ul style="list-style-type: none"> • Non-heritage assets: strongly consider demolition/replacement • Heritage assets: strongly consider stabilization/restoration
FCI = .151 - .500	Poor condition rating
FCI = .101 - .150	Fair condition rating
FCI ≤ .100	Good condition rating



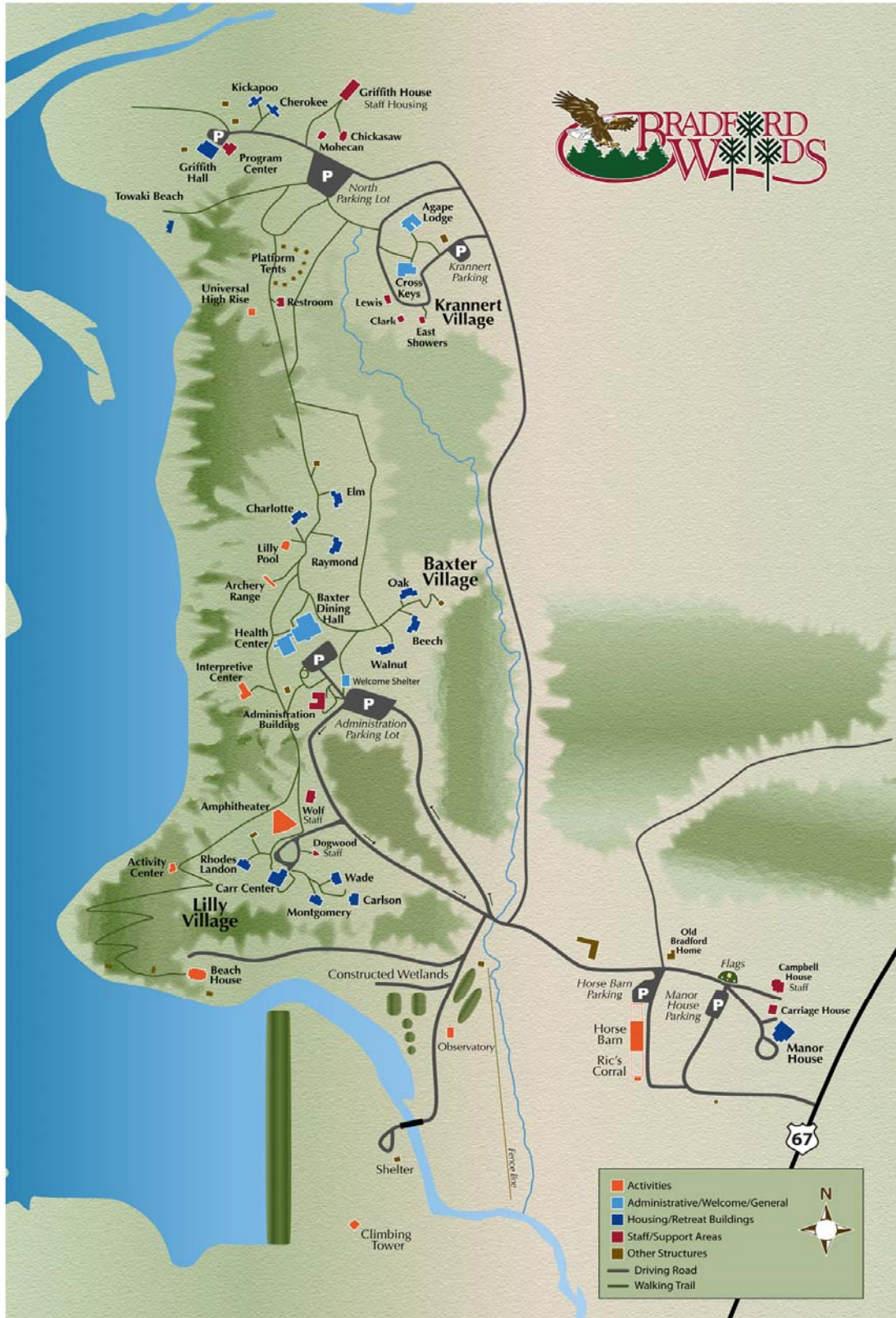


Figure 1. Current CRV, DM, PM, RM, and Operations Budget

Bldg. Description	Main Use	Year Built	CRV	DM	PM	RM	Ops Budget
Carriage House	STAFF RESIDENCE	1909	\$66,000	\$6,600	\$800	\$500	\$1,500
Baxter Dining	DINING FACILITY	1976	\$3,688,000	\$0.00	\$1,800	\$1,600	\$5,500
Wolf House	STAFF RESIDENCE	1955	\$147,000	\$3,800	\$1,000	\$700	\$2,500
Carr Center	DINING FACILITY	1955	\$845,000	\$0.00	\$1,800	\$1,600	\$4600
Admin. Office	ADMINISTRATION	1975	\$577,000	\$40,000	\$1,700	\$1,600	\$4600
Agape Lodge	CAMP RESIDENCE	1958	\$336,000	\$26,000	\$2,000	\$1,800	\$6,500
Bradford Barn	BARN-STORAGE	1940	\$312,000	\$246,480	\$2,200	\$1800	\$6,500
Amphitheater	CAMP EVENTS	1999	\$1,256,000	\$200,960	\$800	\$500	\$1,400
Manor House	OFFICES, CAMP RESIDENCE, MEETING SPACE	1903	\$2,348,000	\$189,000	\$700	\$500	\$2,500
Griffith Hall	CLASSROOM AND MEETING SPACE	1954	\$456,000	\$58,000	\$1,700	\$1,500	\$4,500
Cherokee Cabin	CAMP RESIDENCE	1955	\$347,000	\$180,000	\$1,500	\$1,000	\$2,500
Carlson House	STAFF RESIDENCE	1958	\$158,000	\$42,000	\$3,5000	\$2,800	\$7,500
Totals			\$10,536,000	\$992,840	\$19,500	\$15,900	\$50,100

Figure 2. API, OB, and FCI of Bradford Woods Assets

Bldg. Description	API	OB	FCI	Cultural and Natural Resource Protection	Visitor Use	Park Operations	Asset Substitutability
Carriage House	80	2	0.1	High	Low	High	
Baxter Dining	51	3	0.0	Low	High	Med	
Wolf House	47	4	0.26	Low	Low	High	
Carr Center	72	3	0.0	Low	High	Med	
Admin. Office	60	3	0.07	Low	Low	High	No substitute available
Agape Lodge	49	4	0.08	Low	High	Med	
Bradford Barn	34	4	0.79	High	Low	Low	
Amphitheater	77	2	0.16	Low	High	Med	No substitute available
Manor House	92	1	0.08	High	Med	High	
Griffith Hall	62	3	0.13	Med	High	Med	
Cherokee Cabin	60	3	0.52	Med	High	Med	
Carlson House	47	4	0.27	Low	Low	High	



Totals	Avg. 61		Avg. 0.21			
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The table below shows how the FM is currently managing his facilities compared to what is recommended in the PAMP.

	Opt. Band 1	Opt. Band 2	Opt. Band 3	Opt. Band 4	Opt. Band 5
PAMP Ops	\$8,200	\$18,000	\$23,000	\$8,300	\$0
Planned Ops	\$2,500	\$2,900	\$21,700	\$23,000	\$0
PAMP PM	\$4,000	\$4,500	\$9,000	\$3,700	\$0
Planned PM	\$700	\$1,600	\$8,500	\$8,700	\$0

Additional Problems with Bradford Woods’ Facilities:

The year-round use of Bradford Woods’ facilities would test even the most well-designed buildings. Many of the current buildings were constructed with residential fixtures, plumbing, HVAC, and electrical components.

Lack of funds for preventive maintenance has contributed to the slow deterioration of several buildings. The replacement of the roof on Wolf House is a good example; it may have been installed too late to prevent the current mold problem there. Additionally, the roofs on many buildings at the site were not designed for constant damp conditions. Poor landscaping around many buildings contributes to the problems associated with moisture: design issues with guttering, downspouts, and the resulting runoff contribute to the damp conditions that exist underneath many of the buildings.

Your Challenge

With your team, determine the funding levels for each asset that would align more closely with the PAMP. Please treat PM, RM, and Operations Budget as one unit. Move only by unit, not individual cell.

Bldg. Description	API	OB	FCI	PM	RM	Operations Budget
Carriage House	80	2	0.1			
Baxter Dining	51	3	0.0			
Wolf House	47	4	0.26			
Carr Center	72	3	0.0			
Admin. Office	60	3	0.07			
Agape Lodge	49	4	0.08			
Bradford Barn	34	4	0.79			
Amphitheater	77	2	0.16			
Manor House	92	1	0.08			
Griffith Hall	62	3	0.13			
Cherokee Cabin	60	3	0.52			
Carlson House	47	4	0.27			
Totals	Avg. 61		Avg. 0.21			

Group Case Study Questions

Lifecycle Management and Total Cost of Facility Ownership at Bradford Woods

1. Review the **Condition Assessment Summary Data**. Based on the overall condition of Bradford Woods' asset portfolio and the additional problems outlined above, what would be your first steps (think about the whole organization as well) in developing a lifecycle asset management plan for this organization?

2. Review the **Building-Specific Data** section. If these were the only assets in Bradford Woods' asset portfolio, how would you prioritize work on these assets? Why would you prioritize work this way?

3. How would you handle deferred maintenance and preventive maintenance on the buildings listed in the **Building-Specific Data** section? Which facilities would receive attention first? Why?



Homework**Sea Otter Island National Park East Campground Beach Facility**

***Directions:** Read the following information about the demolition and relocation of the East Campground beach facilities. Think about the different issues you would have to examine in terms of lifecycle management, total cost of ownership, and new construction. Using the attached template for a white paper, highlight three to five major considerations you would take into account in the short and long term regarding lifecycle management and total cost of ownership of this new construction. The entire paper should not exceed 500 words.*

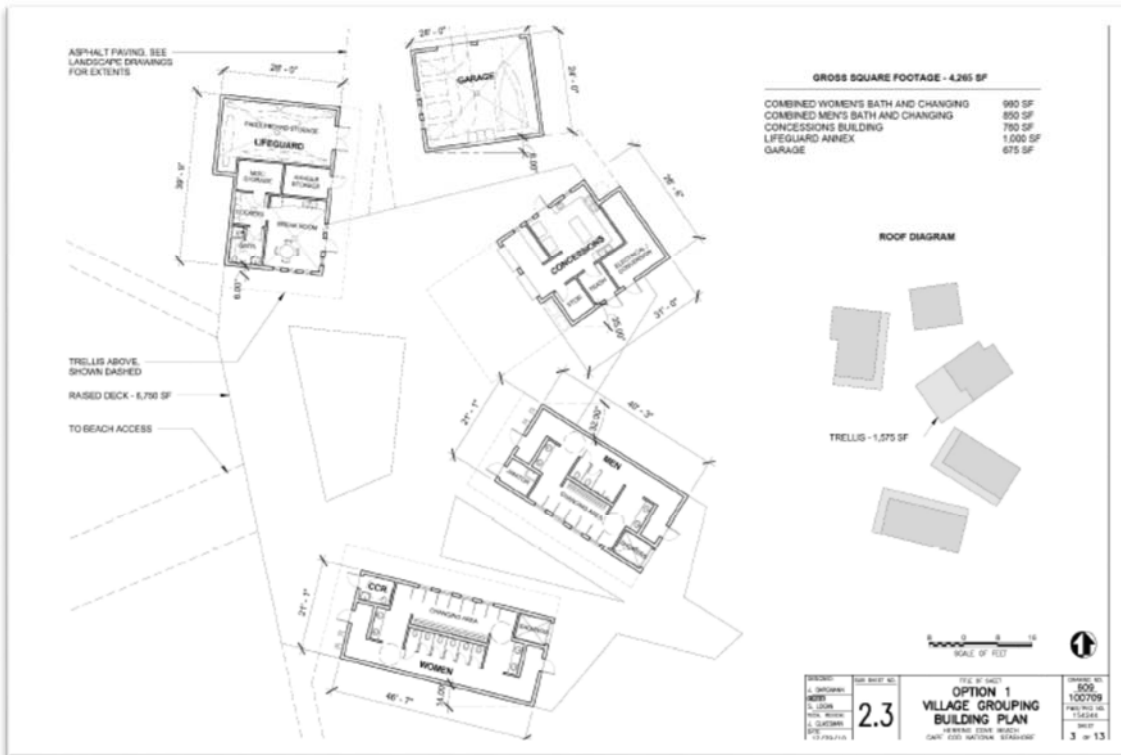
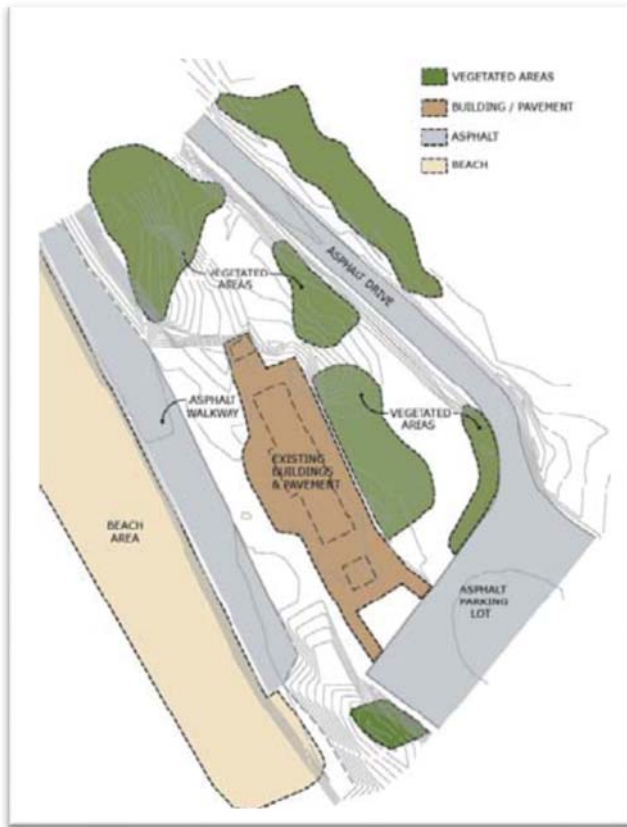
What Is a White Paper? A white paper is a short document that advocates a certain position and persuades the reader of “the best way to go” in approaching a problem. The challenge is that you have to explain to your superintendent the implications of costs AFTER construction and what types of solutions you might provide to capture and control these costs. You want to influence his/her decision-making process regarding the Total Cost of Facility Ownership (TCFO).

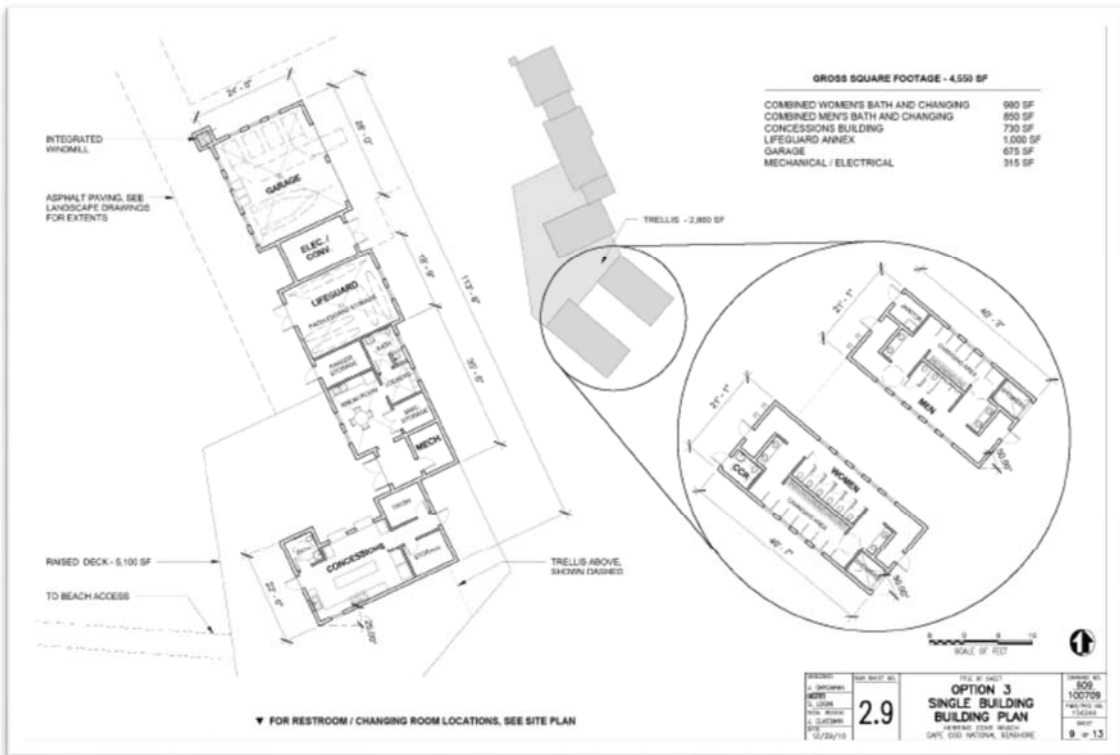
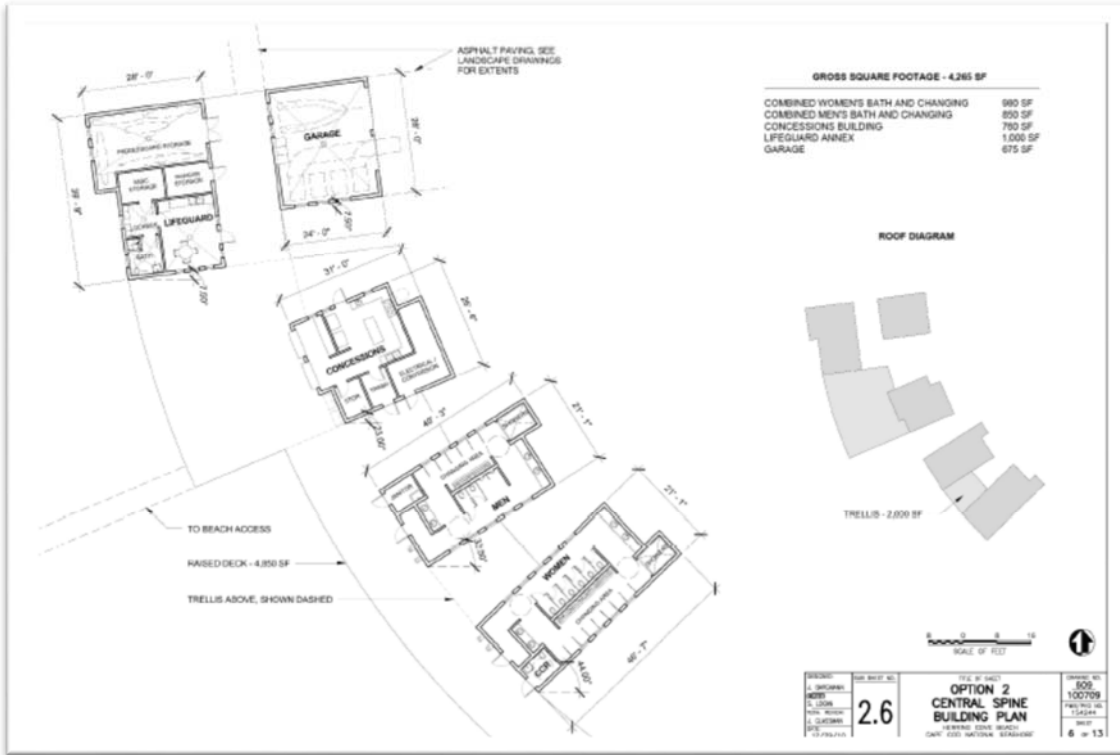
Overview of the Construction

The East Campground bathhouse, built in the 1950s, has incurred significant structural issues and is plagued by the slow erosion of the nearby shoreline; therefore, the bathhouse will be demolished and relocated further from the tide. The new construction, planned to begin in FY2017, will include restrooms, showers, dressing rooms, lifeguard rooms, and a first aid room. The parking lot and sidewalks will be improved to meet accessibility regulations, and the sewer system will be replaced to connect the facility with the city of Sphagnum’s municipal sewage treatment plant.



The Design





WHITE PAPER: SEA OTTER ISLAND NATIONAL PARK EAST CAMPGROUND BEACH FACILITY

Background:

Current Status:

Short-Term Considerations:

Long-Term Considerations:

Summary:

Compiled By:

Name

Title

Phone Number

E-mail



Exercise

Choosing by Advantages

Directions: *In your small group, review the background information provided below, your assigned project scenario, and the park map. Identify two alternatives or options for how you might handle this scenario. Then, using the Choosing by Advantages (CBA) steps outlined below, begin an evaluation of those alternatives.*

General Background

Each of the three scenarios represents a real project currently under consideration. While the three examples have some commonality, the basic decisions related to the functions, project scope, and costs have a high degree of variance. Following is some general background for each project.

Isle Royale National Park: The park is located on Lake Superior and is accessed via water through two portals: a concession ferry from the Minnesota side or an NPS boat from the Michigan side. The park headquarters are located in Houghton, Michigan. The visitor center and curatorial facilities in Houghton were demolished in 2004 and replaced with temporary buildings with a life expectancy of five to seven years. Several studies have been completed to evaluate the best location for the new visitor facilities, to study functional requirements, and to determine the right size for the proposed assets.

Grand Teton National Park: Colter Bay is a major destination point near the north end of the park. The Grand Teton range forms a magnificent and majestic focal point from the Colter Bay area. Colter Bay was designed in the mid-1900s to celebrate automobile access into the park and promote family camping at a major national park. A part of the original design includes a major destination visitor center that houses a Plains Indian museum, book sales, information, and administrative space. In the early 1980s, major issues began to appear concerning the structural and heating systems for the building, and multiple short-term fixes were made.

However, by 2010 the visitor center reached a critical point at which engineering studies concluded that it would be less expensive to replace the visitor center than to renovate the existing asset. In 2011 the park completed a series of studies indicating that (1) the existing visitor center sits in the prime viewshed and resources of Colter Bay, (2) the collection currently in the museum could be relocated to a new location within Grand Teton NP, (3) the existing visitor center location is hard for visitors to find, and (4) access into Grand Teton NP during the winter has declined such that Colter Bay is no longer a major winter-use facility.



Everglades National Park: The West Gulf Coast Visitor Center, which currently serves approximately 100,000 visitors annually, is located in Everglades City and is the debarkation point for visitors to see the bays, islands, and Gulf side of Everglades NP. The facilities consist of an existing visitor contact station, administrative space, marina, concessions store and ticket sales, a single residence, canoe launch zone, and small maintenance facility. In the mid-1980s Congress provided language to improve and expand the visitor contact station into a major destination visitor center. The existing facilities are structurally unsound and have an expected life of eight to ten years. The existing concessions contract, which consists primarily of boat tours and store supplies, expires in 2016. The current concessions operations have been in existence for nearly 40 years, and the concessionaire is also the Mayor of Everglades City. Visitation has been flat for several years, and the local park staff does not expect significant increases to the site. The facilities are located approximately one foot above high tide, and the maintenance building experiences minor flooding during the winter when waves come in from the southwest.

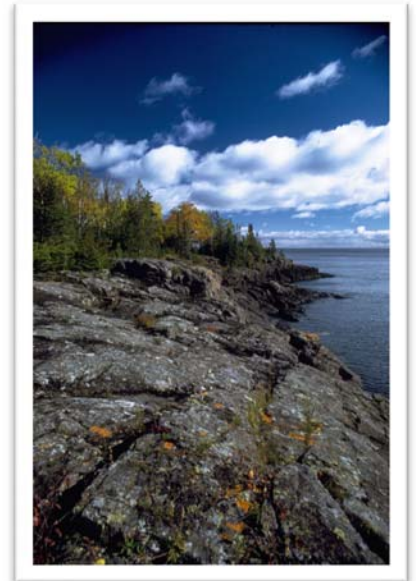
Isle Royale National Park: Scenario #1

Replace visitor center, administrative space, maintenance facilities, parking, and launch facilities for Isle Royale National Park

Because of health and structural issues, the visitor center and associated administrative space supporting visitors departing for Isle Royale NP were closed several years ago. The facilities were replaced with temporary modulares with a lifespan of approximately five to seven years. The maintenance facilities adjacent to the temporary visitor facilities were built in the 1950s and have reached their maximum usable life expectancy. Additionally, the visitor parking area has inherent safety issues when the Wolf Island supply ship is being loaded, and the existing berthing dock does not meet current Coast Guard requirements. Based on safety issues and the short lifespan of the temporary buildings, the park has developed an overall site plan to completely relocate and replace the temporary buildings with a new visitor center/administrative facility; demolish and replace the maintenance building; relocate the parking facility to eliminate safety conflicts between maintenance operations and visitors; and reconstruct the current berthing facilities. The class C cost estimate is \$15 million for the project.

Issues:

- When the project was originally presented to the Washington Office at \$15 million, the national construction assessment team ranked it at the bottom of the multi-year construction program. Part of the rationale for the low priority was that only 41,000 visitors go to Isle Royale annually. Recently the visitation base was refined and the project justification has been updated to reflect that only 7,000 visitors a year use this visitor embarkation area to be transported to the island. The Washington Office has notified the region that a construction investment of \$15 million to accommodate 7,000 visitors a year cannot be supported, and the project is being dropped from the construction program unless it can be restructured.
- The concessionaire on the island has notified the Service that returning an annual profit is no longer possible and is seeking to close or renegotiate concession services provided on the island.



- The current temporary visitor center and embarkation area are only open approximately four to five months annually.
- The Service heavily subsidizes transportation of visitors and their small recreation boats to the island. Commercial services may be available that could eliminate the need for the Service's continued ferrying of visitors to the island.

The Washington Construction Office has notified the regional office that funding constraints will be in place for the foreseeable future; however, an investment of \$5 to \$7 million might be attainable for this project. Additionally, the park and region have been notified that requests for OFS increases to maintain the new facilities will not be permitted. Political interest in this project is high, since improved facilities may generate additional visitors to the region.

Given the feedback from the Washington Office, the park staff has been asked to develop a range of alternatives for the project and recommend a course of action. The Superintendent has put the following alternatives on the table for discussion:

- Continue to pursue a \$15 million project as proposed and plan on political intervention and funding.
- Discontinue the NPS ferry service for visitors to the island. This eliminates the need for new docking, eliminates safety hazards associated with the existing facilities, and reduces the need for a new maintenance building. Class C estimated costs are reduced to \$9.5 million.
- Replace the existing modular buildings, at a new location, with a smaller visitor information center; reduce administrative office space and put off reconstruction of the maintenance building; improve parking circulation and location to reduce safety conflicts; and provide for the dock improvements. Class C estimate \$7.5 million.
- Replace the existing modular building with a new modular building and eliminate work on the maintenance facility, parking, and docks. Class C estimate \$2.5 million.

Statistics

Asset	API	FCI
Isle Royale Visitor Center	95	In Planning, 0.30

UPDATE: Recent congressional interest has raised the political sensitivity of the Isle Royale visitor center. It has been suggested by elected officials that the current Isle Royale facilities be relocated to a new location across the river out of the town of Houghton. The new site would then serve a broader audience as a welcome center for both Keweenaw and Isle Royale parks. The estimated cost to relocate the existing facilities is \$18-20 million. The park base does not contain sufficient funds to maintain and operate a visitor center of this magnitude. The proposed facilities would include a visitor center, administrative space, maintenance building, new docks, roads and parking, and new utility services. The visitor center would serve as a catalyst for economic development of an abandoned smelter site.

Grand Teton National Park, Scenario #2

Replace existing Colter Bay visitor center

Colter Bay development is an excellent example of mid-1900s planning, design, and development. The development was envisioned as a family-oriented destination facility. The concessionaire offers a large array of services including camping, modestly priced cabins, a marina facility, restaurant facilities, store, gas station, and laundry. The NPS has a moderate presence through the visitor center/museum, amphitheater, and on-site interpretive services. The visitor center is located near the marina, with the spectacular Grand Teton range in the background. Similar to many other developments of this era, visitors arriving to Colter Bay must drive through an existing parking lot, pass by the concession facilities, and eventually arrive at the visitor center and marina. When the existing visitor center was built, there was light vegetation along the lake shore, and the building was easily seen from far away. Over time the visitor center has been expanded and remodeled to include space for a major Plains Indian museum, and vegetation has matured, making it difficult for visitors to find the facility. The existing VC/museum has a number of needs: it needs to be reconfigured to meet accessibility standards; the HVAC system needs total replacement, which will necessitate dismantling most of the building; the functional building circulation does not work well; and storage space is inadequate. The park has developed a PMIS request to replace the existing facility at its current location. The PMIS cost estimate is \$16 million, and the building size requested is 14,000 SF. The project has been submitted for consideration in the Line Item Construction Program. The Line Item Assessment Team reviewed the PMIS submission and ranked the project as an “over target” project, meaning that it has minimal chances of being funded in the near future. Based on the assessment team’s comments, the project is being reconsidered by the park and region. Items under consideration include these:

- The museum collection designation does not require the museum items to be displayed at Colter Bay; they must only remain in the park.
- Colter Bay is no longer a major winter-use area. Today it is only visited in the winter by cross-country skiers, snowshoers, ice fishing enthusiasts, and a few winter campers. The visitor center is only open for four to five months each year.



- Park visitors have a difficult time finding and using the visitor center. Vegetation has matured around the VC, making it difficult to find, and the original deck views to the Grand Teton range are blocked.
- The concept that visitors should approach the site through a long linear parking facility that highlights the concession facilities has inherent safety issues and does not promote NPS as the park's steward.
- Since the VC is generally a summer-use facility, the park is open to providing interpretation and orientation outside of an enclosed building.
- Relocating the visitor center farther from the lake creates positive impacts on the natural resources.
- The park clearly understands that reducing the project costs will improve their chances of having the project funded at an earlier date.

Statistics

Asset	API	FCI
Colter Bay VC/Museum	90	In Planning, 0.38

Everglades National Park: Scenario #3

Replace existing West Gulf Coast visitor center at Everglades City

The existing visitor center at Everglades City was constructed in the 1960s. It serves approximately 100,000 visitors per year and supports a modest concessions operation. The building is constructed on wooden pilings, is accessed through a series of boardwalks and ramps, and has only received minimal improvements over the last 15 years. It is the operational and safety hub for the entire western half of the park. Visitor orientation, educational and safety information, search and rescue operations, backcountry water patrols, and backcountry permitting operations all occur at the site. A recent structural investigation revealed that 90% of the piers supporting the visitor center have deteriorated and have a life expectancy of less than seven years. In addition, the facility does not meet handicap accessibility guidelines; the electrical system does not meet code (the facility experienced over 40 days of power outages during the previous year); the existing building does not meet county or FEMA recommendations for hurricane surge; and the concessionaire would like to expand their operations.



The park and region have approved a PMIS statement for replacement of the existing facility that reflects Congressional direction to increase the size of the facility and promote it as a major destination facility. The project has been submitted for consideration in the NPS national construction program, but it has not scored well since nearly 50% of the proposed work is new construction to expand existing services. Since the PMIS statement was written several years ago, it does not address new requirements for meeting energy/sustainability mandates or accessibility requirements, and includes an increase of approximately 40% over the existing facility size. The national construction assessment team reviewed the PMIS proposal and gave the project a tentative priority. However, the national assessment team made the approval conditional on meeting new energy/sustainability and accessibility requirements and on reducing the square footage of the proposed building to comply with a "net zero" increase in square footage. Because of tight funding, the assessment team and region have advised that the construction budget cannot be increased to meet the new energy/sustainability or accessibility requirements. The park staff has been asked to meet in one week, at which time each division will prepare a series of alternatives aimed at keeping the project within available funds. Additionally, last week the



regional engineer was at the park and discovered that the existing sanitary disposal system no longer meets state code, and thus the project will need to include and pay for a new disposal system.

- Original PMIS estimated cost as approved by national assessment team: \$7,385,000.00
- Additional costs to meet minimum energy/sustainability requirements: \$489,000.00
- Additional costs to achieve “net zero” energy targets: \$280,000.00
- Additional costs to meet accessibility requirements: \$378,000.00
- Additional costs to build new sanitary waste disposal system: \$340,000.00
- The PMIS statement includes \$220,000.00 to support concessions expansion.
- The PMIS statement includes \$300,000.00 for new exhibits.
- Today's cost estimate to accomplish all work is \$9,392,000.00.
- The current/ongoing GMP calls for a major destination visitor center at the site, as noted in Congressional language.

In September 2011, a site visit was completed to define the project scope and restructure project costs. Below are general notes from that meeting:

- The PMIS square footage for the new building appears to be overstated: local staff indicates that a small expansion to existing square footage would meet their needs.
- The existing concessions operations could be relocated to waterfront property outside the park, and the concessionaire could operate with a special-use permit.
- Canoe tour boat conflicts currently exist inside the marina.
- Removing the concessionaire to a site outside the park could reduce park visitors at the NPS site by roughly 50%.
- Since the existing site is only one foot above high tide, climate change and potential sea rise issues are a major concern to the park.
- The maintenance facilities could be co-located with existing Big Cypress maintenance facilities located several miles away on higher ground.
- The NPS must continue search and rescue, as well as water-related maintenance operations, from this site.
- Canoe launches will continue from this site.
- The Director has requested a detailed study on all south Florida asset investments. It may be required that any visitor center reconstructed on the site be removable due to hurricanes or sea rise.

Statistics

Asset	API	FCI
West Gulf Coast VC	80	0.25

NPS Priority-Setting Process: Choosing by Advantages (CBA)

In determining its line-item construction program, the NPS uses a selection and ranking process that is based on the relative advantages and costs of each project in accomplishing Servicewide goals and objectives. This process is called Choosing by Advantage (CBA). In using the CBA process, the NPS asks itself “what and how large are the advantages of each project” proposed for consideration, “how important are the advantages of the projects,” and finally, “are those advantages worth their associated cost?”

The CBA priority-setting process begins by identifying a problem or a need in a park, which becomes a request for a line-item construction project. Projects are identified by park superintendents, reviewed by the regions, and submitted for review by an NPS assessment team. Projects then compete against each other in the CBA process, which evaluates all the projects relative to the following factors reflecting the NPS mission:

- Protect Cultural and Natural Resources
- Provide for Visitor Enjoyment
- Improve Efficiency of Park Operations
- Provide Cost-effective, Environmentally Responsible, and Otherwise Beneficial Development for the NPS

CBA does not “weight” factors in advance such that some factors are automatically more important than others. Rather, CBA focuses on the differences between alternatives and determines how important those advantages are. The process establishes a single scale that compares the importance or benefits of all the submitted line-item projects to the National Park System. The results reflect total benefits to the NPS, of the submitted projects, toward achieving the NPS mission. Cost is then introduced to the priority-setting process, establishing an importance-to-cost ratio. The resulting priorities represent those projects that provide the greatest benefit to the NPS for each dollar spent.

Prepared by: Sue Masica 2/24/99

Retrieved from: http://workflow.den.nps.gov/staging/10_PublicForms/va_forms.htm



Identify Alternatives

After reviewing your scenario, identify two possible alternatives that the park could take to resolve this issue.

Alternative 1:

Alternative 2:

Evaluate Alternatives

Once you identify alternative actions in response to your scenario, the alternatives must be evaluated to determine which one is the best option.

1. *Confirm evaluation criteria. Evaluation criteria in this category may include:*

- Cost effectiveness
- Mobility improvements
- Operating efficiency
- Environmental and cultural benefits and impacts
- Financial feasibility
- Consistency with existing plans, programs, policies, and guidelines
- Public acceptability

What are the key evaluation criteria for your scenario's alternatives?

2. *Develop funding strategies and cost estimates including preliminary financial plans.*

The financial viability of each of the identified alternatives must be established.

Consider the following:

Non-recurring costs

- Start-up capital
- Planning, design, and implementation

Recurring costs

- Operations and maintenance
- Vehicle replacement costs
- Supporting infrastructure costs
- Administrative costs
- Liability and insurance costs
- Utility costs



What are the non-recurring and recurring costs associated with each of your alternatives?

Alternative 1 Costs:

Alternative 2 Costs:

Funding strategies

Once costs are established, funding sources must be identified that will support the project. As an example, funds that typically support alternative transportation projects include the following:

Internal Funding Sources

- Federal Lands Highway Program – Category III, Alternative Transportation Program
- Line-Item Construction Program
- Park Base
- Fee Demonstration Program
- Other Appropriated Funds

External Funding Sources

- Transportation Enhancements
- Public Lands Discretionary
- National Scenic Byways
- Recreational Trails Program
- Congestion Mitigation and Air Quality Improvement Program
- State Transportation Funds
- Local and Private Funds

- Partnerships

What funding strategies might exist for each of your alternatives?

Alternative 1 Funding Strategies:

Alternative 2 Funding Strategies:

3. Evaluate alternatives against criteria and funding plans.

The criteria used to evaluate alternatives are tied directly to the goals and objectives of the project. While evaluating alternatives, it is critical to gain consensus from participants. Use a process to compare alternatives such as Choosing by Advantages, a Technical Findings Matrix, Evaluation Matrix, Planning Balance Sheet, or Trade-Off Analysis.



The Facility Manager Competencies and Lifelong Learning

Introduction to the Self-Assessment

In this section, you will be introduced to the self-assessment form and purpose. The self-assessment will be beneficial to you for many reasons, some of which are listed below:

- Self-assessment is used to identify skill levels and experience in the different facility manager competencies.
- Self-assessment is a first step in lifelong learning. Use this technique as a measure of current skills and abilities in order to identify training and education needs.
- Self-assessment also serves as a benchmark against which to measure your learning levels after a learning experience.

Tools in Developing Your Self-Assessment: Facility Manager Competencies

In order to complete your self-assessment, it is important to keep your immediate responsibilities and long-term goals in mind. You can draw on the Facility Manager Competencies to ensure that your assessment remains effective and relevant in terms of your career trajectory.

Remember:

- The Facility Manager Competencies are your main resource when completing the self-assessment.
- Use them to identify specific tasks within each competency to identify current skill level.

Closing the Loop: The Individual Development Plan (IDP)

Introduction

Once you have given some time and thought to your career goals and demands, you will be ready to take the self-assessment that pertains to your job. The IDP is a self-assessment process particularly suitable for the NPS worker who wants to evaluate his or her current capabilities and skills while also planning for the future.

Remember:

- The purpose of the self-assessment is to identify areas where you might need extra training.
- The IDP is used to create a learning plan based on these competency gaps and can be used for courses, e-courses, book critiques, developmental activities, and other learning opportunities.
- The IDP gives you the opportunity to establish objectives that support your needs and goals as well as a clear guide for working toward career goals.

Your Role

- Take charge of your own development and actively participate in identifying goals and planning how you will meet them.
- Honestly assess your existing skills and interests as well as the competencies needed to perform your current job and grow into a leadership position.
- Set goals and objectives that will benefit the NPS and enhance your own career.
- Evaluate your progress and keep your mentor and supervisor informed.



FMLP SELF-ASSESSMENT (SAMPLE)

Assess your skills in the facility manager competency areas and place a check mark in the box below your skill level. Use this information to select learning goals and opportunities in your individual development plan.

Beginning of Course Skill Level=B

Ending of Course Skill Level=E

I. Asset Management

	No Skill			Conceptual			Experienced			Expert			Can Teach Others		
A. Planning and Procedures							B		E						
B. Property and Structure Ownership							B	E							
C. Lifecycle Management							B		E						
D. Inventory and Condition Assessment													BE		

II. Operations and Maintenance

	No Skill			Conceptual			Experienced			Expert			Can Teach Others		
A. Service Scheduling, Performance, and Tracking								BE							
B. Facility Management Software											B		E		
C. Health, Safety, and Environmental Factors								BE							
D. Emergency Preparedness							BE								

III. Project Management

	No Skill			Conceptual			Experienced			Expert			Can Teach Others		
A. Project Management								BE							
B. Programming and Design						B	E								
C. Construction and Relocations						B	E								



IV. Resource Stewardship

	No Skill			Conceptual			Experienced			Expert			Can Teach Others		
A. Cultural Resources						B		E							
B. Natural Resources							B	E							
C. Environmental Stewardship							B	E							

V. Business Management

	No Skill			Conceptual			Experienced			Expert			Can Teach Others		
A. Plan and Organize the Facility Function							BE								
B. Budget and Finance							BE								
C. Assessment and Innovation						B	E								
D. Human Resource Management							B	E							
E. Technology								BE							

VI. Supervision and Leadership

	No Skill			Conceptual			Experienced			Expert			Can Teach Others		
FUN 1. Interpersonal Skills							B	E							
FUN 2. Oral Communication							B	E							
FUN 3. Integrity and Honesty							B	E							
FUN 4. Written Communication							B	E							
FUN 5. Continual Learning						B	E								
FUN 6. Public Service Motivation						B		E							
A. Leading Change							B	E							
B. Leading People							B	E							
C. Results Driven							BE								
D. Business Acumen						B	E								

E. Building Coalitions and Communications						B		E							
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Academic Writing Structure

Consider the case of the SEOT East Campground Beach Facility. Write a claim (a focused statement of argument) about the lifecycle management of the beach facility. You should then write three statements that prove that thesis (Support 1, 2, and 3) and the evidence for that support. For this exercise, only the thesis needs to be a complete sentence.

Claim:

Support 1

- Evidence 1:
- Evidence 2:
- Evidence 3:

Support 2

- Evidence 1:
- Evidence 2:
- Evidence 3:

Support 3

- Evidence 1:
- Evidence 2:
- Evidence 3:

Why Do We Cite?

Which of the following statements would you be most likely to believe? Why?

1. A recent survey indicated that people prefer PCs to Macintosh computers.
2. A survey of 1,000,000 Americans performed by Conglom Product Research last month indicated that 60% of respondents prefer PCs to Macintosh computers.
3. People prefer PCs to Macintosh computers.

Purposes of Citation

1.

2.

Plagiarism

Read over the following situations and decide if these actions constitute plagiarism if you do not cite a source. Place your answers in the **Before** column.

Is It Plagiarism...?	Before Yes/No	After Yes/No
1. If you write down someone else's exact words or a unique phrase?		
2. If you paraphrase someone else's words?		
3. If you write down someone else's ideas?		
4. If you make your own version of a diagram, illustration, or chart based on someone else's?		
5. If you write about historical events?		
6. If you copy a movie summary from Wikipedia?		
7. If you write down generally accepted facts?		

Now, read "To Cite or Not to Cite Is NOT a Question" to check your answers. Place the correct answer in the **After** column.



To Cite or Not to Cite Is NOT a Question

If you take someone else's words or ideas and present them as your own, either intentionally or unintentionally, you are committing **plagiarism**.

The key to avoiding plagiarism is to make sure you give credit where it is due. This may be credit for something somebody said, wrote, emailed, drew, or implied. Because there are specific guidelines for how to cite set forth by the American Psychological Association (APA) and the University of Chicago (among other organizations), it is easy to get wrapped up in the nuts and bolts of having a period or comma in the right place and lose sight of the purpose of what you are doing. Here, then, is **a brief list of what needs to be credited or documented**:

- Words or ideas presented in a magazine, book, newspaper, song, TV program, movie, webpage, computer program, letter, advertisement, or any other medium.
- Information you gain through interviewing or conversing with another person, face-to-face, over the phone, or in writing.
- When you copy the exact words or a unique phrase from a text or other source.
- When you reprint any diagrams, illustrations, charts, pictures, or other visual materials.
- When you reuse or repost any electronically available media, including images, audio, video, or other media.

Bottom line: document any words, ideas, or other productions that originate somewhere outside of you.

There are, of course, certain things that do not need documentation or credit, including the following:

- Writing your own lived experiences, your own observations and insights, your own thoughts, and your own conclusions about a subject.
- When you are writing up your own results obtained through lab or field experiments.
- When you use your own artwork, digital photographs, video, audio, etc.
- When you are using "common knowledge" like folklore, common sense observations, myths, urban legends, and historical events (but **not** historical documents).
- When you are using generally accepted facts, e.g., pollution is bad for the environment, including facts that are accepted within particular discourse communities, e.g., in the field of writing, "writing is a process" is a generally accepted fact.

Deciding If Something Is "Common Knowledge"

Generally speaking, you can regard something as common knowledge if you find the same information undocumented in at least five credible sources. Additionally, it might be common knowledge if you think the information you're presenting is something your

readers will already know, or something that a person could easily find in general reference sources. But when in doubt, cite; if the citation turns out to be unnecessary, your instructor will tell you.

The above text has been adapted from: <http://owl.english.purdue.edu/owl/resource/589/02/>

Citation in Action

Read over each of the following passages and determine on your own or as a class whether or not it uses citations accurately. If it doesn't, what would you do to improve the passage so it's properly cited?

1. Last summer, my family and I traveled to Chicago, which was quite different from the rural area I grew up in. We saw the dinosaur Sue at The Field Museum, and ate pizza at Gino's East.
2. Americans want to create a more perfect union; they also want to establish justice, ensure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty for everybody.
3. I find it ridiculous that 57% of high school students think their teachers assign too much homework.
4. My friend Kara told me that she loves living so close to the ocean.
5. Americans are guaranteed the right to freely gather for peaceful meetings.

Numbers 6, 7, and 8 all refer to the following passage from Martin Luther King's "Letter from the Birmingham Jail":

You deplore the demonstrations taking place in Birmingham. But your statement, I am sorry to say, fails to express a similar concern for the conditions that brought about the demonstrations. I am sure that none of you would want to rest content with the superficial kind of social analysis that deals merely with effects and does not grapple with underlying causes. It is unfortunate that demonstrations are taking place in Birmingham, but it is even more unfortunate that the city's white power structure left the Negro community with no alternative.

6. Martin Luther King was certain that nobody would want to be contented with a surface type of social analysis that concerns itself only with effects and doesn't deal with root causes.
7. Martin Luther King wrote that the city of Birmingham's "white power structure" left African-Americans there "no alternative" but to demonstrate ("Letter from the Birmingham Jail" para. 5).
8. In "Letter from the Birmingham Jail," King writes to fellow clergy saying that although they "deplore the demonstrations taking place in Birmingham, your statement fails to express a similar concern for the conditions that brought about the demonstrations."

This exercise has been adapted from: <http://owl.english.purdue.edu/owl/resource/589/04/>



Understanding the Leadership Role of Facility Management in the NPS

The only valid test of a leader is his or her ability to bring people together to achieve sustainable notable results over time. There's no such thing as the 'One-Minute Leader' because real leadership requires years of development and hard work.

–Bill George

If your actions inspire others to dream more, do more, and become more, you are a leader.

–John Quincy Adams

The leaders who work effectively, it seems to me, never say "I." And that's not because they have trained themselves not to say "I." They don't think "I." They think "we"; they think "team." They understand their job to be to make the team function. They accept responsibility and don't sidestep it, but "we" gets the credit. This is what creates trust, what enables you to get the task done.

–Peter F. Drucker

I start with the premise that the function of leadership is to produce more leaders, not more followers.

–Ralph Nader

Leaders aren't born made. And they are made just like anything else, through hard work. And that's the price we'll have to pay to achieve that goal, or any goal.

–Vince Lombardi



Exercise**TEAM ACTIVITY OBSERVATION SHEET**

Item	Observations
Time group started	
Time group ended	
Observed approaches	
Observed leading and/or following behaviors	
Behaviors that increased success	
Behaviors that decreased success	
Any additional comments	



A Starting Place for the FMLP Journey: Systems Thinking, Models, and Understanding Leadership

An Introduction

The Facility Manager Leaders Program (FMLP) is an important succession management and development tool for the discipline of facility management in the National Park Service (NPS). The FMLP is about asset management and lifecycle business practices as well as about leading people, groups, teams, organizations, and communities—not merely managing them. The purpose of the leadership component in the FMLP is to provide each of the students with an understanding of leadership, how it best “fits” them, how their role as a leader is pervasive, and how they can help develop leadership capabilities in individuals within their organization.

Three Transformational Ideas

Rooted in the FMLP are three transformational ideas that each FMLP student (and possibly mentor) should be able to grasp and utilize in their profession.

1. Being the best at whatever we do as an organization requires exceptional leadership throughout the organization.
2. Exceptional leadership is difficult to define, hard to recruit with a high degree of accuracy, and unusually rare.
3. Being a leader starts with a careful mastery of three frameworks: (1) a personal leadership framework, (2) a framework for leading work groups and teams (others), and (3) a framework for leading systems.

The yearlong FMLP program takes each student through a series of studies, experiences, assignments, and requirements that introduce them to the three leadership frameworks.

Leadership Journey

Often the metaphor of a journey is used to describe the leadership program in FMLP. Within this journey, the FMLP students have the opportunity to master various frameworks and focus on competency development in a relatively safe environment. Specifically, the FMLP program focuses on three leadership frameworks that students must master, culminating in an experiential learning event at the end of FMLP.

Leadership Journey I: Personal Framework

FMLP starts with a focus on the leader’s personal world view, how interactions with followers help to define a leader’s framework, and the components of a personal leadership framework. A simple but dynamic process of three spheres intersecting in order to form some equilibrium is one way to view and cope with the major issues of understanding a personal leadership framework. Similarly, FMLP gives students the opportunity to explore and build a personal leadership framework that manages the complicated and complex leadership role they are entering; it is intended to serve as a map to guide their journey.

The personal leadership framework is focused on complicated and complex systems that drive each individual’s world view. While many daily issues and challenges can be

handled by rote, by doing what we've done in the past, by using methods that cope with complexity and chaos, or simply by marking time, there is a different choice. The issues and challenges of the day can be viewed as opportunities for change and growth, for innovation, for finding ways to bring real change to others, to a unit or organization, and to society. Intentionally (or deliberately) considering the situation, the leadership framework, the influences, and strategic choices to be made, can create a leadership opening. This is the choice that FMLP students are asked to see at this point in the FMLP Leadership Journey.

FMLP Leadership Journey II: Leading Groups and Teams

Mastering the ability to lead others, through your strengths and the strengths of others, is critical. FMLP students are given the opportunity to understand who they are, what they are best at, what others are best at, and how to use these strengths to design a living system of individuals with different frameworks, values, characters, and competencies—and thus create an organization that excels.

Learning to lead others requires FMLP students to build on their personal leadership framework by focusing on complicated and complex factors that drive each follower's world view. FMLP students will use a Strengths-Based Leadership (SBL) assessment as a first step, along with an understanding of follower needs, work group functions, and teams. This area of learning helps to define what others need/want, what SBL means to you, how interactions with followers drive leadership effectiveness, and how it fits into a leadership framework as an important step in the leadership journey.

Leading others is what is expected of leaders. Yet, history shows that sometimes leaders lose their way, lose followers, and sometimes fail. We must remember that if no one is following us, whom are we leading? Gandhi once said, "There go my people, I am their leader. I must follow them." Shouldn't other leaders consider their followers, too?

Learning about followers is similar to learning about ourselves: followers have motives, personalities, strengths, and aspirations. This segment of the Leadership Journey will be about expanding our leadership framework to include others, groups, and teams.

Leadership Journey III: Leading and Understanding the Organization

Leading oneself is the first task of mastering leadership. Through understanding and intentional, deliberate problem-solving, a personal framework and framework for followers can build leadership capacity. Yet FMLP students live and work in systems—large social systems, small organizations, large organizations, etc.—that all have similar components to deal with complexity. The organizational architecture to deal with complexity can create inflexible and often difficult contexts in which leaders must work. Yet leaders are often given the unique opportunity to influence and design (i.e., lead) an organization that distinguishes how system components can be used to better meet the leader's and follower's shared vision. A leader must recognize and utilize the rare moment when leader, follower, and situation align in a way that fosters positive change. This focus in leading the organization requires mastery of power, culture, strategy, and change within the organization's architecture. This is truly where FMLP students, as leaders, will be able to inspire, motivate, and align.



“Leaders who appreciate organizations as living systems approach design work differently. They realize that they can create organizational artifacts like new symbols, metrics, formal roles and processes, intranet Web sites, or innovative meetings—but it is what happens when people use the artifacts or processes or participate in the meeting that matters.”

Senge, P. *The Fifth Discipline*, p. 321



Figure 1: Systems Leadership Framework Factors

Systems Thinking and Our World View

Leadership is a relatively new field of academic study. The formal study of leadership is generally agreed to have started around the time of the industrial revolution and has created a plethora of theories, studies, papers, and books. Visiting a local bookstore will clearly demonstrate just how many leadership approaches one can choose from!

The 21st century is a time of continual change. The interconnected nature of people, the environment, the economy, and other factors is in dynamic equilibrium at most times. Yet the rate of change and the availability of resources make this era difficult to lead. It leads to profound questions for individuals and organizations about purpose,

meaning, and mission, especially for those who are in the public realm where there are many stakeholders.

The end result is a dynamic interaction between these many factors that creates complexity that is best solved through a personal framework, which may best be called a world view.

Our World View

As individuals each of us develops a world view that helps us frame how we see and interact with the dynamic issues we face daily. A world view may help us determine how we find purpose, how we cope with rapid change, how we see complicated issues (not complex; they are different) like climate change, loss of biodiversity, sequestration, or how others feel about these and other issues. Our world view helps as a filter and framework to deal with complexity.

Understanding that our world view is both complex (relatively simple with three or four variables that are unpredictable like human factors and can lead to chaos) and complicated (a problem that can be addressed with a reductionist or highly engineered management system like a car) is germane to leadership in the 21st century. Since our world view is complex and complicated, prone to messy, immediately unsolvable problems, we build a framework to help manage the complicated and cope with the complex. This framework, which is our world view, is composed of three or so parts as shown below.



Figure 2: A World View Framework

The simple framework above depicts how a world view dynamically influences leaders, their personalities, beliefs, attitudes, and values. These personal factors in turn influence how the individual leads others and organizations. But our world views are also constantly changing and affected by factors like our culture, the culture of others, and our experiences. So, in fact, each leader has choices in what influences are used to filter a world view as shown on the next page.



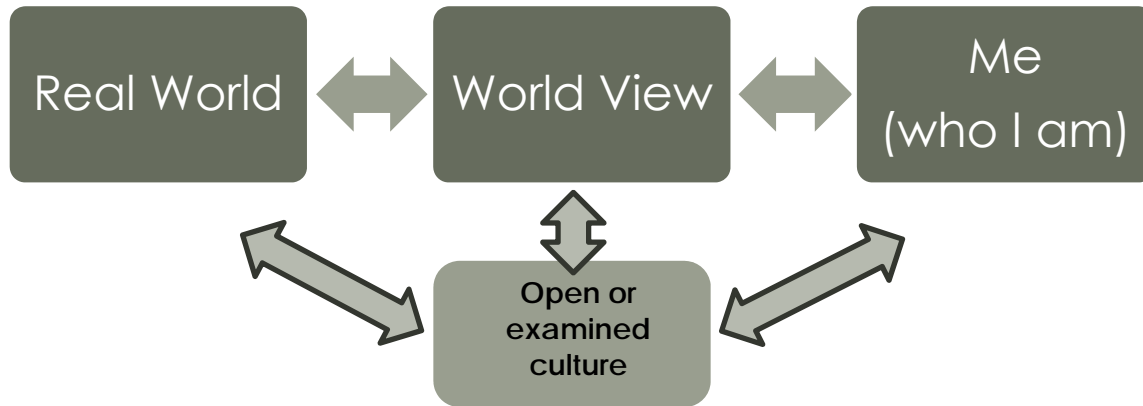


Figure 3: The Effects of Culture on World View

Good leaders generally exhibit a problem-solving, open-culture approach to their world view (often referred to as mindfulness) that allows them to better anticipate change, dialogue with followers, and create a shared world view with followers. This act is often characterized by breaking problems into component issues, exploring relationships, looking for patterns of behavior, and identifying processes, structures, and functions. It relies on tools like concept maps, 3 x 3 grids, plus/minus analysis, and other tools.. It is often this more intentional, deliberate process that sets great leaders apart from good leaders.

Systems Thinking Approach

The world view of leaders is in reality a filtering, reductionist framework for solving the complex and complicated matters involving values, ethics, followers, and systems. One highly regarded framework is discussed in *The Fifth Discipline*, a seminal leadership book by Peter Senge. Senge outlines factors used in a systems approach to leading organizations:

1. "Personal mastery is a discipline of continually clarifying and deepening our personal vision, of focusing our energies, of developing patience, and of seeing reality objectively." (p. 7)
2. "Mental models are deeply ingrained assumptions, generalizations, or even pictures or images that influence how we understand the world and how we take action." (p. 8)
3. "Building shared vision is a practice of unearthing shared pictures of the future that foster genuine commitment and enrollment rather than compliance." (p. 9)
4. "Team learning starts with dialogue, the capacity of members of a team to suspend assumptions and enter into genuine thinking together." (p. 10)
5. Systems thinking is the Fifth Discipline that integrates the other four and includes concepts about the new role of leaders in learning organizations as designers, stewards, and teachers.

The Leadership Challenge

Leadership and management are among the most common terms for the administration of organizations, including park and public land agencies. Often, they are used interchangeably to denote the process of administering a park, public lands, or a recreation department or operation. Yet these two terms represent different, and sometimes exclusive, processes in administration of an organization.

The resulting confusion often times leads to a reliance on management controls such as planning, budgeting, staffing, and monitoring. In fact, experts in the field of leadership have indicated that “most organizations are over-managed and under-led.” How then, in a myriad of complex, politicized decisions and operations, can a park and recreation professional understand the fine line between leading and managing?

In their book, *The Leadership Challenge* (2007), Kouzes and Posner argue that it is effective leadership, not management, which gets “extraordinary things done in organizations. It is about the practices leaders use to turn challenging opportunities into remarkable successes.”

Presentation Purpose

The Leadership Challenge is one leadership framework, among literally thousands to choose from, that attempts to make sense of leadership. It is a reductionist approach that takes the complex and complicated issue of leading followers and systems and boils it down to five leadership practices with two leadership commitments for each practice. It is a valuable perspective that can be used to steer through leadership challenges such as leading a new unit, bringing change to organizations, or others. Yet it may not solve all, be all, or actually meet all of a leader's needs when the “leadership moment” arises.

The purpose of this presentation is to provide an understanding of leadership and management competencies, how they interact with each other, and how to determine which techniques work best in certain situations, as well as to explore alternatives to the standards, stability, and control of management. This presentation suggests that leadership is about bringing forth the best from ourselves and others regardless of organization limitations. A model for determining the appropriate toolbox to use is provided in this leadership development training session, with the ultimate goal of contributing to your personal and professional success.



An Overview: Defining Leadership

Leadership begins where management ends, where the systems of rewards and punishments, control and scrutiny, give way to innovation, individual character, and the courage of convictions. Your challenge is to lead your staff to get extraordinary things done. This requires inspiring and motivating your staff toward a common purpose and building a cohesive and spirited team.

-David and Roger Johnson

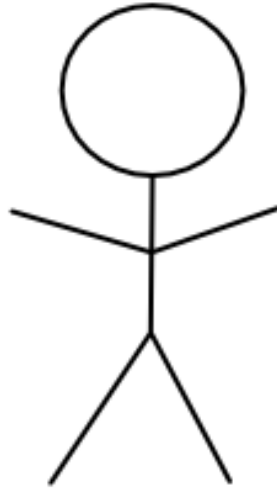
Leadership is a reciprocal relationship between those who choose to lead, and those who decide to follow.

-Kouzes & Posner

Leadership is an influence relationship among leaders and followers who intend real changes and outcomes that reflect their shared purposes.

-Daft

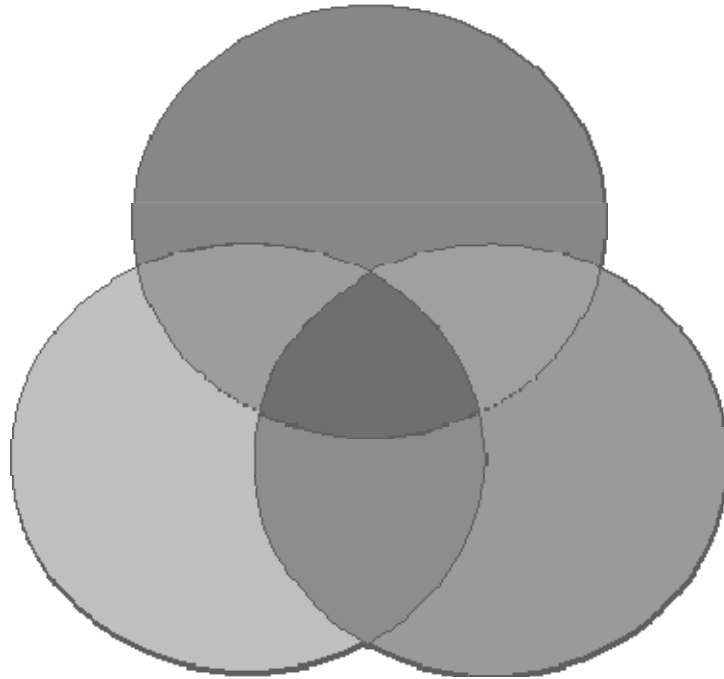
How do we define leadership in its simplest form? What traits, abilities, and innate skills do leaders possess? In short, what is the anatomy of a leader?



Why is leadership such a crucial issue in our organizations, communities, and culture at this time?



Leadership includes, at its simplest level, four components. These four components are a leader, followers, a situation, and an environment (contingency approach).



What is it that leaders do?

Leadership is interpreted many different ways, culturally and individually. In movies it is portrayed in various ways that are sometimes easy to see, and often difficult to observe. It also occurs in nature, as shown in some documentaries.

The largest business section in a bookstore almost always relates to leadership. If the concept of leadership is that important to organizations, it should be easy to define, understand, and duplicate. However, researchers and experts in leadership can tell you that observing leadership, defining leadership, and training others to lead are extremely difficult. A review of some of these observations and facts will help us define leadership.

Who are followers and what do they want in a leader?

Since leadership is difficult to define, perhaps a review of what followers want in their leaders will help us determine what leadership is and is not.

What you think followers want	What research has found
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.



The Components of Lincoln's Approach to Leadership: One Framework

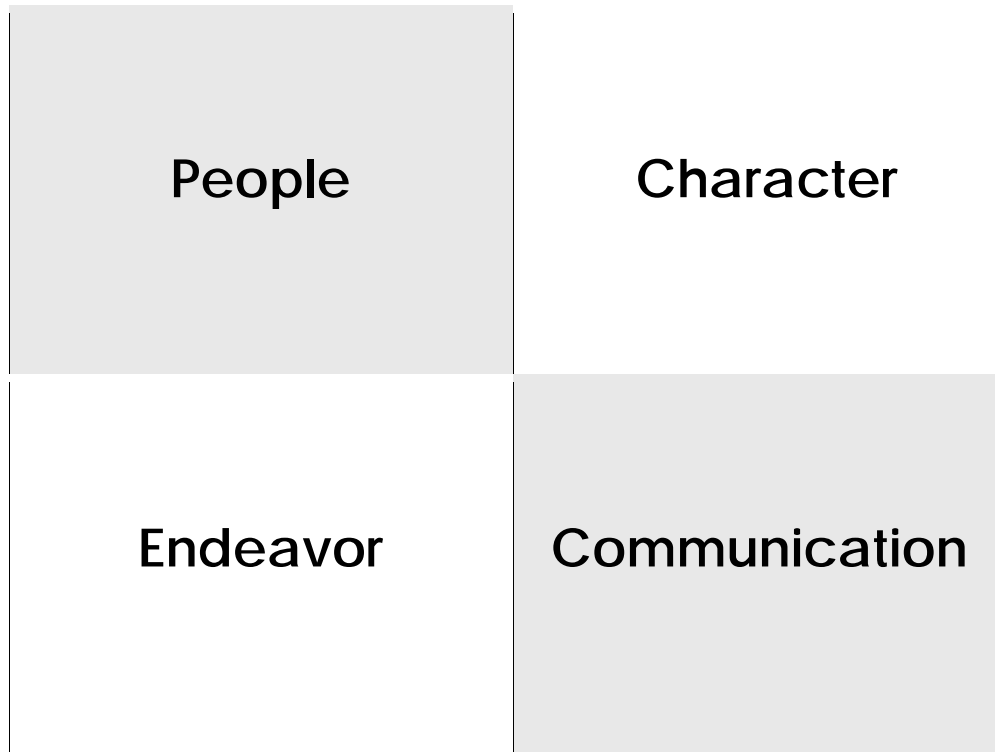


Figure 4: The Components of Lincoln's Approach

Leadership and management differ, yet both are required for an organization. The components of management are basically defined through general areas involving organizational structure, budget, policy, and procedure. The different purposes of management and leadership naturally lead to differences between the components of leadership and management. The components of leadership are not the same as those of management. Instead, the components of leadership are outlined by four general areas.

The components are the “tools” an individual possesses to lead an organization. Each component consists of some basic skill or quality that is helpful to leaders. Each of the component areas is rooted in either an internal or external focus, with those in gray squares externally focused and those in white squares internally focused. The components' importance and basic qualities are outlined in the following table.

Further definition of the components of leadership, why they are important, and what skills, abilities, and knowledge (competencies) they represent are given on later pages.

Component	Importance	Qualities	Example
Character	Character is central to genuine leadership	honesty, integrity, magnanimous, courageous, master the paradox of leadership	
People	Leadership is dependent upon followers and supporters	circulate among the staff, build alliances and persuade rather than coerce	
Endeavor	Encouraging strenuous effort and risk taking is the responsibility of leaders	be decisive, lead by being led, set goals, be results oriented, choose subordinates who crave responsibility and take risks, encourage innovation	
Communication	Influence of followers is accomplished through communication	master public speaking, influence people through conversation and storytelling, preach and reaffirm your vision	

Figure 5: Defining the Components of Lincoln's Approach

Only 10 days before Abraham Lincoln took the oath of office in 1861, the Confederate States of America seceded from the Union. To make matters worse, Lincoln, who was elected by a minority of the popular vote, was viewed by his own advisors as nothing more than a gawky, second-rate country lawyer with no leadership experience.

Such was the situation for a man who'd never before held an executive leadership position; who had been only a one-term national congressman; who had no military experience to speak of... Few people at the time could have known, however, that he possessed all the leadership qualities and abilities necessary to save the Union. And virtually no one would have been able to predict the unparalleled strength of his leadership—that he would seize upon the very circumstances at hand, created by the crises of confusion, urgency, and desperation, to exercise the full power of his office, and to create new limits of authority and leadership for the presidency.

Excerpt from *Lincoln on Leadership*, 1992



Leadership and Management

What Do Managers Do?

Management is about coping with complexity through practices and procedures that are necessary in large organizations. Management ensures that order and consistency are maintained in the organization. While leadership is important to organizations, the challenge is to combine strong leadership with strong management and use each to balance the other. Without good management, complex organizations become chaotic. These organizations begin to break down and perhaps become self-destructive in their actions. While leadership is about change, management is about stability and control for the organization.

Management Functions	
Planning and Budgeting	Deductive process designed to produce orderly results by setting targets for the future, establishing detailed steps for achieving those targets, and allocating resources to accomplish the plans
Organizing and Staffing	Creative process of establishing an organizational structure, setting jobs for accomplishing plans, staffing the jobs, communicating the plan and delegating responsibility for accomplishing the plan, and devising systems to monitor implementation
Controlling and Problem-Solving	Monitoring results versus the plan in detail, identifying deviations and then planning and organizing to solve the problems associated with the deviations identified

How specifically, then, does management relate to leadership of the organization? There are three basic tasks that shape leadership and management of an organization: deciding what needs to be done, developing networks of people and relationships to accomplish the agenda, and ensuring that people actually get the job done. These three tasks are accomplished both by leadership and management but in different ways.

Leadership Functions	
Setting a Direction	Developing a vision for the future along with strategies for producing change needed to achieve the vision
Aligning People	Communicating and challenging people to understand the vision so clear direction is established throughout, resulting in empowered employees
Motivating and Inspiring	Keeping people moving in the right direction, despite resistance to change, by appealing to untapped needs, values, and emotions in order to promote leadership throughout the organization



The conflict inherent between management and leadership creates a dilemma for those in charge of organizations. Which tasks to do first and which to do at all? In addition, other differences are inherent in the tasks facing a leader vs. a manager. Some of these include long term vs. short term, creativity vs. discipline, trust vs. change, bureaucracy busting vs. economies of scale, people vs. productivity, and others. These dilemmas are difficult to deal with but generally form a single, central dilemma; they form the two sides of the same proverbial coin. These dilemmas, and the actions required to confront the issues that arise from them, are often best defined by the situation (situational leadership) and the tools in the leader/manager tool kit.

The Science and Art of Leadership

The study of leadership is a large, far-reaching, and diverse discipline that includes all professions and all organizational settings. Military, corporate, and government organizations set up systems for training, education, experiences, and evaluating leadership skills and abilities in their organization. Millions of dollars are spent annually on the development of leaders, with mixed results. Research into leadership definitions, components, effectiveness, and development also totals millions of dollars annually. Yet defining leadership is, to an extent, like defining beauty: it's hard to describe, but you know it when you see it (adapted from Benis).

The complexity of leadership means that the study of leadership (science) and becoming an effective leader often take a lifetime of self-analysis, trial, error, and risk (art). Neither one approach, nor one training program, has all the answers. Research continually points out that learning what leadership is, how it is defined, how it works in various organizations, and what effective leaders carry out is feasible.

The result of this experience in leadership training, education, and research is that not everyone can be a "perfect" leader, but everyone can improve their leadership abilities. Clearly, then, the objective of the study and practice of leadership as a discipline is to improve one's leadership performance.



Concept Study: Situational Leadership

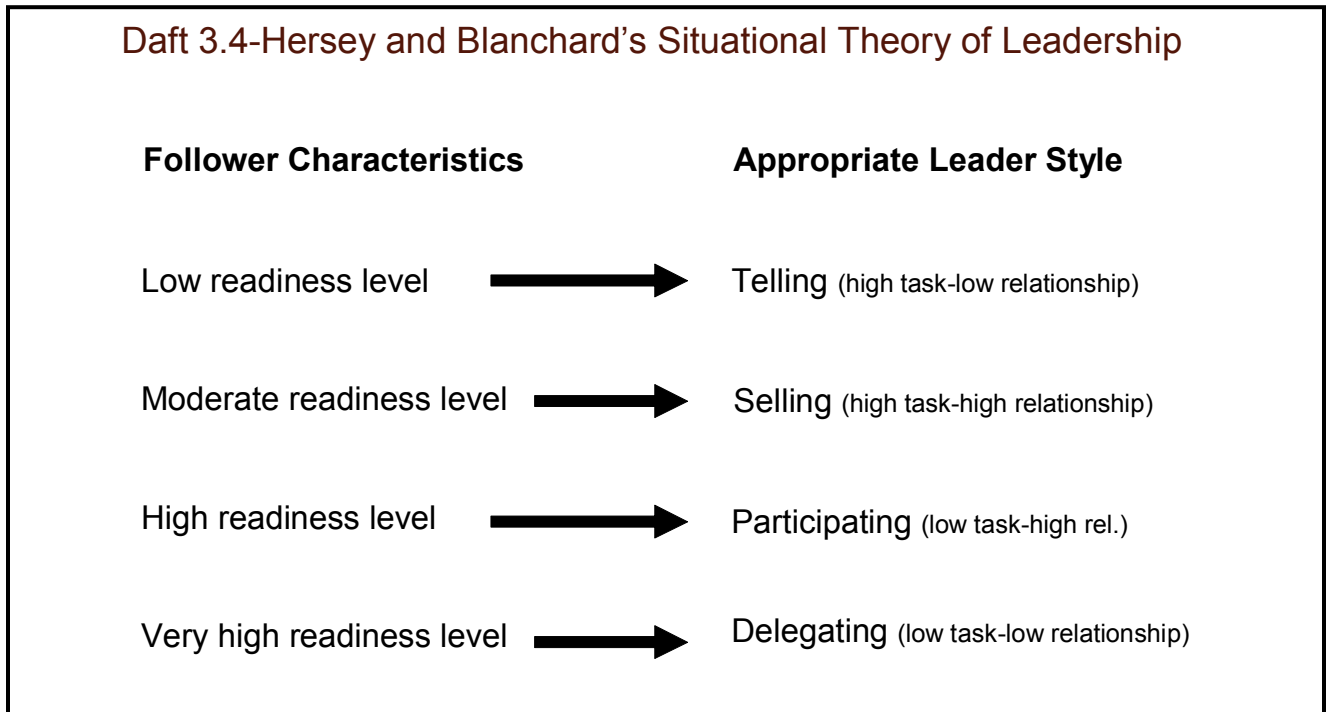


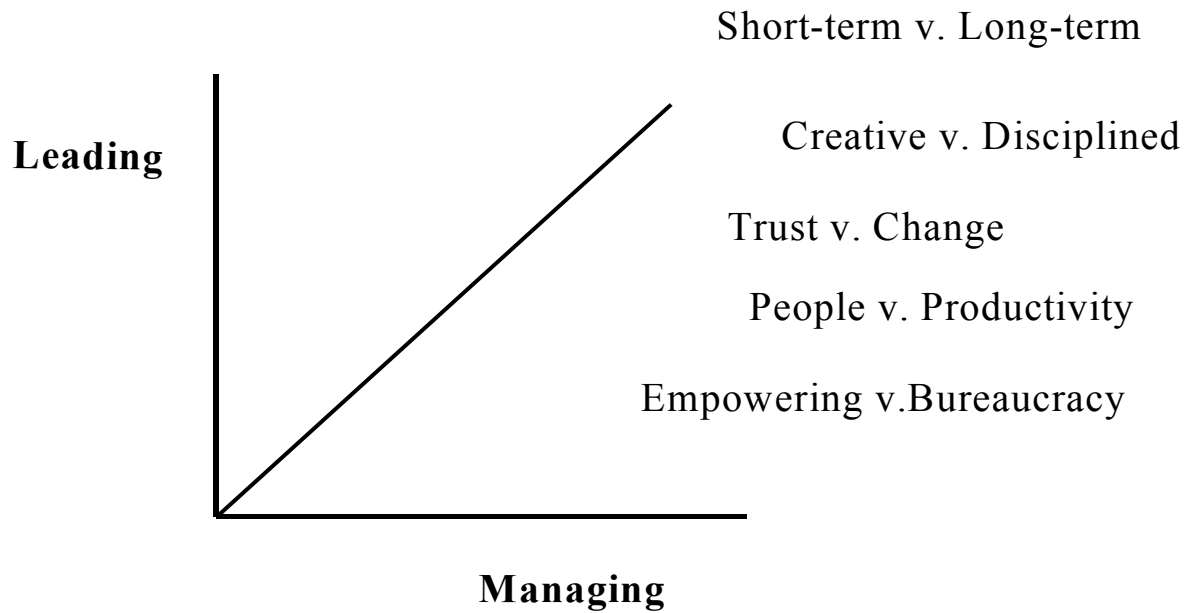
Figure 6: Situational Theory of Leadership

Reflection on Situational Leadership

In facility operations and maintenance, do I use different leadership styles depending upon follower characteristics, and, if so, what are some examples?

Does my supervisor use situational leadership in dealing with me or my peers and, if so, what are some examples?

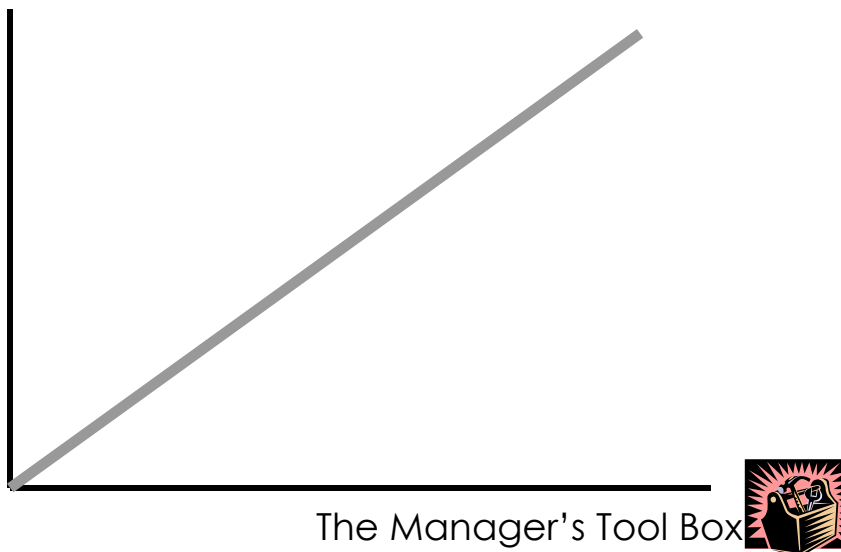
Situational Use of Leadership and Management Competencies



It has been said frequently that most organizations in America are “over-managed and under-led.” The dilemma facing individuals in leader/manager roles is determining when it is best to lead and when it is best to manage. The situation, the personal strengths of the individual, and the tools that can be used determine this decision .



The Leader's Tool Box



Concept Study: Reviewing Manager and Leader Differences

	Management	Leadership
Direction	Planning and budgeting Keeping eye on bottom line	Creating vision and strategy Keeping eye on horizon
Alignment	Organizing and staffing Directing and controlling Creating boundaries	Creating shared culture and values Helping others grow Reducing boundaries
Relationships	Focusing on objects – producing/selling goods and services Based on position power Acting as boss	Focusing on people – inspiring and motivating followers Based on personal power Acting as coach, facilitator, servant
Personal Qualities	Emotional distance Expert mind Talking Conformity Insight into organization	Emotional connections (Heart) Open mind (Mindfulness) Listening (Communication) Nonconformity (Courage) Insight into self (Character)
Outcomes	Maintains stability; creates culture of efficiency	Creates change and a culture of integrity

Reflection on Manager and Leader Differences

In facility operations and maintenance, what are some considerations that arise when a leadership opportunity exists? What is one example of these opportunities?

Do the roles and functions of leaders and managers compete with each other? How do you know when to lead or, conversely, when to manage?



One Leadership Framework

The Building Blocks of The Leadership Challenge

The building blocks of *The Leadership Challenge* consist of five practices, each with two commitments that a leader must make. The following outlines the practices and commitments from Kouzes and Posner's book.

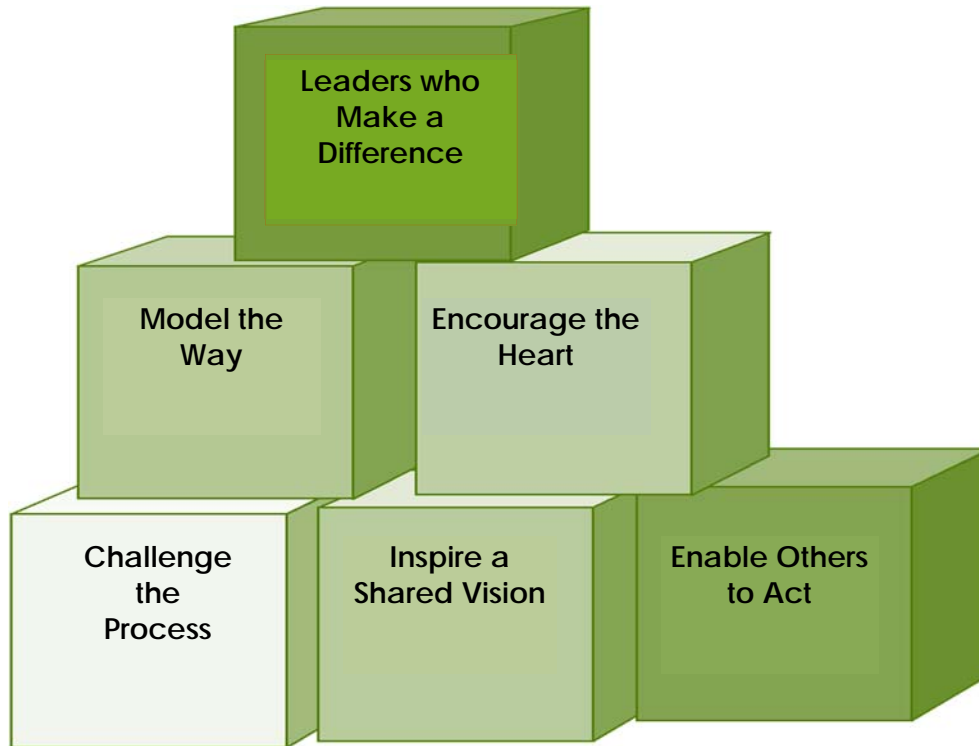


Figure 8: The Building Blocks of *The Leadership Challenge*

Practice 1: Challenging the Process

Challenge is the opportunity for greatness. People do their best when there's a chance to change the ways things are. Maintaining the status quo breeds mediocrity. Leaders seek and accept challenging opportunities to test their abilities.

Challenging the process is a practice consisting of two commitments.

- Commitment Number 1: Search Out Challenging Opportunities to Change, Grow, Innovate, and Improve
- Commitment Number 2: Experiment, Take Risks, and Learn from the Accompanying Mistakes

Reflection/Examples:

Practice 2: Inspiring a Shared Vision

There is no freeway to the future. No paved highway from here to tomorrow. There is only wilderness, only uncertain terrain. There are no road maps, no signposts; pioneering leaders rely upon a compass and a dream. Leaders look forward to the future. They hold in their minds an ideal of what can be.

Inspiring a shared vision is a practice consisting of two commitments.

- *Commitment Number 3: Envision an Uplifting and Ennobling Future*
- *Commitment Number 4: Enlist Others in a Common Vision by Appealing to Their Values, Interests, Hopes, and Dreams*

Reflection/Examples:



Practice 3: Enabling Others to Act

Leaders know that they cannot do it alone. It takes partners to get extraordinary things done in organizations. Leaders build teams with spirit and cohesion, teams that feel like family. They actively involve others in planning and give them discretion to make their own decisions. Leaders make others feel like owners, not hired hands.

Enabling others is a practice composed of two commitments.

- Commitment Number 5: Foster Collaboration by Promoting Cooperative Goals and Building Trust
- Commitment Number 6: Strengthen People by Sharing Information and Power and Increasing Their Discretion and Visibility

Reflection/Examples:

Practice 4: Modeling the Way

A leader needs a philosophy, a set of high standards by which the organization is measured, a set of values about how employees, colleagues, and customers ought to be treated, a set of principles that make the organization unique and distinctive. Words and plans are not enough. Leaders stand up for their beliefs. They practice what they preach.

Modeling the way is a practice composed of two commitments.

- Commitment Number 7: Set the Example for Others by Behaving in Ways That Are Consistent with Your Stated Values
- Commitment Number 8: Plan Small Ways to Promote Consistent Progress and Build Commitment

Reflection/Examples:

Practice 5: Encouraging the Heart

Getting extraordinary things done in organizations is hard work. The climb to the summit is arduous and steep. Leaders encourage others to continue the quest. They inspire others with courage and hope. Leaders give heart by visibly recognizing people's contributions to the common vision.

Encouraging the heart is a practice consisting of two commitments.

- Commitment Number 9: Recognize Individual Contributions to the Success of Every Project
- Commitment Number 10: Celebrate Team Accomplishments Regularly

Reflection/Examples:

Becoming a Leader Who Cares and Makes a Difference

By following the leadership practices as found in *The Leadership Challenge*, individuals are often found to have a higher degree of personal credibility, to be more effective in meeting job-related demands, to be more successful in representing their units to upper management, and to have higher-performing teams. For each individual who aspires to be a leader, the question becomes this: why would you not want to embrace leadership practices and commitments?

Steps to Becoming a Leader Who Cares and Makes a Difference

No. 1: Believe that you can lead.

No. 2: Give yourself the opportunity to lead. Experience, trial and error if you will, is by far the most important opportunity to learn leadership.

No. 3: Seek out guidance from other people who have leadership experience. Ask a leader you admire if you can interview him or her.

No. 4: Seek training and education opportunities to augment leadership development by experience or through other people. While "learning by doing" seems to be the most effective way to learn leadership, education and training can improve your chances for success.

No. 5: View leadership development as self-development.

Practicing Exemplary Leadership

What does practicing exemplary leadership mean? Why is it important and why should one choose this option?

- Learning to lead
- Leadership is not a fad
- Leadership matters
- People matter
- Challenges matter

Wanting to lead and believing that you can lead are only the departure points on the path to leadership. Leadership is an art, a performing art. And in the art of leadership, the artist's instrument is the self. The mastery of the art of leadership comes with the mastery of the self. Ultimately, leadership development is the process of self-development.

- Kouzes and Posner

Leadership Learned Through Experience

An experiential approach is often used as a method to promote leadership learning, and it will be a feature of the FMLP course of study. Throughout the many courses, activities, details, and requirements of the course, FMLP students will be exposed to leadership experiences that will vary in diversity and effectiveness, as well as be placed in situations where they will have to lead effectively. One tool that is frequently used in experiential learning is the development of a "personal best" statement.

In the FMLP, then, you will be asked to reflect on your experiences and answer this question: what did you do during an activity, event, or detail that you consider your leadership personal best? This process, the techniques and approach you used, the members of the team that may have helped you, problems and "road bumps" along the way, and other information will be important features of your report. Guidelines for your completion of the report will be provided later in the year.

As with this section of the Principles of Asset Management course, you will be asked to use Kouzes and Posner's five (5) leadership challenge practices:

- Model the Way
- Inspire a Shared Vision
- Challenge the Process
- Enable Others to Act
- Encourage the Heart

As the FMLP program progresses, you will be focusing on knowledge, skills, and abilities (competencies) related to the NPS, but remember that this self-development path will also result in leadership development. The more frequently you engage in these practices, the better leader you will be.



Reflection on the Leadership Challenge Practices

List an opportunity to utilize any of the *Leadership Challenge* practices and/or commitments in NPS facility management and the FMLP, and give a specific example of each.

Modeling the Way

NPS FM

FMLP



Inspire a Shared Vision

NPS FM

FMLP

Challenge the Process

NPS FM

FMLP

Enabling Others to Act

NPS FM

FMLP

Encouraging the Heart

NPS FM

FMLP



Facility Manager Leadership Values

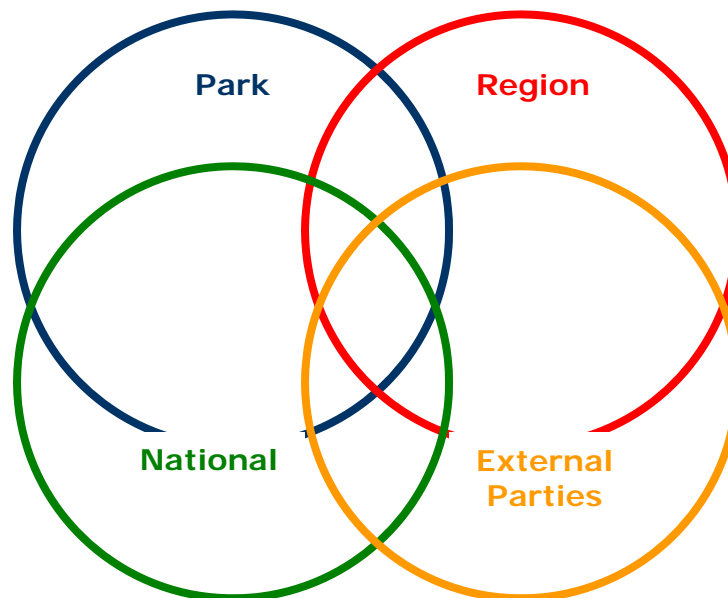
As facility management leaders in the NPS,

- We lead change.
- We lead people.
- We are driven by results.
- We use sound business acumen.
- We build coalitions and communications.

Intersecting Leadership Levels for Facility Managers in the NPS

Facility managers must consider multiple intersecting levels of leadership and how they impact each other.

Remember: Parks, Regions, National Leadership, and External Parties all impact the decisions made by facility managers and facility management leaders.





APPENDIX

Forms and Reference Materials



FMLP SELF-ASSESSMENT

Assess your skills in the facility manager competency areas and place a check mark in the box below your skill level. Use this information to select learning goals and opportunities in your individual development plan.

I. Asset Management

	No Skill			Conceptual			Experienced			Expert			Can Teach Others		
A. Planning and Procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Property and Structure Ownership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Life Cycle Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Inventory and Condition Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

II. Operations and Maintenance

	No Skill			Conceptual			Experienced			Expert			Can Teach Others		
A. Service Scheduling, Performance, and Tracking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Facility Management Software	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Health, Safety, and Environmental Factors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Emergency Preparedness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

III. Project Management

	No Skill			Conceptual			Experienced			Expert			Can Teach Others		
A. Project Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Programming and Design	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Construction and Relocations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

III. Resource Stewardship

	No Skill			Conceptual			Experienced			Expert			Can Teach Others		
A. Cultural Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. Natural Resources															
C. Environmental Stewardship															

V. Business Management

	No Skill			Conceptual			Experienced			Expert			Can Teach Others		
A. Plan and Organize the Facility Function															
B. Budget and Finance															
C. Assessment and Innovation															
D. Human Resource Management															
E. Technology															

VI. Supervision, Management and Leadership

	No Skill			Conceptual			Experienced			Expert			Can Teach Others		
FUN 1. Interpersonal Skills															
FUN 2. Oral Communication															
FUN 3. Integrity and Honesty															
FUN 4. Written Communication															
FUN 5. Continual Learning															
FUN 6. Public Service Motivation															
A. Leading Change															
B. Leading People															
C. Results Driven															
D. Business Acumen															
E. Building Coalitions and Communications															



IDP WORKSHEET DESCRIPTION

Goal

The competency that will be developed as a result of the developmental actions. Remember that the developmental goal should link to one of the NPS' Strategic Goals.

Developmental Action

The specific activities that the employee will engage in to achieve the IDP goal.

Measure of Success

How the employee and supervisor will know when the employee has successfully achieved the goal. The performance measure that will indicate successful completion of the developmental action.

Resources Required

What is necessary for the employee to engage in the developmental action. Resources can include funds, workhours, other employees (e.g., subject matter/area expert), documentation and job aids, etc.

Manager/Supervisor's Role

What the supervisor will do to support the employee during this process. This support will always include regular feedback and encouragement.

Start/End Dates

The date that the developmental action will begin and end.

Strategic Goal

The NPS strategic goal that the development action supports. More than one strategic goal may be linked to the IDP Goal.



IDP WORKSHEET				Employee:		Date:
				Supervisor:		Date:
Goal	Developmental Action	Measure of Success	Resources Required	Manager/ Supervisor's Role	Dates	Strategic Goal



IDP WORKSHEET (SAMPLE)				Employee: Sandy Smith		Date: 5/25/2013
				Supervisor: Brian Taylor		Date: 6/30/2013
Goal	Developmental Action	Measure of Success	Resources Required	Manager/Supervisor's Role	Dates	Strategic Goal
Asset Management: Planning and Procedures	Complete Park Planning Introduction: Modules 1 – 7 e-course through DOI Learn	Pass all modules with an 80% or better	DOI Learn Computer	Approve any training if necessary	Completion Date by 12/10/13	
Asset Management: Lifecycle Management Project Management	Complete Choosing by Advantages (CBA) or Value Analysis (VA) class	Passing any assessment that is required of the training Implementation of process and procedures learned in class;	40 hours of time Tuition \$1,000	Approve funds and travel to attend training; Support time out of park	11/1/2014	
Asset Management: Inventory and Condition Assessment	Conduct Condition Assessments in home park	An accurate inventory of all assets in my park along with relative condition	Approx. 80 hours in park, assistance from Maint. Mechanic and data clerk	Approve use of park resources	Ongoing: Estimated completion date 9/1/2013	

<p>Asset Management: -Planning and Procedures -Property and Structure Ownership - Lifecycle Management -Inventory and Condition Assessment</p>	<p>Participate on Unique Asset Work Group (UAWG) for Fortifications - choosing pilot parks - developing contractor cost estimates to do initial inspections - review/ development of spec. templates - development of CESS assemblies for fortification cost-estimating needs</p>	<p>An implementation of an accurate condition assessment program that reflects the special challenges of unique assets</p>	<p>Approximately 5 hours per week</p>	<p>Approve my time away from regular duties</p>	<p>Ongoing: Estimated completion date 10/1/2014</p>	
<p>Asset Management: Inventory and Condition Assessment</p> <p>Project Management</p>	<p>Complete RS Means – Repair and Remodeling Estimating/Facility Maintenance and Repair Estimating/ Unit Price Estimating or equal; Possible detail to DCS cost-estimating section</p>	<p>Successful implementation at my park</p>	<p>32 Hours \$1,300/class \$1,000/travel</p>	<p>Approve funds and travel to attend training; Support time out of park</p>	<p>Class scheduled for Orlando, FL, Nov. 5–8 and San Diego Dec. 3–6</p>	
<p>Asset Management: (I.B.1) Manage the</p>	<p>Revisit and update the park Housing Management Plan (HMP)</p>	<p>The current HMP is dated 2003. I intend on updating</p>	<p>50 Hours</p>	<p>Approve my time away from regular duties</p>	<p>Ongoing: Estimated completion</p>	



development and implementation of a property and structure ownership plan		the plan to reflect a 5-year plan for housing.			date 10/15/2013	
Operations and Maintenance: Facility Management Software	Ensure that new facility operations work order system is set up	Once set up, better tracking of costs and actuals	24 hours of my time 40 hours of data clerk	Approve use of park resources Advisor for process	Ongoing: Estimated completion date 9/1/2013	
Operations and Maintenance: Health, Safety, and Environmental Factors	Complete NPS TEL Class: Safety Responsibilities for First Line Supervisors	Implement best practices in my park	2 hours	Approve my time away from regular duties	Scheduled for Thursday, May 31, 10am to 12pm	
Project Management: Programming and Design	Complete class on Writing Performance Work Statements – FAR part 37 requires use of performance-based methods for contracting, which means telling the contractor what to do, not HOW to do it. - purchase book: How to write a statement of work,	Implement best practices in my park - Hands-on training must be prepared to think and write. - good writing skills development	32 hours	Approve funds and travel to attend training; Support time out of park	Management Concepts class Washington, DC, 7/30–8/1 (M-W) or 9/19 – 9/21(W-F) PREFERRED	

	fifth edition by Peter S. Cole					
Project Management: Programming and Design	Meet w/ Debbie Knorr, PWR LIC, and develop an understanding of how PWR requests and reviews park LIC proposals	Take this information to management team as possible improvement in process	1 hour	Approve my time away from regular duties	Scheduled for 6/2	
Resources Stewardship: Natural Resources	<i>IV.B.2 Natural Resources</i> – online e-courses: NPS Director's Order 12 & NEPA (Modules 1 & 2)	Passing score of 80% or better on Assessment	1.5 hours	Approve any training if necessary	Complete by 10/1/2013	
Resource Stewardship: Cultural Resources	Participate/assist in National Parks Conservation Association Center for the State of the Parks (CSOTP) Assessment	Better and more accurate data at my park; Building internal capacity to conduct assessments in park	16 hours	Consider this as part of my duties	Complete by 6/30/2013	
Supervision and Leadership: Business Acumen FUN2: Oral Communication B: Leading People	FUN2: Present ATV/UTV training to MOCA and LARO maintenance employees FUN2: Prepare and give 5-minute presentation to LARO and MOCA	MOCA- 7/15/2013 LARO- 8/01/2013				



	Management Team on FMLP					
	FUN2 / B: Work with MOCA's FMSS specialist on how and when he should apply to the FMLP	7/15/2013				



REQUEST FOR DEVELOPMENTAL ACTIVITY

Activity Title:

Employee Information

Name:	
Name of Mentor:	
Date Submitted:	
Proposed Completion Date**:	

PART ONE

What are the competencies you need or want to develop during this learning activity in order to become more knowledgeable about the field of facility management or more successful in your position? How will this activity benefit your park or unit?

Learning Outcome # 1: I would like to learn or achieve competence in the following area or topic:

a) Learning Strategies & Activities: This is how I will go about achieving this objective.	
b) Evidence of Accomplishment: This is how I will know the objective has been achieved.	
c) Criteria and Means of Evaluating Accomplishments: This is how I will demonstrate or prove that I have achieved my goal.	

Learning Outcome # 2: I would like to learn or achieve competence in the following area or topic:

a) Learning Strategies & Resources: This is how I will go about achieving this objective (Activities):	
b) Evidence of Accomplishment: This is how I will know the objective has been achieved:	
c) Criteria and Means of Validating or Assessing Evidence of Accomplishment: This is how I will demonstrate or prove that I have achieved it:	

Learning Outcome # 3: I would like to learn or achieve competence in the following area or topic:

a) Learning Strategies & Resources: This is how I will go about achieving this objective (Activities):	
b) Evidence of Accomplishment: This is how I will know the objective has been achieved:	
c) Criteria and Means of Validating or Assessing Evidence of Accomplishment: This is how I will demonstrate or prove that I have achieved it:	



MENTOR'S COMMENTS:

I HAVE REVIEWED THIS DOCUMENT AND HAVE THE FOLLOWING SUGGESTIONS:

AFTER THE APPROPRIATE CHANGES HAVE BEEN MADE, I APPROVE THIS DEVELOPMENTAL ACTIVITY.

SUPERVISOR NAME: _____
I APPROVE THIS DEVELOPMENTAL ACTIVITY

PART TWO: TO BE COMPLETED AFTER THE LEARNING ACTIVITY

Attachment: Final report with a full description of the results of your developmental activities and how it supports your Learning Outcomes

PART THREE: SELF-EVALUATION OF LEARNING EXPERIENCE

Learning Levels: **High** = Learned a lot of new things and synthesized it with prior knowledge
 Medium = Learned some new things or synthesized prior knowledge together
 Low = Did not learn anything new, simply reiterated what you already knew

NOTE: The final report should be a minimum of two pages, single-spaced text with all supporting documentation such as graphs, photos, and evidence of the activity, making sure to consider the items listed in the grading rubric.

Mark your response and add comments as appropriate

Student Signature: _____

PART FOUR: EVALUATION RUBRIC

To be completed by the instructor team or evaluator team and posted on FMLP site.

MENTOR'S COMMENTS

To be completed by the mentor after evaluation has been recorded.



EXAMPLE REQUEST FOR DEVELOPMENTAL ACTIVITY

Activity Title:

Employee Information

Name:	Franklin DeRosario
Name of Mentor:	Marcela Pena
Date Submitted:	26 April
Proposed Completion Date**:	26 Aug

How this RDA develops my Facility Management Competencies

What are the competencies you need or want to develop during this learning activity in order to become more knowledgeable about the field of facility management or more successful in your position? How will this activity benefit your park or unit?

As identified in my Individual Development Plan (IDP), I need more knowledge and skill development in the parent competency of Asset Management; specifically in the child competency of the monitoring and enforcement of accessibility standards and requirements. Some development needs have also been identified in the parent competency of Business Management, specifically the child competencies of establishment of standards and the improvement of facility and service delivery process.

Although I have received classroom training on accessibility standards, I know that I need to further my understanding in a practical and application setting. An accessibility condition assessment was conducted by the National Center for Accessibility at Abraham Lincoln Birthplace National Historical Park (ABLI) in 2011. The cost estimation and work order generation within FMSS will be conducted through contracted services. After these actions are completed, a transition period is required for the creation of projects and the completion of these projects.

The park superintendent, my mentor, and I decided that the development of a park accessibility management plan would greatly enhance the process of identifying, addressing, and correcting accessibility deficiencies at the park. This management plan will address both the physical components/barriers and the programmatic requirements of the park.

By completing this developmental activity, I will gain a great deal of insight and applicable experience in identifying accessibility deficiencies, enforcing accessibility standards, planning and procedures, business management, and project management. During the processes of this activity such as: conducting research, performing assessments, identifying needs based on legislation and applying appropriate practices to the accessibility issues at ABLI, I will further enhance my knowledge of accessibility requirements, policy and guidance development.

This activity will also provide a greater insight to my approach of how to manage accessibility requirements for the park. Lessons learned from this activity will provide me with foundational principles that can be utilized in future endeavors.

Learning Outcome # 1: I would like to learn or achieve competence in the following area or topic:

Review all data collected from the NCA 2011 accessibility assessment and check that all deficiency descriptions, FMSS work orders and cost estimates are correctly identified and completed. This will be the first step in Learning Outcome #1 which will provide an understanding of what the parks requirement is based NPS policy and legislation to meet accessibility standards.

<p>a. Learning Strategies & Activities: This is how I will go about achieving this objective.</p>	<ol style="list-style-type: none"> 1. I will consult with the National Center for Accessibility (NCA) and also the NPS Accessibility Program Manager, Kay Ellis. 2. I will review the deficiencies identified within the recent assessment conducted by the NCA, and determine how best to correct the deficiencies. 3. I will review park documents such as Historic Structure Reports and the General Management Plan.
<p>b. Evidence of Accomplishment: This is how I will know the objective has been achieved.</p>	<ol style="list-style-type: none"> 1. I will identify within the Accessibility Management Plan the approach the park should take based on the mentioned documents to correct deficiencies and address facility and programmatic needs, present and future. 2. I will outline steps to be taken during the conception of new facility operations and programs within the park prior to execution, ensuring that accessibility requirements are addressed. 3. I will consult with my mentor to ensure that I am developing an understanding



	and meeting the requirements of the new Accessibility Management Plan
c. Criteria and Means of Evaluating Accomplishments: This is how I will demonstrate or prove that I have achieved my goal.	<ol style="list-style-type: none"> 1. I will seek approval of the final product from my superintendent and present it to the Accessibility Program Manager for review and approval. 2. I will provide the final product to my mentor for review and approval.

Learning Outcome # 2: I would like to learn or achieve competence in the following area or topic:

After reviewing data identified in Learning Outcome #1 I will develop a strategy for correcting the identified deficiencies. The process in which I will follow will be the development of the Accessibility Management plan. The steps taken will outline what processes should take place when addressing accessibility requirements and identify associated guidance to assist in the process.

a. Learning Strategies & Resources: This is how I will go about achieving this objective (Activities):	<ol style="list-style-type: none"> 1. I wish to utilize the condition assessments, Total Cost of Ownership practices and the recent accessibility assessment that was conducted to research and identify ways to meet the standards in the most efficient and effective way possible 2. I will lay out potential steps to meet the goals in a five year plan and address possible undertakings that may be completed after that time frame. 3. Developing this plan will create a sustainable document that will be utilized for many more years.
b. Evidence of Accomplishment: This is how I will know the objective has been achieved:	<ol style="list-style-type: none"> 1. I wish to complete two FY 13 projects within PMIS for two facility projects that will correct the identified deficiencies within the accessibility assessment. With the understanding of NPS policy and legislation requirements I will have acquired the necessary knowledge to

	<p>create projects that will meet the accessibility need for the park.</p> <p>2. I will address programmatic requirements within the accessibility management plan that reflect the parks needs and goals.</p>
<p>c. Criteria and Means of Validating or Assessing Evidence of Accomplishment: This is how I will demonstrate or prove that I have achieved it:</p>	<p>1. Approval of the park Accessibility Management Plan by the park superintendent.</p> <p>2. Buy in from the park management staff as to the goals, objectives and vision of the Accessibility Management Plan.</p> <p>3. Seek approval from my mentor.</p>

Learning Outcome # 3: I would like to learn or achieve competence in the following area or topic:

I would like to have a document that can be presented to the park superintendent and the management staff for approval. This document will lay out the goals of the park to meet accessibility requirements over the next five years. Identifying the steps already performed as well as the steps required, for future requirements within the accessibility management plan, will meet these goals and will create a culture for future facility managers at this park.

<p>a. Learning Strategies & Resources: This is how I will go about achieving this objective (Activities):</p>	<p>1. By becoming immersed into the guidance, laws and NPS policy I will have acquired the knowledge to create a document that will prove beneficial to ABLI in regard to accessibility requirements.</p> <p>2. Present the Accessibility Management Plan to the park management staff for review, recommendations and approval.</p>
<p>b. Evidence of Accomplishment: This is how I will know the objective has been achieved:</p>	<p>1. I will have laid out a five year plan to include PMIS projects for the next five years.</p>



	<ol style="list-style-type: none"> 2. I will outline the importance of TCFO and accessibility within the Accessibility Management Plan with the intent to create a different culture. A culture that will reflect the way future actions should be handled in relation to these practices and approaches. 3. Once completed, if the work I have completed meets the definition of an Accessibility Management Plan for my park, then I will receive approval from the park management.
<p>c. Criteria and Means of Validating or Assessing Evidence of Accomplishment: This is how I will demonstrate or prove that I have achieved it:</p>	<ol style="list-style-type: none"> 1. I will be able to assess my work by asking for subject matter expert opinion from other park facility managers and also my mentor. 2. Validation will be confirmed when the document has been approved by the park staff and presented to the NPS accessibility manager to identify any changes that will need to be made. If this document is completed and approved at the park level then I will know that I have completed a solid document for further review.



MENTOR'S COMMENTS:

I HAVE REVIEWED THIS DOCUMENT AND HAVE THE FOLLOWING SUGGESTIONS:

AFTER THE APPROPRIATE CHANGES HAVE BEEN MADE, I APPROVE THIS DEVELOPMENTAL ACTIVITY.

SUPERVISOR NAME: Bill Legal
I APPROVE THIS DEVELOPMENTAL ACTIVITY



PART TWO: TO BE COMPLETED AFTER THE LEARNING ACTIVITY

Attachment: Final report with a full description of the results of your developmental activities and how it supports your Learning Outcomes

PART THREE: SELF-EVALUATION OF LEARNING EXPERIENCE

Learning Levels: **High** = Learned a lot of new things and synthesized it with prior knowledge
 Medium = Learned some new things or synthesized prior knowledge together
 Low = Did not learn anything new, simply reiterated what you already knew

Mark your response and add comments as appropriate

Student Signature: _____

PART FOUR: EVALUATION RUBRIC

To be completed by the instructor team or evaluator team and posted on FMLP site.

NOTE: The final report should be a minimum of two pages, single-spaced text with all supporting documentation such as graphs, photos, and evidence of the activity, making sure to consider the items listed in the grading rubric.



Objective	Evaluative Criteria			Points
	High Proficiency	Medium Proficiency	Low Proficiency	
Connection— <i>What I needed to know</i>	The student directly identified a learning need related to his/her Self-Assessment and IDP.	The student is beginning to identify and connect a learning need related to his/her Self-Assessment and IDP.	The student did not identify a learning need, or the learning need is not related to his/her Self-Assessment and IDP.	30
Precision— <i>What I did to meet my need</i>	The student's description of the developmental activity addressed the student's intended learning need.	The student's description of the developmental activity somewhat addressed the student's intended learning needs.	The student's description of the developmental activity did not address the student's intended learning needs.	50
Evaluation— <i>How I know if I met the need</i>	The student clearly articulated how he/she evaluated whether his/her learning needs were met and how effective that method of evaluation was.	The student is beginning to develop how he/she evaluated whether his/her learning needs were met and how effective that method of evaluation was.	The student did not discuss a means of evaluation and/or address the validity of that evaluation.	75
Applicability— <i>How I will apply what I know</i>	The student described how he/she can apply his/her new knowledge to his/her own career path, the field of facility management, and/or the NPS.	The student stated but does not sufficiently develop how he/she can apply his/her new knowledge to his/her own career path, the field of facility management, and/or the NPS.	The student did not describe how he/she can apply his/her new knowledge to his/her own career path, the field of facility management, and/or the NPS.	70
Supportive Evidence— <i>Product</i>	The student provided supportive evidence of their developmental activity that demonstrates precisely what he/she performed.	The supportive evidence is generally related to his/her developmental activity but is incomplete or does not fully capture the student's performance.	The supportive evidence is not present, or does not relate to the developmental activity.	50
Writing	The organization, style, and mechanics of the piece possess few if any errors, making the piece clear and readable.	The organization, style, and mechanics of the piece possess some minor errors, but generally the message is clear.	Repeated mistakes in organization, style, and mechanics make the piece difficult to comprehend.	50
			Total	325



MENTOR'S COMMENTS

To be completed by the mentor after evaluation has been recorded.



INDEPENDENT STUDY GUIDANCE

Independent Study 1: My Leadership Philosophy

This 1000- to 2400-word, single-spaced paper should describe your philosophy of organizational leadership as it relates to leading a unit, organization, or team in a work environment. Additionally, you should:

- Focus on leading a facility management unit in the NPS and reflect on the unique mission and type of employees that can be anticipated.
- Include a concept map or form of graphic that can explain order of thinking and systems that may be working in your leadership approach.

This paper serves as the foundation for your professional development as a leader. You will be reflecting on leadership throughout the course and may refer to this paper in subsequent writings.

Who is your audience?

Your audience has never met you. You may wish to consider the paper as the way in which you would reply to an interview question. This paper may also be your “blueprint” for a management position related to the field of facility management in the NPS.

What about sources?

Use them and cite them appropriately. One way to do this is to go to www.citationmachine.net and use either Chicago style or APA style. You will not be penalized for using one or the other. Although this is about your own philosophy, you will need to draw on experts in the field of leadership to support your claims.

Independent Study 2 and 3

For Independent Study 2 and 3, choose from the following assignment types. Please note, however, that you should choose a different assignment type for each. For example, if you do a Movie Review for Independent Study 2, you should pick a different type of assignment for Independent Study 3, such as a Book Summary and Critique.

Movie Review

Review a movie about a leader or a film in which leadership is the primary focus. The movie must address the personal qualities/characteristics/behaviors of the leader as well as how the leader interacts with others. After viewing the film, you will write an 800-1200 word, single-spaced review in which you address the following points:

- Brief synopsis of the plot of the movie
- The fundamental and powerful leadership concepts you identified from the leader portrayed in the movie
- The relationship of these concepts to course material taught in Principles of Asset Management
- How you plan to incorporate what you learned from the movie in your future

My General Management Plan

Read your park's General Management Plan and write an 800-1200 word, single-spaced paper on how the GMP should affect your asset management decisions. Reflect on:

- your park's purpose and significance
- built resources
- natural and cultural resources
- concessions, management goals and objectives outlined in the document

Webquest

Search for and select at least four websites pertaining to facility management. Write an 800-1200 word, single-spaced review of two of the sites. Include all four URL addresses at the end of the paper. You will likely find many dotcom sites marketing facility management consulting or actual service providers. It is okay to use these sites if they provide a comprehensive description of their theoretical approach and implementation of facility management practices in sufficient detail so that you are learning something.

Book Summary and Critique

Read a Facility Management textbook or a book whose main focus is facility management and write an 800-1200 word, single-spaced critique of the text. Before choosing a book, please check the list of approved textbooks in the "Lending Library" section of this Appendix. You may access these books through the Epley Institute's lending library by emailing a request to Christy McCormick at chrmccor@indiana.edu. Alternatively, you may purchase your own copy, or you might be able to check out a copy from your local public library, depending on its collections. To find a specific book in a library near you, try searching for it through WorldCat (<http://www.worldcat.org>). Once you select an item from the search results, WorldCat will let you know which (if any) nearby libraries own a copy.

Capital Improvement Certificate Program

The Capital Improvement Certificate Program is comprised of 5 e-courses and 5 companion assignments. All e-courses and assignments must be completed in order to complete the certificate program. This program has more of a recreation agency focus but still provides relevant foundational content regarding Capital Improvement and how those types of projects are managed.



Movie Review Choices

12 Angry Men	Lincoln
12 O'clock High	Miracle
A Few Good Men	Mr. Holland's Opus
A League of Their Own	Norma Rae
An Officer and a Gentleman	Raiders of the Lost Ark
Apollo 13	Remember the Titans
Armageddon	Rudy
Ben-Hur	Saving Private Ryan
Braveheart	Seabiscuit
Bull Durham	Shawshank Redemption
Captain Phillips	Shrek
Cool Hand Luke	Stand and Deliver
Courage Under Fire	The American President
Dangerous Minds	The Blind Side
Dead Poets Society	The Campaign
Elizabeth	The Firm
Empire Records	The Horse Whisperer
Erin Brockovich	The Hunt for Red October
Field of Dreams	The Right Stuff
Finding Forrester	The Secret of My Success
Flags of our Fathers	Top Gun
G.I. Jane	United 93
Gran Torino	Unstoppable
Hoosiers	We are Marshall
Hotel Rwanda	Whale Rider
Invictus	Wild Hearts Can't Be Broken
J. Edgar	With Honors
Jerry McGuire	Won't Back Down





FMLP INDEPENDENT STUDY WRITING RUBRIC

Name: _____

Evaluator: _____

Date: _____

Assignment: Independent Study – Philosophy of Leadership

Because this paper is about your personal philosophy of leadership, it should be a reflection of you and your voice. As such, **Style and Voice** forms the greater part of the points, followed by **Thesis, Support and Evidence**, and **Organization/Framework**. It is important to remember that, although voice is important, this is still a formal paper, so colloquialisms (e.g. “That dog don’t hunt” or “Dead as a doornail”), and informal speech (e.g. “Socrates was a moron.”) are still inappropriate.

Objective	Evaluative Criteria				Points	Comments
	Excellent (90-100%)	Fair (70-89%)	Needs Work (50-69%)	Absent (0%)		
Thesis	<ul style="list-style-type: none"> Thesis is strong, precise, and focused Purpose is clearly understood 	<ul style="list-style-type: none"> Writer is beginning to define the thesis or does not carry it through the entire work Purpose is generally clear 	<ul style="list-style-type: none"> A thesis is very difficult to discern Purpose is unclear 	<ul style="list-style-type: none"> Thesis is not present 	/25	
Support and Evidence	<ul style="list-style-type: none"> Supports thesis through logical arguments Support is authenticated with evidence and vivid detail All information is relevant and concise 	<ul style="list-style-type: none"> Thesis is not sufficiently supported Support has evidence but needs more specific details Information is generally relevant but needs to be more concise 	<ul style="list-style-type: none"> No support of the thesis is present Support has no relevant evidence or detail Extraneous information is prevalent 	<ul style="list-style-type: none"> Support and evidence does not exist 	/25	
Organization/Framework	<ul style="list-style-type: none"> Presence of a clear structure throughout that enhances understanding Individual paragraphs are well organized Information is presented clearly (e.g. graphics, models, headers, labels, bullets, or paragraphs) 	<ul style="list-style-type: none"> Structure is sufficient to move the reader along, but is occasionally illogical Individual paragraphs need organization Information is generally presented clearly but with some instances of ambiguity 	<ul style="list-style-type: none"> Writing lacks a clear sense of direction Individual paragraphs seem strung together in a loose or random fashion <p>Information is presented unclearly or in an inappropriate manner</p>	<ul style="list-style-type: none"> Writing has no clear direction No requirements were met 	/25	

Style and Voice	<ul style="list-style-type: none"> • Writer has considered the audience and writes for that audience • Point of view is appropriate for assignment • Writing is sincere, engaging, and compelling • Has good balance of positive and negative • Word choice is specific and focused 	<ul style="list-style-type: none"> • Writer does not have a good grasp of the audience and their needs • Point of view is inconsistent and occasionally not appropriate for assignment • Writing seems sincere but not engaging or compelling • An attempt was made to balance positive and negative but is still slanted • Word choice could be improved 	<ul style="list-style-type: none"> • Writer shows little evidence of audience consideration • Point of view is consistently inappropriate for assignment • Writing seems insincere and contrived • Entirely lacks balance between positive and negative • Voice is inconsistent • Word choice is poor and not specific 	<ul style="list-style-type: none"> • Writer shows no evidence of audience consideration • No requirements were met 		
Genre and Mechanics	<ul style="list-style-type: none"> • Sentence structure and length vary in an interesting and natural way • Writing demonstrates a good grasp of standard grammar, punctuation, capitalization, and spelling 	<ul style="list-style-type: none"> • Sentences are purely functional and routine • Writing possesses some minor errors in grammar, punctuation, capitalization, and spelling that somewhat distract 	<ul style="list-style-type: none"> • Choppy, incomplete, or strung-together sentences often occur • Writing contains serious errors in spelling, punctuation, capitalization, and grammar that distract the reader and damage understanding 	<ul style="list-style-type: none"> • Writing demonstrates no grasp of standard grammar, punctuation, capitalization and spelling • No requirements were met 		
Task Completion	<ul style="list-style-type: none"> • All requirements of the assignment (e.g. length) were met 	<ul style="list-style-type: none"> • Requirements were fulfilled for the most part some noticeable requirements are missing 	<ul style="list-style-type: none"> • Little care was taken and the assignment tasks were not adhered to generally 	<ul style="list-style-type: none"> • No care was taken and the assignment tasks were not adhered to at all • No requirements of the assignment were met 		
References	<ul style="list-style-type: none"> • Well incorporated and in the correct format 	<ul style="list-style-type: none"> • Present, but awkwardly utilized or incorrectly formatted 	<ul style="list-style-type: none"> • Number of references is insufficient 	<ul style="list-style-type: none"> • References are not present 		
			Total			
						/150



FMLP INDEPENDENT STUDY WRITING RUBRIC

Name: _____

Evaluator: _____

Date: _____

Assignment: Independent Study – Book Summary and Critique

Although this assignment is a critique, this is not New York Times Book Review. This is a formal, academic paper and your Voice should reflect that. Also, this is not a book report, so the summary of the book should be no more than 1/3 of the total paper. Having a clear thesis, supporting that thesis with evidence/examples from the book, and organizing all of that information clearly are the highest priorities. Also important is task completion—make sure you have addressed all the points described in the directions.

Objective	Evaluative Criteria				Points	Comments
	Excellent (90-100%)	Fair (70-89%)	Needs Work (50-69%)	Absent (0%)		
Thesis	<ul style="list-style-type: none"> Thesis is strong, precise, and focused Purpose is clearly understood 	<ul style="list-style-type: none"> Writer is beginning to define the thesis or does not carry it through the entire work Purpose is generally clear 	<ul style="list-style-type: none"> A thesis is very difficult to discern Purpose is unclear 	<ul style="list-style-type: none"> Thesis is not present 	/30	
Support and Evidence	<ul style="list-style-type: none"> Supports thesis through logical arguments Support is authenticated with evidence and vivid detail All information is relevant and concise 	<ul style="list-style-type: none"> Thesis is not sufficiently supported Support has evidence but needs more specific details Information is generally relevant but needs to be more concise 	<ul style="list-style-type: none"> No support of the thesis is present Support has no relevant evidence or detail Extraneous information is prevalent 	<ul style="list-style-type: none"> Support and evidence does not exist 	/30	
Organization/ Framework	<ul style="list-style-type: none"> Presence of a clear structure throughout that enhances understanding Individual paragraphs are well organized Information is presented clearly (e.g. graphics, models, headers, labels, bullets, or paragraphs) 	<ul style="list-style-type: none"> Structure is sufficient to move the reader along, but is occasionally illogical Individual paragraphs need organization Information is generally presented clearly but with some instances of ambiguity 	<ul style="list-style-type: none"> Writing lacks a clear sense of direction Individual paragraphs seem strung together in a loose or random fashion Information is presented unclearly or in an 	<ul style="list-style-type: none"> Writing has no clear direction No requirements were met 	/30	



			inappropriate manner			
Style and Voice	<ul style="list-style-type: none"> • Writer has considered the audience and writes for that audience • Point of view is appropriate for assignment • Writing is sincere, engaging, and compelling • Has good balance of positive and negative • Word choice is specific and focused 	<ul style="list-style-type: none"> • Writer does not have a good grasp of the audience and their needs • Point of view is inconsistent and occasionally not appropriate for assignment • Writing seems sincere but not engaging or compelling • An attempt was made to balance positive and negative but is still slanted • Word choice could be improved 	<ul style="list-style-type: none"> • Writer shows no evidence of audience consideration • Point of view is consistently inappropriate for assignment • Writing seems insincere and contrived • Entirely lacks balance between positive and negative • Voice is inconsistent • Word choice is poor and not specific 	<ul style="list-style-type: none"> • Writer shows no evidence of audience consideration • No requirements were met 		/25
Genre and Mechanics	<ul style="list-style-type: none"> • Sentence structure and length vary in an interesting and natural way • Writing demonstrates a good grasp of standard grammar, punctuation, capitalization, and spelling 	<ul style="list-style-type: none"> • Sentences are purely functional and routine • Writing possesses some minor errors in grammar, punctuation, capitalization, and spelling that somewhat distract 	<ul style="list-style-type: none"> • Choppy, incomplete, or strung-together sentences often occur • Writing contains serious errors in spelling, punctuation, capitalization, and grammar that distract the reader and damage understanding 	<ul style="list-style-type: none"> • Writing demonstrates no grasp of standard grammar, punctuation, capitalization and spelling • No requirements were met 		/15
Task Completion	<ul style="list-style-type: none"> • All requirements of the assignment (e.g. length) were met 	<ul style="list-style-type: none"> • Requirements were fulfilled for the most part some noticeable requirements are missing 	<ul style="list-style-type: none"> • Little or no care was taken and the assignment tasks were not adhered to generally 	<ul style="list-style-type: none"> • No care was taken and the assignment tasks were not adhered to at all • No requirements of the assignment were met 		/20
			Total			/150



FMLP INDEPENDENT STUDY WRITING RUBRIC

Name: _____

Evaluator: _____

Date: _____

Assignment: Independent Study – Movie Review

Although this assignment is a movie review, this is not Rolling Stone. This is a formal, academic paper and your Voice should reflect that. The synopsis of the movie's plot should be no more than 1/3 of the total paper. Having a clear thesis, supporting that thesis with evidence/examples from the film, and organizing all of that information clearly are the highest priorities. Also important is task completion—make sure you have addressed all the points described in the directions.

Objective	Evaluative Criteria				Points	Comments
	Excellent (90-100%)	Fair (70-89%)	Needs Work (50-69%)	Absent (0%)		
Thesis	<ul style="list-style-type: none"> Thesis is strong, precise, and focused Purpose is clearly understood 	<ul style="list-style-type: none"> Writer is beginning to define the thesis or does not carry it through the entire work Purpose is generally clear 	<ul style="list-style-type: none"> A thesis is very difficult to discern Purpose is unclear 	<ul style="list-style-type: none"> Thesis is not present 	/30	
Support and Evidence	<ul style="list-style-type: none"> Supports thesis through logical arguments Support is authenticated with evidence and vivid detail All information is relevant and concise 	<ul style="list-style-type: none"> Thesis is not sufficiently supported Support has evidence but needs more specific details Information is generally relevant but needs to be more concise 	<ul style="list-style-type: none"> No support of the thesis is present Support has no relevant evidence or detail Extraneous information is prevalent 	<ul style="list-style-type: none"> Support and evidence does not exist 	/30	
Organization/ Framework	<ul style="list-style-type: none"> Presence of a clear structure throughout that enhances understanding Individual paragraphs are well organized Information is presented clearly (e.g. graphics, 	<ul style="list-style-type: none"> Structure is sufficient to move the reader along, but is occasionally illogical Individual paragraphs need organization Information is generally presented clearly but 	<ul style="list-style-type: none"> Writing lacks a clear sense of direction Individual paragraphs seem strung together in a loose or random fashion Information is presented unclearly 	<ul style="list-style-type: none"> Writing has no clear direction No requirements were met 	/30	

	models, headers, labels, bullets, or paragraphs)	with some instances of ambiguity	or in an inappropriate manner			
Style and Voice	<ul style="list-style-type: none"> • Writer has considered the audience and writes for that audience • Point of view is appropriate for assignment • Writing is sincere, engaging, and compelling • Has good balance of positive and negative • Word choice is specific and focused 	<ul style="list-style-type: none"> • Writer does not have a good grasp of the audience and their needs. • Point of view is inconsistent and occasionally not appropriate for assignment • Writing seems sincere but not engaging or compelling • An attempt was made to balance positive and negative but is still slanted • Word choice could be improved 	<ul style="list-style-type: none"> • Writer shows no evidence of audience consideration. • Point of view is consistently inappropriate for assignment • Writing seems insincere and contrived • Entirely lacks balance between positive and negative • Voice is inconsistent • Word choice is poor and not specific 	<ul style="list-style-type: none"> • Writer shows no evidence of audience consideration • No requirements were met 		/25
Genre and Mechanics	<ul style="list-style-type: none"> • Sentence structure and length vary in an interesting and natural way • Writing demonstrates a good grasp of standard grammar, punctuation, capitalization, and spelling 	<ul style="list-style-type: none"> • Sentences are purely functional and routine • Writing possesses some minor errors in grammar, punctuation, capitalization, and spelling that somewhat distract 	<ul style="list-style-type: none"> • Choppy, incomplete, or strung-together sentences often occur • Writing contains serious errors in spelling, punctuation, capitalization, and grammar that distract the reader and damage understanding 	<ul style="list-style-type: none"> • Writing demonstrates no grasp of standard grammar, punctuation, capitalization and spelling • No requirements were met 		/15
Task Completion	<ul style="list-style-type: none"> • All requirements of the assignment (e.g. length) were met 	<ul style="list-style-type: none"> • Requirements were fulfilled for the most part some noticeable requirements are missing 	<ul style="list-style-type: none"> • Little or no care was taken and the assignment tasks were not adhered to generally 	<ul style="list-style-type: none"> • No care was taken and the assignment tasks were not adhered to at all • No requirements of the assignment were met 		/20
			Total			/150



FMLP INDEPENDENT STUDY WRITING RUBRIC

Name: _____

Evaluator: _____

Date: _____

Assignment: Independent Study – My GMP

The structure of your Thesis is essentially provided in the directions: your paper is about “how the GMP should affect your asset management decisions.” Therefore, supporting your thesis is main focus of this paper. Task Completion is also a high priority, so make sure that you address all of those elements found in the directions and organize that material clearly. Your style should be academic (i.e. formal and impersonal).

Objective	Evaluative Criteria				Points	Comments
	Excellent (90-100%)	Fair (70-89%)	Needs Work (50-69%)	Absent (0%)		
Thesis	<ul style="list-style-type: none"> Thesis is strong, precise, and focused Purpose is clearly understood 	<ul style="list-style-type: none"> Writer is beginning to define the thesis or does not carry it through the entire work Purpose is generally clear 	<ul style="list-style-type: none"> A thesis is very difficult to discern Purpose is unclear 	<ul style="list-style-type: none"> Thesis is not present 	/20	
Support and Evidence	<ul style="list-style-type: none"> Supports thesis through logical arguments Support is authenticated with evidence and vivid detail All information is relevant and concise 	<ul style="list-style-type: none"> Thesis is not sufficiently supported Support has evidence but needs more specific details Information is generally relevant but needs to be more concise 	<ul style="list-style-type: none"> No support of the thesis is present Support has no relevant evidence or detail Extraneous information is prevalent 	<ul style="list-style-type: none"> Support and evidence does not exist 	/50	
Organization/ Framework	<ul style="list-style-type: none"> Presence of a clear structure throughout that enhances understanding Individual paragraphs are well organized Information is presented clearly (e.g. graphics, models, 	<ul style="list-style-type: none"> Structure is sufficient to move the reader along, but is occasionally illogical Individual paragraphs need organization Information is generally presented clearly but 	<ul style="list-style-type: none"> Writing lacks a clear sense of direction Individual paragraphs seem strung together in a loose or random fashion Information is presented unclearly 	<ul style="list-style-type: none"> Writing has no clear direction No requirements were met 	/20	



	headers, labels, bullets, or paragraphs)	with some instances of ambiguity	or in an inappropriate manner			
Style and Voice	<ul style="list-style-type: none"> • Writer has considered the audience and writes for that audience • Point of view is appropriate for assignment • Writing is sincere, engaging, and compelling • Has good balance of positive and negative • Word choice is specific and focused 	<ul style="list-style-type: none"> • Writer does not have a good grasp of the audience and their needs • Point of view is inconsistent and occasionally not appropriate for assignment • Writing seems sincere but not engaging or compelling • An attempt was made to balance positive and negative but is still slanted • Word choice could be improved 	<ul style="list-style-type: none"> • Writer shows no evidence of audience consideration • Point of view is consistently inappropriate for assignment • Writing seems insincere and contrived • Entirely lacks balance between positive and negative • Voice is inconsistent • Word choice is poor and not specific 	<ul style="list-style-type: none"> • Writer shows no evidence of audience consideration • No requirements were met 		/15
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Task Completion	<ul style="list-style-type: none"> • All requirements of the assignment (e.g. length) were met 	<ul style="list-style-type: none"> • Requirements were fulfilled for the most part some noticeable requirements are missing 	<ul style="list-style-type: none"> • Little or no care was taken and the assignment tasks were not adhered to generally 	<ul style="list-style-type: none"> • No care was taken and the assignment tasks were not adhered to at all • No requirements of the assignment were met 		/30
			Total			/150



FMLP INDEPENDENT STUDY WRITING RUBRIC

Name: _____

Evaluator: _____

Date: _____

Assignment: Independent Study – Webquest

The purpose of this assignment is to get you thinking about research, specifically, how do you do good research and how do you determine if the source you are reading is a valuable source. With that in mind, you will be graded most heavily in content (i.e. Support and Evidence) and how you organize this content into an understandable form (i.e. Organization/Framework). Remember, this is a review, so don't just summarize the material; analyze, compare, contrast, and evaluate it. Your thesis will probably be no more than a statement of purpose rather than an argument that you are proving. References are also important – you must have four URL's at the end of the paper. The style is formal and impersonal.

Objective	Evaluative Criteria				Points	Comments
	Excellent (90-100%)	Fair (70-89%)	Needs Work (50-69%)	Absent (0%)		
Thesis	<ul style="list-style-type: none"> Thesis is strong, precise, and focused Purpose is clearly understood 	<ul style="list-style-type: none"> Writer is beginning to define the thesis or does not carry it through the entire work Purpose is generally clear 	<ul style="list-style-type: none"> A thesis is very difficult to discern Purpose is unclear 	<ul style="list-style-type: none"> Thesis is not present 	/10	
Support and Evidence	<ul style="list-style-type: none"> Supports thesis through logical arguments Support is authenticated with evidence and vivid detail All information is relevant and concise 	<ul style="list-style-type: none"> Thesis is not sufficiently supported Support has evidence but needs more specific details Information is generally relevant but needs to be more concise 	<ul style="list-style-type: none"> No support of the thesis is present Support has no relevant evidence or detail Extraneous information is prevalent 	<ul style="list-style-type: none"> Support and evidence does not exist 	/40	
Organization/ Framework	<ul style="list-style-type: none"> Presence of a clear structure throughout that 	<ul style="list-style-type: none"> Structure is sufficient to move the reader along, but is 	<ul style="list-style-type: none"> Writing lacks a clear sense of direction 	<ul style="list-style-type: none"> Writing has no clear direction 	/40	



	<p>enhances understanding</p> <ul style="list-style-type: none"> • Individual paragraphs are well organized • Information is presented clearly (e.g. graphics, models, headers, labels, bullets, or paragraphs) 	<p>occasionally illogical</p> <ul style="list-style-type: none"> • Individual paragraphs need organization • Information is generally presented clearly but with some instances of ambiguity 	<ul style="list-style-type: none"> • Individual paragraphs seem strung together in a loose or random fashion <p>Information is presented unclearly or in an inappropriate manner</p>	<ul style="list-style-type: none"> • No requirements were met 		
Style and Voice	<ul style="list-style-type: none"> • Writer has considered the audience and writes for that audience • Point of view is appropriate for assignment • Writing is sincere, engaging, and compelling • Has good balance of positive and negative • Word choice is specific and focused 	<ul style="list-style-type: none"> • Writer does not have a good grasp of the audience and their needs • Point of view is inconsistent and occasionally not appropriate for assignment • Writing seems sincere but not engaging or compelling • An attempt was made to balance positive and negative but is still slanted • Word choice could be improved 	<ul style="list-style-type: none"> • Writer shows little evidence of audience consideration • Point of view is consistently inappropriate for assignment • Writing seems insincere and contrived • Entirely lacks balance between positive and negative • Voice is inconsistent • Word choice is poor and not specific 	<ul style="list-style-type: none"> • Writer shows no evidence of audience consideration • No requirements were met 	/10	
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			distract the reader and damage understanding			
Task Completion	<ul style="list-style-type: none"> All requirements of the assignment (e.g. length) were met 	<ul style="list-style-type: none"> Requirements were fulfilled for the most part some noticeable requirements are missing 	<ul style="list-style-type: none"> Little care was taken and the assignment tasks were not adhered to generally 	<ul style="list-style-type: none"> No care was taken and the assignment tasks were not adhered to at all No requirements of the assignment were met 		/30
References	<ul style="list-style-type: none"> Well incorporated and in the correct format 	<ul style="list-style-type: none"> Present, but awkwardly utilized or incorrectly formatted 	<ul style="list-style-type: none"> Number of references is insufficient 	<ul style="list-style-type: none"> References are not present 		/10
			Total			/150

LENDING LIBRARY FOR INDEPENDENT STUDY

One of the Independent Study activities you may wish to complete during the interim period is conducting book critiques on a facility management book of interest to you. The Eppley Institute has established a lending library for your use as an FMLP student. If you are interested in checking out any of the following books, contact Christy McCormick at chrnccor@indiana.edu.

Alexander, K. (1996). *Facilities Management: Theory and Practice*. New York: Taylor & Francis.

Applied Management Engineering, PC & Kaiser, H. (1991). *Maintenance Management Audit: A Step by Step Workbook to Better Your Facility's Bottom Line*. Kingston, MA: R.S. Means Company, Inc.

Barrett, P. & Baldry, D. (2003). *Facilities Management: Towards Best Practice*. (2nd ed.) Oxford: Blackwell Publishing.

Blanchard, Ken, Ph.D., and Spencer Johnson, M.D. (1982). *The One Minute Manager*. William Morrow.

Buckingham, B. & Coffman, C. (1999). *First Break All the Rules: What the World's Greatest Managers Do Differently*. New York, NY: Simon & Schuster.

Campbell, N. (1998). *Writing Effective Policies and Procedures: A Step-by-Step Resource for Clear Communication*. New York: Amacom.

Collins, J. (2001). *Good to Great: Why Some Companies Make the Leap...and Others Don't*. New York, NY: HarperBusiness.

Cotts, D. & Rondeau, E. (2004). *The Facility Manager's Guide to Finance & Budgeting*. New York: Amacom.

Covey, S. (2004). *The Seven Habits of Highly Effective People*. New York, NY: Free Press.

Covey, S. & Merrill, R. (2008). *The SPEED of Trust: The One Thing That Changes Everything*. (Reprint ed.) New York: Free Press.

Dell'Isola, A. & Kirk, S. (2003). *Life Cycle Costing for Facilities*. Kingston, MA: Reed Construction Data.

Dodd, Pamela and Doug Sundheim (2005). *The 25 Best Time Management Tools & Techniques: How to Get More Done Without Driving Yourself Crazy*. Ann Arbor, MI: Peak Performance Press, Inc.



Federal Facilities Council. *Capital Asset Management: Tools and Strategies for Decision Making: Conference Proceedings*. (FCC Tech. Rpt. # 143) Washington: National Academy Press, 2001.

Federal Facilities Council. FFC Standing Committee on Operations and Maintenance. *Deferred Maintenance Reporting for Federal Facilities: Meeting the Requirements of Federal Accounting Standards Advisory Board Standard Number 6, as Amended*. (FFC Tech. Rpt. #141) Washington: National Academy Press, 2001.

Friday, S. (2003). *Organization Development for Facility Managers: Tracing the DNA of FM Organizations*. New York: Amacom.

Friday, S. & Cotts, D. (1995). *Quality Facility Management: A Marketing and Customer Service Approach*. New York: John Wiley & Sons, Inc.

Kouzes, J. & Posner, B. (2012). *The Leadership Challenge: How to Make Extraordinary Things Happen in Organizations*. (5th ed.) San Francisco, CA: Jossey-Bass.

Kouzes, J. & Posner, B. (2010). *The Truth about Leadership: The No-fads, Heart-of-the-Matter Facts You Need to Know*. San Francisco, CA: Jossey-Bass.

Lencioni, P. (2004). *Death by Meeting*. San Francisco, CA: Jossey-Bass.

Lencioni, P. (2002). *The Five Dysfunctions of a Team*. San Francisco, CA: Jossey-Bass.

Lewis, B. (1999). *Facility Manager's Operation and Maintenance Handbook*. New York: McGraw-Hill.

Liska, R. & Liska J. (2001). *Building Maintenance Forms, Checklists & Procedures*. Paramus, NJ: Prentice Hall.

Mackenzie, Alec (1997). *The Time Trap: The Classic Book on Time Management*. New York, NY: AMACOM.

National Research Council. Committee on Business Strategies for Public Capital Investment. *Investments in Federal Facilities: Asset Management Strategies for the 21st Century*. Washington: The National Academies Press, 2004.

National Research Council. Committee to Assess Techniques for Developing Maintenance and Repair Budgets for Federal Facilities. *Stewardship of Federal Facilities: A Proactive Strategy for Managing the Nation's Public Assets*. Washington: National Academy Press, 1998.

Nutt, B. & McLennan, P. (2000). *Facility Management: Risks and Opportunities*. Iowa: Blackwell Science.

Richman, L. (2006). *Improving Your Project Management Skills*. New York: Amacom.

Senge, P. (2006). *The Fifth Discipline: The Art & Practice of The Learning Organization*. (Revised ed.) New York: Doubleday/Currency.

Stephan, E. & Wayne Pace, R. (2002). *Powerful Leadership: How to Unleash the Potential in Others and Simplify Your Own Life*. New York: Prentice Hall.

Waier, P., Plotner, S., & Morris, S. (Eds.). (1996). *Cost Planning & Estimating for Facilities Maintenance*. Kingston, MA: R.S. Means Company, Inc.

Westerkamp, T. (1997). *Maintenance Manager's Standard Manual*. (2nd Ed.) Paramus, NJ: Prentice Hall.



MONTHLY REPORT (STUDENT)

FMLP Monthly Report

Please upload by the 1st of each month in your e-portfolio

Name: Jane Student

Month: 11/1/15

Goals for Month: Please describe the plans you had for this month as they relate to all of your assignments such as:

- Attend Operations webinar and complete assigned reading
- Attend Leadership webinar and complete assigned reading
- Complete IDP for mentor review
- Complete RDA for mentor review
- Upload Self-Assessment for review
- Read *Questions of Character: Illuminating the Heart of Leadership Through Literature* by Joseph L. Badaracco, Jr.
- Talk with mentor weekly to discuss progress and challenges.
- Begin taking e-courses
- Begin Capital Improvement Certificate program
- Attend a local Vision Smith County leadership program class and field sessions.
- Continue work on the facility manager's handbook; narrow focus of items to include to 10 or 12 subject headings; continue conversations with colleagues and other facility managers.

Accomplishments for Month: Please describe your accomplishments for the month as they relate to your stated goals.

- Completed *Questions of Character: Illuminating the Heart of Leadership Through Literature* by Joseph L. Badaracco, Jr. Such an excellent book. I couldn't put it down. One of my favorite passages in the book:
*Let not your first thought be your only thought.
 Think if there cannot be some other way.
 Surely, to think your own the only wisdom,
 And yours the only word, the only will,
 Betrays a shallow spirit, an empty heart.
 It is no weakness for the wisest man
 To learn when he is wrong, know when to yield.
 So, on the margin of a flooded river
 Trees bending to the torrent live unbroken,
 While those that strain against it are snapped off.*
- Completed Capital Improvement Certificate assessments and assignments
- Attended Operations webinar
- Attended Leadership webinar and completed a vision statement for facility management

- Completed IDP for mentor review
- Completed RDA for mentor review
- Completed Self-Assessment
- Continued work on FM handbook
- Talked with mentor weekly and discussed work place challenges and accomplishments. He shared with me an outline on ethics in the work place, and I shared with him a comprehensive condition assessment conducted of the Sandburg Home.
- Established dates for AWP at Devils Tower
- Attended Vision Smith County leadership program. This month we focused on the small community of Mills River, where I volunteer as vice chair of the finance committee.
- Coordinated with Sally and Jeremy on February Operations webinar presentation
- Completed PMIS narrative assignment

Plans for Next Month: *Looking ahead, what do you still need to accomplish? Feel free to carry over last month goals that were not accomplished if still applicable.*

- Attend Operations and Leadership webinars (prepare slide for Leadership webinar)
- Work diligently on the FM (facility manager's handbook). Work with Dave, Bret and mentor to ensure that I am on track and on time.
- Relax, relax, relax. Enjoy the Holidays.
- Continue my leadership knowledge quest.
- Keep ahead of assignments.

Impediments to Accomplishing the Plans: *What is preventing you from accomplishing your goals, or completing your assignments? Is there anything that happened last month that hindered your time? Or is there something on the horizon for this next month that may potentially hinder your goal attainment?*

- Much to accomplish at work. Administrative Officer is retiring, so I will be taking on Housing Management duties as well as day-to-day budget management, tracking, and reconciling for base budget and \$1.3 million dollars in project money.

Concerns/Comments/Observations: *Is there anything at this time that you need to FMLP Instructor Team to address? Do you have any feedback from this past month that you would like to share with us? Feel free to use this section to write any questions that you may have.*

- Reflecting on AFMP and what a great experience it was; how it continues to influence me on a daily basis. It was such a memorable and challenging experience!



Leadership Lessons:

1. As stated above, my work with Smith County and leadership, because it is not a federal agency has allowed me to compare commonalities and contrast differences in how small agencies lead. I have found that some basic tenets of leadership are the same regardless of where you sit. Creating a learning environment for yourself and your employees engenders an atmosphere of inclusion and innovation where change and inspiration can come from any quarter.
2. The contrast between Daft and Badaracco in how leadership is portrayed is considerable, but both valuable.



FM Competencies that I worked on this month:

I. Asset Management

		Comments
<p>A. Planning and Procedures</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Participate in the development of the park’s General Management Plan, business plans, and strategic plans used to accomplish park goals. <input type="checkbox"/> Develop the park’s asset management plan. <input type="checkbox"/> Maintain and evaluate the asset management plan. <input type="checkbox"/> Recommend park policies. <input type="checkbox"/> Establish park practices and procedures. <input type="checkbox"/> Determine and administer the allocation of asset features’ resources as it relates to the overall mission of the park. <input type="checkbox"/> Monitor and enforce accessibility standards and requirements. 	
<p>B. Property and Structure Ownership</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Manage the development and implementation of a property and structure ownership plan. <input type="checkbox"/> Direct highest and best usage studies, including adaptive use of facilities. <input type="checkbox"/> Evaluate the effects of real economic change on park property and structural assets. <input type="checkbox"/> Evaluate the effects of proposed property and ownership changes on different units. <input type="checkbox"/> Manage the acquisition, disposition, and best use of leased and owned assets. <input type="checkbox"/> Manage the property and structure lease portfolio. <input type="checkbox"/> Maintain property and structure ownership documents. <input type="checkbox"/> Manage development support services for other functions. <input type="checkbox"/> Assess an asset’s need. 	<p>I felt that the November Operations webinar really gave me a good understanding of a property and structure ownership plan, which I hope to implement at my park.</p> <p>Additionally, with the departure of my AO, I need to get a good handle on our housing assets, which address a number of the tasks under this competency!</p>
<p>C. Life Cycle Management</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Estimate full life cycle costs in project planning and management. <input type="checkbox"/> Recommend building systems. <input type="checkbox"/> Inventory, manage, and maintain the park unit’s fleet of vehicles. <input type="checkbox"/> Oversee the acquisition, installation, and operation of asset features. 	

	<ul style="list-style-type: none"> <input type="checkbox"/> Monitor and evaluate how well asset features perform. <input type="checkbox"/> Manage corrective, preventive, predictive, and cyclic maintenance. 	
D. Inventory and Condition Assessment	<ul style="list-style-type: none"> <input type="checkbox"/> Plan for annual condition assessments. <input type="checkbox"/> Ensure that condition assessments are conducted. <input type="checkbox"/> Ensure that processes are documented. <input type="checkbox"/> Select methods to collect data. <input type="checkbox"/> Establish standards of assessment. <input type="checkbox"/> Analyze data. <input type="checkbox"/> Improve asset condition and facility service delivery process. <input type="checkbox"/> Monitor and promote the condition assessment process. <input type="checkbox"/> Report any repairs to deficiencies identified in the condition assessment report. 	

II. Operations and Maintenance

		Comments
A. Service Scheduling, Performance, and Tracking	<ul style="list-style-type: none"> <input type="checkbox"/> Plan for delivery of services to include cost of operation and maintenance, using appropriate operations and maintenance models. <input type="checkbox"/> Assign operations and maintenance duties as required within National Park Service (NPS) work types, including documentation of labor, material, and supply cost. <input type="checkbox"/> Assure that services are delivered through the use of inspection, supervision, and review of work as assigned in appropriate time frames. <input type="checkbox"/> Evaluate service delivery at regular intervals, including costs of operation, labor time records, and other records as required. <input type="checkbox"/> Collect, process, and analyze data to assess quality of service. <input type="checkbox"/> 6. Identify, secure, and maintain required contract services to improve overall service delivery. 	
B. Facility Management Software	<ul style="list-style-type: none"> <input type="checkbox"/> Collect standard facility management data in support of asset inventory and asset condition. <input type="checkbox"/> Plan and schedule servicing, repair, inspection, and adjustment to assets through preventive maintenance. 	



	<ul style="list-style-type: none"> <input type="checkbox"/> Standardize work types to determine total cost of ownership of an asset and to manage operational costs of an asset. <input type="checkbox"/> Conduct, document, and record condition assessments on constructed assets. <input type="checkbox"/> Effectively use the FMSS to determine deferred maintenance and to prioritize projects with the highest emphasis on critical deferred maintenance needs and mission critical assets. <input type="checkbox"/> Use the FMSS as a tool in facility function business operations. <input type="checkbox"/> Consistently and accurately conduct work order planning and work order tracking. <input type="checkbox"/> Plan and track human resource activities. <input type="checkbox"/> Generate reports for quality assurance, quality control, and data validation. 	
<p>C. Health, Safety, and Environmental Factors</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Implement Environmental Management System plans and procedures. <input type="checkbox"/> Implement Injury and Illness Prevention plans. <input type="checkbox"/> Evaluate and manage the facility's support of organizational health and environmental goals and objectives. <input type="checkbox"/> Monitor changes and comply with laws and regulations relating to public health, environmental factors, and safety issues, such as accident investigation and root cause analysis. <input type="checkbox"/> Monitor information and trends about human and environmental concerns. <input type="checkbox"/> Provide training to maintain safe and effective use of the facility, following park safety program plans and procedures. <input type="checkbox"/> Direct the development and administration of environmentally conscious programs. <input type="checkbox"/> Conduct due diligence studies. 	
<p>D. Emergency Preparedness</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Develop emergency plans. <input type="checkbox"/> Ensure that people are trained in emergency procedures. <input type="checkbox"/> Ensure that all emergency systems and procedures are tested as planned. <input type="checkbox"/> Ensure that emergency drills are conducted. 	



	<input type="checkbox"/> Develop disaster recovery plans. <input type="checkbox"/> Develop continuity plans and ensure that anti-terrorism issues are addressed.	
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III. Project Management

		Comments
<p>A. Project Management</p>	<input type="checkbox"/> Define the project scope, and identify needed resources. <input type="checkbox"/> Use the Project Management Information System (PMIS) to request funding for and to track unfunded, recurring, and non-recurring budgetary requirements for projects. <input type="checkbox"/> Develop the project plan after generating alternative strategies. <input type="checkbox"/> Develop bid specifications and secure needed resources. <input type="checkbox"/> Coordinate project tasks. <input type="checkbox"/> Set compliance and performance criteria to monitor the project. <input type="checkbox"/> Identify, evaluate, and control all changes occurring throughout the project. <input type="checkbox"/> Evaluate the results of the project.	
<p>B. Programming and Design</p>	<input type="checkbox"/> Manage the programming phase. <input type="checkbox"/> Evaluate the adequacy of the program. <input type="checkbox"/> Manage the design phase. <input type="checkbox"/> Evaluate the design.	
<p>C. Construction and Relocations</p>	<input type="checkbox"/> Manage construction projects. <input type="checkbox"/> Evaluate how well construction projects meet business needs. <input type="checkbox"/> Manage relocation projects. <input type="checkbox"/> Evaluate how well moves are performed.	



IV. Resource Stewardship

		Comments
A. Cultural Resources	<ul style="list-style-type: none"> <input type="checkbox"/> Manage facilities and services with a working knowledge of preservation law, philosophy, and practice. <input type="checkbox"/> Support the research and inventory of relevant cultural resources that is conducted by professional cultural resource managers. <input type="checkbox"/> Ensure that all cultural preservation plans comply with laws and regulations. <input type="checkbox"/> Enact preservation plans and assess their impacts on cultural resources. <input type="checkbox"/> Serve as a staff resource person concerning management and preservation of cultural resources. 	
B. Natural Resources	<ul style="list-style-type: none"> <input type="checkbox"/> Manage facilities to help support NPS natural resource stewardship goals. <input type="checkbox"/> Ensure that all facility function activities comply with laws and regulations. <input type="checkbox"/> Apply natural resource knowledge to plan, implement, and administer natural resources projects. <input type="checkbox"/> Understand and use public comment systems—currently the Planning, Environment, and Public Comment system—to guide management decisions. 	
C. Environmental Stewardship	<ul style="list-style-type: none"> <input type="checkbox"/> Promote a climate of environmental leadership within the park unit. <input type="checkbox"/> Build knowledge and use of proven sustainable practices for conserving energy and other resources through facility management. <input type="checkbox"/> Introduce the use of proven sustainable practices into planning, design, construction, and rehabilitation. <input type="checkbox"/> Integrate sustainable practices into operations and maintenance. 	

V. Business Management

		Comments
A. Plan and Organize the Facility Function	<ul style="list-style-type: none"> <input type="checkbox"/> Create a mission for the facility function. <input type="checkbox"/> Assess business trends and anticipate future needs. <input type="checkbox"/> Plan facility function activities. 	

	<ul style="list-style-type: none"> <input type="checkbox"/> Organize the facility function. <input type="checkbox"/> Ensure proper communication with NPS management on matters concerning facility function, asset value, environmental compliance, safety permits, regulations, and ability to deliver products or provide services. 	
B. Budget and Finance	<ul style="list-style-type: none"> <input type="checkbox"/> Prepare budgets. <input type="checkbox"/> Understand and be able to utilize the Federal Budget Process to accomplish facility management tasks and goals. <input type="checkbox"/> Manage the budget. <input type="checkbox"/> Analyze financial information. <input type="checkbox"/> Monitor revenues and expenditures to contain costs. <input type="checkbox"/> Manage the financial obligations of the park/unit or division. <input type="checkbox"/> Manage charge back systems. <input type="checkbox"/> Collect, process, and analyze data in order to maximize entrepreneurial opportunities. <input type="checkbox"/> Estimate financial needs. <input type="checkbox"/> Forecast results of different levels of funding. 	
C. Assessment and Innovation	<ul style="list-style-type: none"> <input type="checkbox"/> Assessment and innovation via customer surveys including plan for the processes, select data collection methods, analyze data, and use for improving process <input type="checkbox"/> Establish benchmarks, manage the process, use data to improve performance and integrate into facility management function. <input type="checkbox"/> Conduct internal audits, manage the auditing process including mandatory audits as required by regulation, and quality control audits. <input type="checkbox"/> Investigate ways to innovate and improve facility services, assessing risks, conducting pilot tests and implementing new procedures. <input type="checkbox"/> Research and assess best practices. 	
D. Human Resource Management	<ul style="list-style-type: none"> <input type="checkbox"/> Plan staffing needs and requirements. <input type="checkbox"/> Hire, contract, reassign, retain, lay-off, and terminate staff. <input type="checkbox"/> Coordinate personnel assignments. <input type="checkbox"/> Coordinate work performed by contractors, partners, volunteers, and other non-traditional employees. <input type="checkbox"/> Evaluate performance. <input type="checkbox"/> Support personnel development. 	



	<input type="checkbox"/> Provide leadership in HR studies and decision making.	
E. Technology	<input type="checkbox"/> Monitor information and trends related to facility management technologies. <input type="checkbox"/> Identify and interface with internal and external accountable resources; e.g., external vendors and internal or external facility management systems. <input type="checkbox"/> Identify evaluation criteria; evaluate and recommend facility management technologies solutions. <input type="checkbox"/> Assess how changes to facility management technologies will impact current infrastructure, processes, and building systems. <input type="checkbox"/> Plan for and oversee the acquisition, installation, operation, maintenance, upgrade, and disposition of components supporting facility management technologies. <input type="checkbox"/> Establish practices and procedures. <input type="checkbox"/> Develop and implement training programs for facilities, staff, and ancillary resources. <input type="checkbox"/> Monitor performance of facility management technologies, and make appropriate recommendations when modifications are needed. <input type="checkbox"/> Manage corrective, preventive, and predictive maintenance.	

VII. Supervision, Management and Leadership

	<input type="checkbox"/> Observed? Description of observed competency	Comments
A. Leading Change	The ability to develop and implement an organizational vision that integrates key national and program goals, priorities, values, and other factors is necessary for facility managers, through: <ul style="list-style-type: none"> <input type="checkbox"/> Develops new insights into situations; questions conventional approaches; encourages new ideas and innovations; designs and implements new or cutting edge programs/processes. <input type="checkbox"/> Understands and keeps up-to-date on local, national, and international policies and trends that affect the organization and shape stakeholders' views; is aware 	

	<p>of the organization's impact on the external environment.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Is open to change and new information; rapidly adapts to new information, changing conditions, or unexpected obstacles. <input type="checkbox"/> Deals effectively with pressure; remains optimistic and persistent, even under adversity. Recovers quickly from setbacks. <input type="checkbox"/> Formulates objectives and priorities, and implements plans consistent with the long-term interests of the organization in a global environment. Capitalizes on opportunities and manages risks. <input type="checkbox"/> Takes a long-term view and builds a shared vision with others; acts as a catalyst for organizational change. Influences others to translate vision into action. 	
<p>B. Leading People</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Encourages creative tension and differences of opinions. Anticipates and takes steps to prevent counter-productive confrontations. Manages and resolves conflicts and disagreements in a constructive manner. <input type="checkbox"/> Fosters an inclusive workplace where diversity and individual differences are valued and leveraged to achieve the vision and mission of the organization. <input type="checkbox"/> Develops the ability of others to perform and contribute to the organization by providing ongoing feedback and by providing opportunities to learn through formal and informal methods. <input type="checkbox"/> Inspires and fosters team commitment, spirit, pride, and trust. Facilitates cooperation and motivates team members to accomplish group goals. 	
<p>C. Results Driven</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Holds self and others accountable for measurable high-quality, timely, and cost-effective results. Determines objectives, sets priorities, and delegates work. Accepts responsibility for mistakes. Complies with established control systems and rules. <input type="checkbox"/> Anticipates and meets the needs of both internal and external customers. Delivers high-quality products and services; is committed to continuous improvement. 	



	<ul style="list-style-type: none"> <input type="checkbox"/> Makes well-informed, effective, and timely decisions, even when data are limited or solutions produce unpleasant consequences; perceives the impact and implications of decisions. <input type="checkbox"/> Positions the organization for future success by identifying new opportunities; builds the organization by developing or improving products or services. Takes calculated risks to accomplish organizational objectives. <input type="checkbox"/> Identifies and analyzes problems; weighs relevance and accuracy of information; generates and evaluates alternative solutions; makes recommendations. <input type="checkbox"/> Understands and appropriately applies principles, procedures, requirements, regulations, and policies related to specialized expertise. 	
<p>D. Business Acumen</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Understands the organization's financial processes. Prepares, justifies, and administers the program budget. Oversees procurement and contracting to achieve desired results. Monitors expenditures and uses cost-benefit thinking to set priorities. <input type="checkbox"/> Builds and manages workforce based on organizational goals, budget considerations, and staffing needs. Ensures that employees are appropriately recruited, selected, appraised, and rewarded; takes action to address performance problems. Manages a multi-sector workforce and a variety of work situations. <input type="checkbox"/> Keeps up-to-date on technological developments. Makes effective use of technology to achieve results. Ensures access to and security of technology systems. 	
<p>E. Building Coalitions and Communications</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Develops networks and builds alliances; collaborates across boundaries to build strategic relationships and achieve common goals. 	



	<ul style="list-style-type: none"><input type="checkbox"/> Identifies the internal and external politics that impact the work of the organization. Perceives organizational and political reality and acts accordingly.<input type="checkbox"/> Persuades others; builds consensus through give and take; gains cooperation from others to obtain information and accomplish goals.	
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MONTHLY REPORT (MENTOR)

FMLP Monthly Report

Please upload by the 1st of each month on the e-portfolio site

Name: Joe Mentor

Month: 11/1/15

Goals and Accomplishments for Month: *Please describe your protégé's major plans for this month and how well he/she did:*

- With all the retirements and staff changes in the park, I am trying to help Jane keep on track with her assignments- She is pretty motivated and I think she is enjoying the fact that she can do her course work "any time, any place"
- She is working towards getting FM manual done and has promised me a draft at the end of the month

Conversations: *Please outline the high points of the conversations that you had with your protégé that might assist the Instructor team in getting the "pulse." Stress? Workload?*

- Jane and I had a couple of phone calls and exchanged a few emails.
- She expressed some frustration with the course workload, but is confident that she will be able to handle the workload and enjoy the holidays as well.

Plans for Next Month: *Looking ahead, what does your protégé still need to accomplish? Feel free to carry over last month goals that were not accomplished if still applicable.*

- Jane put her coursework first and her FM Manual second (which is why she is still not done!), but she seems to be keeping up.

Impediments to Accomplishing the Plans: *What, if anything, is preventing you or your protégé from accomplishing goals?*

- None at this time



Concerns/Comments/Observations: *Is there anything at this time that you need the FMLP Instructor Team to address? Do you have any feedback from this past month that you would like to share with us? Feel free to use this section to write any questions that you may have.*

- I am also extremely busy right now at the park and I want to make sure I am giving Jane the support she needs. I have encouraged her to reach out to you via the gmail site with questions or concerns as well.

FM Competencies that I observed in my protégé (either via phone call or discussions we had this month)

I. Asset Management

		Comments
A. Planning and Procedures	<ul style="list-style-type: none"> <input type="checkbox"/> Participate in the development of the park's General Management Plan, business plans, and strategic plans used to accomplish park goals. <input type="checkbox"/> Develop the park's asset management plan. <input type="checkbox"/> Maintain and evaluate the asset management plan. <input type="checkbox"/> Recommend park policies. <input type="checkbox"/> Establish park practices and procedures. <input type="checkbox"/> Determine and administer the allocation of asset features' resources as it relates to the overall mission of the park. <input type="checkbox"/> Monitor and enforce accessibility standards and requirements. 	
B. Property and Structure Ownership	<ul style="list-style-type: none"> <input type="checkbox"/> Manage the development and implementation of a property and structure ownership plan. <input type="checkbox"/> Direct highest and best usage studies, including adaptive use of facilities. <input type="checkbox"/> Evaluate the effects of real economic change on park property and structural assets. <input type="checkbox"/> Evaluate the effects of proposed property and ownership changes on different units. <input type="checkbox"/> Manage the acquisition, disposition, and best use of leased and owned assets. <input type="checkbox"/> Manage the property and structure lease portfolio. <input type="checkbox"/> Maintain property and structure ownership documents. <input type="checkbox"/> Manage development support services for other functions. 	



	<ul style="list-style-type: none"> <input type="checkbox"/> Assess an asset's need. 	
C. Life Cycle Management	<ul style="list-style-type: none"> <input type="checkbox"/> Estimate full life cycle costs in project planning and management. <input type="checkbox"/> Recommend building systems. <input type="checkbox"/> Inventory, manage, and maintain the park unit's fleet of vehicles. <input type="checkbox"/> Oversee the acquisition, installation, and operation of asset features. <input type="checkbox"/> Monitor and evaluate how well asset features perform. <input type="checkbox"/> Manage corrective, preventive, predictive, and cyclic maintenance. 	
D. Inventory and Condition Assessment	<ul style="list-style-type: none"> <input type="checkbox"/> Plan for annual condition assessments. <input type="checkbox"/> Ensure that condition assessments are conducted. <input type="checkbox"/> Ensure that processes are documented. <input type="checkbox"/> Select methods to collect data. <input type="checkbox"/> Establish standards of assessment. <input type="checkbox"/> Analyze data. <input type="checkbox"/> Improve asset condition and facility service delivery process. <input type="checkbox"/> Monitor and promote the condition assessment process. <input type="checkbox"/> Report any repairs to deficiencies identified in the condition assessment report. 	

II. Operations and Maintenance

		Comments
A. Service Scheduling, Performance, and Tracking	<ul style="list-style-type: none"> <input type="checkbox"/> Plan for delivery of services to include cost of operation and maintenance, using appropriate operations and maintenance models. <input type="checkbox"/> Assign operations and maintenance duties as required within National Park Service (NPS) work types, including documentation of labor, material, and supply cost. <input type="checkbox"/> Assure that services are delivered through the use of inspection, supervision, and review of work as assigned in appropriate time frames. 	



	<ul style="list-style-type: none"> <input type="checkbox"/> Evaluate service delivery at regular intervals, including costs of operation, labor time records, and other records as required. <input type="checkbox"/> Collect, process, and analyze data to assess quality of service. <input type="checkbox"/> 6. Identify, secure, and maintain required contract services to improve overall service delivery. 	
<p>B. Facility Management Software</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Collect standard facility management data in support of asset inventory and asset condition. <input type="checkbox"/> Plan and schedule servicing, repair, inspection, and adjustment to assets through preventive maintenance. <input type="checkbox"/> Standardize work types to determine total cost of ownership of an asset and to manage operational costs of an asset. <input type="checkbox"/> Conduct, document, and record condition assessments on constructed assets. <input type="checkbox"/> Effectively use the FMSS to determine deferred maintenance and to prioritize projects with the highest emphasis on critical deferred maintenance needs and mission critical assets. <input type="checkbox"/> Use the FMSS as a tool in facility function business operations. <input type="checkbox"/> Consistently and accurately conduct work order planning and work order tracking. <input type="checkbox"/> Plan and track human resource activities. <input type="checkbox"/> Generate reports for quality assurance, quality control, and data validation. 	
<p>C. Health, Safety, and Environmental Factors</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Implement Environmental Management System plans and procedures. <input type="checkbox"/> Implement Injury and Illness Prevention plans. <input type="checkbox"/> Evaluate and manage the facility's support of organizational health and environmental goals and objectives. <input type="checkbox"/> Monitor changes and comply with laws and regulations relating to public health, environmental factors, and safety issues, such as accident investigation and root cause analysis. <input type="checkbox"/> Monitor information and trends about human and environmental concerns. 	



	<ul style="list-style-type: none"> <input type="checkbox"/> Provide training to maintain safe and effective use of the facility, following park safety program plans and procedures. <input type="checkbox"/> Direct the development and administration of environmentally conscious programs. <input type="checkbox"/> Conduct due diligence studies. 	
D. Emergency Preparedness	<ul style="list-style-type: none"> <input type="checkbox"/> Develop emergency plans. <input type="checkbox"/> Ensure that people are trained in emergency procedures. <input type="checkbox"/> Ensure that all emergency systems and procedures are tested as planned. <input type="checkbox"/> Ensure that emergency drills are conducted. <input type="checkbox"/> Develop disaster recovery plans. <input type="checkbox"/> Develop continuity plans and ensure that anti-terrorism issues are addressed. 	

III. Project Management

		Comments
A. Project Management	<ul style="list-style-type: none"> <input type="checkbox"/> Define the project scope, and identify needed resources. <input type="checkbox"/> Use the Project Management Information System (PMIS) to request funding for and to track unfunded, recurring, and non-recurring budgetary requirements for projects. <input type="checkbox"/> Develop the project plan after generating alternative strategies. <input type="checkbox"/> Develop bid specifications and secure needed resources. <input type="checkbox"/> Coordinate project tasks. <input type="checkbox"/> Set compliance and performance criteria to monitor the project. <input type="checkbox"/> Identify, evaluate, and control all changes occurring throughout the project. <input type="checkbox"/> Evaluate the results of the project. 	
B. Programming and Design	<ul style="list-style-type: none"> <input type="checkbox"/> Manage the programming phase. <input type="checkbox"/> Evaluate the adequacy of the program. <input type="checkbox"/> Manage the design phase. <input type="checkbox"/> Evaluate the design. 	

<p>C. Construction and Relocations</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Manage construction projects. <input type="checkbox"/> Evaluate how well construction projects meet business needs. <input type="checkbox"/> Manage relocation projects. <input type="checkbox"/> Evaluate how well moves are performed. 	
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IV. Resource Stewardship

		Comments
<p>A. Cultural Resources</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Manage facilities and services with a working knowledge of preservation law, philosophy, and practice. <input type="checkbox"/> Support the research and inventory of relevant cultural resources that is conducted by professional cultural resource managers. <input type="checkbox"/> Ensure that all cultural preservation plans comply with laws and regulations. <input type="checkbox"/> Enact preservation plans and assess their impacts on cultural resources. <input type="checkbox"/> Serve as a staff resource person concerning management and preservation of cultural resources. 	
<p>B. Natural Resources</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Manage facilities to help support NPS natural resource stewardship goals. <input type="checkbox"/> Ensure that all facility function activities comply with laws and regulations. <input type="checkbox"/> Apply natural resource knowledge to plan, implement, and administer natural resources projects. <input type="checkbox"/> Understand and use public comment systems—currently the Planning, Environment, and Public Comment system—to guide management decisions. 	
<p>C. Environmental Stewardship</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Promote a climate of environmental leadership within the park unit. <input type="checkbox"/> Build knowledge and use of proven sustainable practices for conserving energy and other resources through facility management. <input type="checkbox"/> Introduce the use of proven sustainable practices into planning, design, construction, and rehabilitation. <input type="checkbox"/> Integrate sustainable practices into operations and maintenance. 	



V. Business Management

		Comments
<p>A. Plan and Organize the Facility Function</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Create a mission for the facility function. <input type="checkbox"/> Assess business trends and anticipate future needs. <input type="checkbox"/> Plan facility function activities. <input type="checkbox"/> Organize the facility function. <input type="checkbox"/> Ensure proper communication with NPS management on matters concerning facility function, asset value, environmental compliance, safety permits, regulations, and ability to deliver products or provide services. 	
<p>B. Budget and Finance</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Prepare budgets. <input type="checkbox"/> Understand and be able to utilize the Federal Budget Process to accomplish facility management tasks and goals. <input type="checkbox"/> Manage the budget. <input type="checkbox"/> Analyze financial information. <input type="checkbox"/> Monitor revenues and expenditures to contain costs. <input type="checkbox"/> Manage the financial obligations of the park/unit or division. <input type="checkbox"/> Manage charge back systems. <input type="checkbox"/> Collect, process, and analyze data in order to maximize entrepreneurial opportunities. <input type="checkbox"/> Estimate financial needs. <input type="checkbox"/> Forecast results of different levels of funding. 	
<p>C. Assessment and Innovation</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Assessment and innovation via customer surveys including plan for the processes, select data collection methods, analyze data, and use for improving process <input type="checkbox"/> Establish benchmarks, manage the process, use data to improve performance and integrate into facility management function. <input type="checkbox"/> Conduct internal audits, manage the auditing process including mandatory audits as required by regulation, and quality control audits. <input type="checkbox"/> Investigate ways to innovate and improve facility services, assessing risks, conducting pilot tests and implementing new procedures. <input type="checkbox"/> Research and assess best practices. 	

<p>D. Human Resource Management</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Plan staffing needs and requirements. <input type="checkbox"/> Hire, contract, reassign, retain, lay-off, and terminate staff. <input type="checkbox"/> Coordinate personnel assignments. <input type="checkbox"/> Coordinate work performed by contractors, partners, volunteers, and other non-traditional employees. <input type="checkbox"/> Evaluate performance. <input type="checkbox"/> Support personnel development. <input type="checkbox"/> Provide leadership in HR studies and decision making. 	
<p>E. Technology</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Monitor information and trends related to facility management technologies. <input type="checkbox"/> Identify and interface with internal and external accountable resources; e.g., external vendors and internal or external facility management systems. <input type="checkbox"/> Identify evaluation criteria; evaluate and recommend facility management technologies solutions. <input type="checkbox"/> Assess how changes to facility management technologies will impact current infrastructure, processes, and building systems. <input type="checkbox"/> Plan for and oversee the acquisition, installation, operation, maintenance, upgrade, and disposition of components supporting facility management technologies. <input type="checkbox"/> Establish practices and procedures. <input type="checkbox"/> Develop and implement training programs for facilities, staff, and ancillary resources. <input type="checkbox"/> Monitor performance of facility management technologies, and make appropriate recommendations when modifications are needed. <input type="checkbox"/> Manage corrective, preventive, and predictive maintenance. 	

VII. Supervision, Management and Leadership

	<input type="checkbox"/> Observed? Description of observed competency	Comments
<p>A. Leading Change</p>	<p>The ability to develop and implement an organizational vision that integrates key national and program goals,</p>	<p>I continue to be impressed by how Jane is leading the other divisions in her park and uses a very collaborative approach. For example, she suggested a more focused</p>



	<p>priorities, values, and other factors is necessary for facility managers, through:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develops new insights into situations; questions conventional approaches; encourages new ideas and innovations; designs and implements new or cutting edge programs/processes. <input type="checkbox"/> Understands and keeps up-to-date on local, national, and international policies and trends that affect the organization and shape stakeholders' views; is aware of the organization's impact on the external environment. <input type="checkbox"/> Is open to change and new information; rapidly adapts to new information, changing conditions, or unexpected obstacles. <input type="checkbox"/> Deals effectively with pressure; remains optimistic and persistent, even under adversity. Recovers quickly from setbacks. <input type="checkbox"/> Formulates objectives and priorities, and implements plans consistent with the long-term interests of the organization in a global environment. Capitalizes on opportunities and manages risks. <input type="checkbox"/> Takes a long-term view and builds a shared vision with others; acts as a catalyst for organizational change. Influences others to translate vision into action. 	<p>approach in developing partnerships-where the entire management team is participating-not just the Superintendent</p>
<p>B. Leading People</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Encourages creative tension and differences of opinions. Anticipates and takes steps to prevent counter-productive confrontations. Manages and resolves conflicts and disagreements in a constructive manner. <input type="checkbox"/> Fosters an inclusive workplace where diversity and individual differences are valued and leveraged to achieve the vision and mission of the organization. <input type="checkbox"/> Develops the ability of others to perform and contribute to the organization by providing ongoing feedback and by providing opportunities to learn through formal and informal methods. <input type="checkbox"/> Inspires and fosters team commitment, spirit, pride, and trust. Facilitates cooperation and motivates team members to accomplish group goals. 	

<p>C. Results Driven</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Holds self and others accountable for measurable high-quality, timely, and cost-effective results. Determines objectives, sets priorities, and delegates work. Accepts responsibility for mistakes. Complies with established control systems and rules. <input type="checkbox"/> Anticipates and meets the needs of both internal and external customers. Delivers high-quality products and services; is committed to continuous improvement. <input type="checkbox"/> Makes well-informed, effective, and timely decisions, even when data are limited or solutions produce unpleasant consequences; perceives the impact and implications of decisions. <input type="checkbox"/> Positions the organization for future success by identifying new opportunities; builds the organization by developing or improving products or services. Takes calculated risks to accomplish organizational objectives. <input type="checkbox"/> Identifies and analyzes problems; weighs relevance and accuracy of information; generates and evaluates alternative solutions; makes recommendations. <input type="checkbox"/> Understands and appropriately applies principles, procedures, requirements, regulations, and policies related to specialized expertise. 	
<p>D. Business Acumen</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Understands the organization's financial processes. Prepares, justifies, and administers the program budget. Oversees procurement and contracting to achieve desired results. Monitors expenditures and uses cost-benefit thinking to set priorities. <input type="checkbox"/> Builds and manages workforce based on organizational goals, budget considerations, and staffing needs. Ensures that employees are appropriately recruited, selected, appraised, and rewarded; takes action to address performance problems. Manages a multi-sector workforce and a variety of work situations. 	



	<ul style="list-style-type: none"> <input type="checkbox"/> Keeps up-to-date on technological developments. Makes effective use of technology to achieve results. Ensures access to and security of technology systems. 	
<p>E. Building Coalitions and Communications</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Develops networks and builds alliances; collaborates across boundaries to build strategic relationships and achieve common goals. <input type="checkbox"/> Identifies the internal and external politics that impact the work of the organization. Perceives organizational and political reality and acts accordingly. <input type="checkbox"/> Persuades others; builds consensus through give and take; gains cooperation from others to obtain information and accomplish goals. 	

