

SPARK Example Scenarios

SPARK awards should be given to Facilities Management employees who clearly demonstrate any of the department's five core values (Good Stewards, Caring, Collaborative, Progressive, and Experts) in their actions with internal and external customers. The examples below are meant to illustrate scenarios in which an employee could earn a SPARK award but this list of examples is by no means inclusive of all SPARK award possibilities.

WE ARE GOOD STEWARDS

An FM employee was conversing with a contractor on a construction site. They walked the site perimeter and the FM employee noticed some large strips of brown paper laying on the grass outside the fence; perhaps it was packaging, who knows, but there was a lot of it. The wind was beginning to pick up, the paper was not in the construction site and was probably not associated with the construction, but the inspector said "excuse me" and chased the now moving paper and grabbed it. It took a while and the volume was armfuls. The FM employee carried it to a dumpster about 200 yards away and stuffed it in. This act deserved a spark award because it took extra time, was not the employee's job, and this employee demonstrated good stewardship of the land.

A Remodels and Construction Services employee made a phone call to have someone evaluate and resolve the lack of A/C in a different FM section's office. It was not this employee's responsibility to reach out for remediation of an ongoing A/C issue. Yet he was concerned with the approach of a hot summer, the building not functioning properly, as well as the consequence of the malfunctioning A/C prompting this group to have their windows and doors open with fans on when adjacent areas in the building were using A/C. His initiative to get this figured out and taken care of represents care and responsibility in managing our building's resources, and demonstrates FM's value of good stewardship.

WE ARE CARING

During a spring snowstorm, the snow was falling so fast that it was difficult to keep the sidewalks clear. A student in a wheelchair was trying to navigate the sidewalk on Mason Street on the east side of Facilities North. Two FM employees noticed the difficulty the student was having trying to push the wheelchair through the snow. The FM employees approached the student, lifted the wheelchair with the student in it, and carried it to the General Services Building. This scenario demonstrates the core value of caring.

An FM employee saw a family's van broken down while they were moving their student into the residence halls. The family struggled to figure out how to move their student's belongings across campus to their new residence hall. The FM employee used his work truck to move the belongings for them, allowing them to deal with the van, relieving them of a little bit of stress. The employee demonstrated the core value of caring.

WE ARE COLLABORATIVE

In Outdoor Services, employees work directly with Dr. Whitney Cranshaw to help treat the Oval elms that are suffering from European Elm Scale. They test the trees to determine what will effectively help save the trees. The FM employees assist with the tests and then use their research that they discuss

with other Outdoor Services employees to treat the trees. This is a demonstration of collaboration between an academic department and Facilities Management.

The Training department was trying to determine a way to have the current issue and back issues of the Safety_NOW newsletter available to the department at any time for reference. The newsletter was sent out via email, but this made it difficult to archive the previous issues. A representative from Computer Services worked with the Training section employee to determine a solution. Storing the newsletter in a read only folder, which the entire department has access to, resolved the issue. The Training section employee can store the newsletters on the server and send a link to the newsletter via email. This solution also makes previous issues available and employees can access the information at any time. This scenario is a demonstration of collaboration.

WE ARE PROGRESSIVE

Part of a FM technician's job was to test certain mechanical devices each week. He would receive a work order for each device, go to the device, test it, and document the device details, test date, and other data on a pre-printed form. He noticed that by hand printing the device details on the form, he was repeating what was already shown on the work order. He asked whether the work order could serve as the form so that he could print the work order, add the date of the test, and sign it. He surmised that this would reduce the chance for errors in the device data on the test forms. His coworkers agreed, added information to FAMIS so the work order would have information required on the form, and it did in fact reduce the errors from transposing data. This is an excellent example of being progressive.

Employee A overheard a conversation between two other co-workers where one of them couldn't figure out how to get some stains out of one of the carpets in their assigned area. Employee A recalled a time where they had an issue that was very similar, and requested that their co-worker try using a certain chemical in a specific way and offered to educate their co-worker on how to remove the stains. Employee A was progressive in offering an alternative solution to the problem, as well as volunteering to help their co-worker in finding a solution to the problem.

WE ARE EXPERTS

A Facilities employee is described by peers as having an attention to safety details on job sites. This employee consistently sets a great example for safety protocols, encourages others to wear PPE, applies proper and safe operation of tools and equipment, and notices and actively address safety hazards. This employee is an expert in their field as well as an expert in safety.

An area was in need of service on equipment that only an outside vendor could provide. The service was scheduled, but the area needing the service did not realize a PO was needed. Being unfamiliar with the process for a service purchase order, the employee contacted an employee in the Finance section who is familiar with the process. She helped the employee in need of the service complete the paperwork and did all of the computer entry into Kuali. The initial request was denied by Purchasing. The Facilities accounting employee contacted Purchasing immediately to find out why. She then made the necessary corrections and the PO was issued. Her actions made it possible to have the scheduled service performed on time. This is an example of expertise.

Employee A overheard another crew talking about a malfunction in a piece of their regular equipment. Employee A stopped what they were doing and volunteered to take a look at the machine to see if they

could fix the issue. After inspecting the machine, Employee A applied their expert knowledge of our equipment and fixed the machine for another crew, stopping any further issues from happening due to malfunctioning equipment. This is an example of expertise.

Employee A overheard a professor talking about how there was a broken sprinkler outside of their building. It was creating a large mess and shooting water straight into the air. Employee A hadn't seen this sprinkler, but stopped what they were doing and went and politely asked if the professor would show them where the broken sprinkler was located. Once the professor showed Employee A where the sprinkler was, Employee A called in the broken sprinkler to Dispatch to get it fixed. Employee A also gave the professor Facilities Dispatch's contact information, and professionally informed them that if they were so inclined, they can call Dispatch during their business hours and report any issues that the professor notices on campus. This is an example of expertise.

MULTIPLE VALUES

Employee A noticed a student that looked lost and confused. Employee A stopped what they were doing, approached the student and politely asked if the student needed any help or directions in getting to their destination. The student wasn't quite sure how to get to where they were going. Employee A walked the student to their destination, ensuring that there was no confusion on directions and that the student got to where they needed to go. This is an example of good stewardship and of being an expert.

Two of the Remodels and Construction Services employees participated in the student move-in event. They made many parents and students feel welcomed and excited to be at CSU. They were very friendly, humorous, and helpful to these nervous students and parents. The leader of that section of move in received many, many compliments about their friendly and helpful attitudes. They helped move heavy boxes, gave directions to lost parents and students, and kept traffic flowing well. They were caring and collaborative.

A FM engineer needed to hire a cleanup contractor on an urgent basis, was able to find a contractor but they had not worked for CSU before. The work got done and the invoice came in. The engineer needed to get the contractor paid, but without violating state purchasing policies. When the engineer came to ask one of the FM accountants what to do, she stopped what she was doing, walked with the engineer to another accountant's office, brainstormed with the engineer and other accountant, and developed a solution that would get the contractor paid in a timely fashion, alleviating the engineer from having to do extra work, and complying with the state purchasing rules. Although paying invoices is part of an accountant's job, this accountant did it with a great attitude and willingness to solve a problem promptly. She demonstrated a shining example of two of FM's core values: collaboration and expert.

Several staff from Outdoor Services shared a major training opportunity with another section, saving our department money, as well as building cross-sectional engagement among staff. They were shining examples of being collaborative and progressive.