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*Note from Editor: Letters, articles, or announcements for publication in the NAEP Bulletin are due on the 5th day of the month preceding publication. E-Mail to nmarkee@naepnet.org*
In this issue, Lloyd Rain takes a hard-nosed look at the codes of ethics of several organizations, including NAEP, and wonders if all codes would not be a more credible guide to behavior if some sort of enforcement procedure called transgressors to account. Lloyd recognizes that legal liability would be a major concern if enforcement were part of the package. What do you think?

Since we last wrote about living-wage issues, the national newspapers have carried an article every few days. Legal issues seem to have taken center stage. No sooner had a Maryland court struck down one law than another one, very similar, seemed on the verge of enactment in Chicago—and it may yet be vetoed. A letter-writer noted in the August 10, 2006 issue of the *Wall Street Journal* that if the *living wage* proposed by Father John Ryan in a 1906 book with the same title were updated, it would require a gross income $38,000 in 2006.

Tory Windley in this month's *For What It's Worth* takes a close look at the leader/follower relationship, reviews what she has found to be involved on each side, and concludes that just about everyone needs to nourish both sets of skills.

I asked Mary Dukakis what was happening in the living-wage arena at Brandeis and I think you'll be interested in what she had to say in a Letter to The Editor.
Letter to the Editor, September 2006

Living Wage is an issue that is not presently on our radar screen here at Brandeis. However, I recently heard on the news that Forbes magazine declared Massachusetts one of the most overpriced states, and recent reports have indicated that our population is shrinking due, in part, to high living-expenses. The state is going to continue to lose workers if they cannot either increase compensation or lower living expenses.

Several years back, when I was working at Wellesley College, the school had a good-sized inventory of faculty housing to offer to new faculty who could not afford to live in the expensive town of Wellesley. I know faculty are not the employment group that springs to mind when Living Wage is discussed, but the local housing-costs are part of the overall problem.

Brandeis recently undertook a salary review of several job classifications that were considered to be paid below "market," and adjustments were made. However, as one of my colleagues indicated, if Brandeis were forced to do business only with contractors paying an appropriate living wage and this increases costs, where do the extra resources come from? Do we just take on fewer projects and build less or grow more slowly?

In theory, the market should do this balancing work for us. If salaries are blow par, workers move on and the company, to continue to stay in business, is forced to pay more, and the cycle goes on. But the market doesn't always work as well as it should, and I think there needs to be a balance between what the legislature should dictate and not dictate. I worry about the dangers of government getting too much involved and not allowing the market to do its job. Certainly there are benefits of having a minimum wage law, but to go beyond and define something that can be so subjective as "a living wage" can be concerning.

Mary Dukakis
Brandeis University
Commentary, September 2006

Living Wage—The Courts Chime In

By Neil Markee, Editor-in-Chief

Last month, we initiated a discussion of living wage issues on campus. Clearly, this is a very sensitive, evolving topic and its implications could influence whatever passes for a bottom line in the world of higher education. Just as certainly, K-12 and many of your suppliers are concerned within their spheres. Nobody wants to be seen as on the "wrong side" of an important social-justice issue, but prudent financial planning is key to delivering and living within a balanced budget. And to plan effectively, we need to know what is required/permited by law. Perhaps a review of what is currently happening in the nation's business community would provide a peek at what our future may hold.

The legal boundaries involved are likely to be more clearly defined over time by both litigation and legislation. Last month, we wondered how those actions already taken to date, as well as those anticipated, would fare in court. We mentioned Suffolk County, New York, which enacted legislation apparently designed specifically to compel Wal-Mart to provide enhanced health insurance benefits for its employees. A Maryland law similarly targeted Wal-Mart.

According to a New York Times article [July 20, 2006] titled "Judge Gives Wal-Mart Reprieve on Benefits," and a similar article,"U.S. Judge Grants Wal-Mart a Win on Health Care," published in the Wall Street Journal on the same day, a law passed in Maryland, aimed at compelling Wal-Mart to provide more generous health care coverage for its employees, was recently struck down by a federal judge in Baltimore.

In the Times article, reporter Kris Hudson reported that the judge had found that the tightly focused Maryland act had "...violated ERISA's fundamental purpose of permitting multi-state employers to maintain nationwide health and welfare plans providing uniform nationwide health and welfare benefits and permitting national administration." In the Wall Street Journal, reporters Reed Abelson and Michael Barbaro noted: "The judge ruled that the federal law governing employer-provided health benefits takes precedence over state law..."

The same issue of the Wall Street Journal carried a thought-provoking editorial titled "The 'Wal-Mart Tax' Goes Down." Probably, both articles and the editorial are available online from your campus library and you might want to read them. If you can't obtain copies, let me know and I'll provide them.
If this ruling—directly aimed at a specific state law—or something similar becomes the law of the land, from a layman's perspective, Suffolk's mandate and similar county or municipal laws are not likely to survive judicial review. In any case, I imagine many business leaders in the commercial world breathed a deep, perhaps premature, sigh of relief—whether or not they agreed with the basic purpose of the Maryland law struck down. Implementing a nationwide program in compliance with the varied laws of 50 states would have been a challenge, at the least, and managing 50 different programs across the country in a mobile society would be very expensive. Cost-effective compliance with thousands of individual county laws would have been all but impossible to deliver.

If, or how, ERISA applies within higher education wasn't discussed in either article or the editorial. Some, but relatively few, institutions of higher learning conduct substantial business on a multi-state basis and higher education may not be directly covered by even the fallout from this ruling. But many have operations in several counties within the same state and would likely find themselves in an expensive administrative morass if they were required to comply with the dictates of varied county laws establishing expenditure levels for what is, no doubt, an important element of providing a living wage. Clearly, many on campus will support laws of this sort.

Although states have adopted minimum wage laws in the past, when Suffolk County, (where I live) enacted the law mentioned above, I was surprised to learn that county political leaders apparently believed that they had the authority to legislate important conditions of employment in an area already covered by federal and state law. And, although I think the Baltimore judge's ruling may constrain our local government and other counties along with the states, I suppose whether or not they have that authority to act in this and related areas has not yet been finally determined. If counties can determine how much an enterprise must spend on health benefits, could they also establish minimum and maximum levels of compensation for a host of job titles? Could they set sick leave, vacation, retirement and a host of other fringe benefits? Can they target specific enterprises? Both articles suggested that appeals to higher courts, additional legislative action, and litigation are likely. In practice, campus business leaders are not likely to know precisely what, if any, action is required or permissible within higher education to comply with local laws dealing with the various aspects of Living Wage issues.

No matter what your convictions in the social justice areas involved or your opinion of Wal-Mart's personnel policies, I think you have to wonder how any sizeable enterprises could be effectively managed, if they were required to comply with the laws of thousands of counties governing conditions of employment wherever the organization does business. A national commercial firm such as Wal-Mart or Home Depot would have to contend with the laws of many thousands of counties in the U.S.

What level(s) of government had jurisdiction in this area was the focus of the issue recently decided by the Baltimore court. We will not see the end of this debate any time soon, as the various groups involved seek to weigh in wherever they have enough political clout, and the eternal tug of war within and among the various levels of government continues.

Despite the July 19, 2006 federal court ruling in Baltimore, according to an article titled "Chicago Passes Bill Requiring Big Retailers to Raise Wages," Wall StreetJournal [July 27, 2006] and a similar article titled "Chicago Orders 'Big Box' Stores to Raise Their Hourly Wages," in the New York Times on the same day, the Chicago City Council has, by a veto-proof margin, adopted an ordinance very similar in intent to the struck-down Maryland law. This local act requires certain large retailers that are part of national chains such as Wal-Mart, Home Depot and Target to pay not less than $9.25 per hour after July 2007 and
increases that minimum to $10.00 in 2010. In addition, it required that those businesses covered contribute at least $1.50 per hour to provide benefits such as health care a year in 2007 and increases that to $3.00 in 2010. Alternately, employers can opt to pay not-less-than $13.00 per hour by 2010.

The *Wall Street Journal* article noted that Mayor Daley had opposed the bill and could veto it. The *Times* noted that he would have to turn around two council votes to succeed. "This creates an incentive to locate these stores outside Chicago, so we are losing out on jobs and sales-tax revenue," said Daley. An alderman is quoted as saying, "We all know this ordinance is unconstitutional. Why would we go through all of that when we can be bringing in jobs? The first Wal-Mart store is currently scheduled to open in Chicago in September of this year. The *Wall Street Journal* article noted that the current median wage for retail salespeople in Chicago is $9.41. Surprisingly, the *Times* article did not mention the Maryland ruling.

There are, of course, major political issues involved. The articles indicate that, to a major extent, the legislation presented to 30 state legislatures (and rejected) was part of the legislative program of the A.F.L.-C.I.O., and so this is likely to remain part of big labor's agenda. More than likely, however, savvy labor leaders anticipated where the courts would come down on the jurisdictional issues involved and raised this issue now—to add it to the national agenda with a congressional election in sight. And the Suffolk County legislature could have known that their action would not withstand judicial review and decided to make a political statement in any case. In recent decades, it seems a national election is never much further off than just over the horizon. This will be a live issue for some time.

Information posted on the Internet suggests that several NAEP member institutions are already involved with living-wage issues. If your institution is one of these, I hope you'll share with me how living-wage issues are decided on your campus; what the purchasing department's role has been, or is likely to be; what the projected costs are; and how your school will finance the cost.

If your institution has not already shared its thoughts with, and made its concerns clear, to its state legislature, business leaders might want to consider that legislation currently aimed at inviting commercial targets might spill over and have an effect on them as well. Merely trying to stay out of the line-of-fire may not be a good strategy this time.

This is a complex, "hot potato" issue, likely to be debated at all levels on campus. I know that nobody wants to find themselves on its "wrong side." Clearly, none of the legal action taken determines what action colleges and universities, or K-12 school districts, or commercial firms *should* take in what they may see as an important social justice area. Perhaps the judge has started to erect the legal framework needed to define the obligations and options involved.

I'm interested in knowing your opinion as to the likely effectiveness of the legislated approach envisioned by those who drafted the now-struck-down law. What do you think?
For What It's Worth—Follow Your Way to Leadership

By Tory Windley, Director of Procurement Services, University of Delaware

Our colleague and my friend, Steve Mack, has, on several occasions, written about leadership in this column. There are current discussions within our NAEP community about the strategic or leadership roles our departments take—or should or could play—on our campuses. Others of us are working to figure out ways for the leaders in our profession to network better on topics of specific interest to those in leadership positions at our institutions and within our profession.

I would like to entertain you this month with my musings on a related topic. I pose this question. If it’s so important to have good leadership, isn’t it just as important to have good followers (for lack of a better word). And what are the traits and values of those folks?

This past week, I have been facilitating meetings with potential consultants to assist us in the upgrade of our ERP financial and human resources software systems. One of the things I am not well-versed in is the intricate inner-workings of the software that supports our operations. In attendance at these meetings were representatives from the functional areas of campus, including our Assistant Treasurer for Receipts, Real Estate and Risk Management. A long time ago, I worked directly for her. Walking out of one of these meetings, she commented that I was doing a good job keeping the meetings organized, on track and on time, and asking good questions. I replied that I was listening well, and that I had learned good listening from her. When I worked for her, I was learning to be a good follower—to her terrific leadership and mentoring.

Good followers do need to listen well. They need to be open to possibility. They need to ask why or how we can do things and not know immediately why we can’t. They need to trust their leadership, but not unquestioningly. They need to question, with the desired result being knowledge transfer. They need to work well with others, especially their leaders, their bosses, co-workers, customers. Good followers know how to identify true leaders. They can be team players.

Good leaders do not set up others to fail. They set them up to succeed. But most of us have failed or not met expectations at some time. Good followers learn from mistakes or failures and move forward—better. Good followers share successes and take responsibility for failures. Good followers draw on the experience of their leaders and add their own strengths to develop better solutions than seen before. Good followers make their leaders look even better.
Leaders rely on those that are good followers. They rely on them when absent. They rely on them to bounce ideas off of. Good leaders hire and mentor good followers. Good followers get the things leaders need done. They are reliable in every way. They come to work on time, make sure the work is done, handle problems before they escalate to leadership.

I guess that unless you’re President of the United States, or King of the World, there is always someone for you to be a good follower to. Funny thing—a lot of the traits of good followers are most desirable in leadership, too. If you’re at a stage in your career or life where you’re looking to go up the next step, you know you’re ready, you want more, I advise you to make sure you’re a good follower now. Leadership is hard to do well. Really good following may be, too.
Ethics Enforcement in Public Purchasing

By Lloyd Rain, Purchasing Link Contributing Editor

The Issue
Most of us belong to one or more public purchasing organizations. Almost all these organizations have extensive and well thought out codes of ethics, developed through years if not decades of intensive discussions. They set forth the standards for ethical operations of their members. Some of the best public purchasing codes belong to the National Association of Educational Procurement\(^1\) and the National Institute for Governmental Purchasing\(^2\). There are many others, for example, the National Association of State Procurement Officials\(^3\). Almost every state government and local agency, all the way down to small institutional purchasing departments, promulgate their own specific sets of ethics codes. In most cases, these codes are very similar—in one way or another, they tell practitioners not to lie, cheat, accept gratuities, be unfair to anyone and to uphold the highest code of honor for their employers.

The problem is that all these codes are only advisory. There is no actual application or enforcement of any purchasing code that I am aware of; thus, there exists the potential for carrying these codes further into the realm of application.

It is fairly obvious why we belong to our purchasing organizations and why our employers pay for our memberships each year. From each professional organization, we get the benefits of the stated organizational purposes, usually centered around networking, sharing of common information, mentoring, training and access to various publications.

The Value of Ethics Codes
So what about those codes of ethics? What good are they? What purpose do they serve?

In truth, there is no benefit resulting from the promulgation of ethics codes unless they are enforced. Simply hanging them on the wall is a somewhat ineffectual exercise.

It’s easy to mumble some motherhood about having ethical standards to abide by in cases when certain conditions or transactions seem murky. And yes, there’s no doubt that these codes yield benefits in guiding us when we come upon questionable issues. But what’s the next step? What about—dare I say it?—enforcement?

In public purchasing, we have little understanding of what enforcement might look like—save perhaps, for the application of state laws, some of which establish ethics commissions that
rule on various transactions and may (shudder) actually apply sanctions such as fines and condemnations to wrongdoers⁴.

In public purchasing we tremble at the thought that we might have to enforce ethics issues ourselves.

So why in the world do we need to enforce our ethics rules? After all, most of us are employed by some form of governmental jurisdiction and breaches of ethics can be enforced by our employers through their personnel policies. Very few of us are self-employed and thus, we are not called upon to be self-regulating like some other professions in which the practitioners are mostly self-employed.

**Why Enforce Ethics?**

There are two answers to the question, “Why enforce ethics?” They are, essentially, *increased credibility* and *improved training*.

Enforcement heightens the credibility of the entire profession. When people witness the enforcement of ethics values, they gain an immense additional respect for any organization.

Additionally, enforcement brings these codes to the forefront of our collective consciousness and exposes us in an unambiguous way to the realistic application of our ethics. That type of member education can be gained in no other way and is certainly far superior to simply posting a scroll on a wall and pointing to it every year or two.

**How Would We Do It?**

As it stands right now, our ethics rules are little more than pretty sentences that we dutifully circulate with the hope that they give us some credibility when people stumble upon our Web sites and gaze upon our ethical plumage.

Of the several other professional organizations to which I belong, one, in particular, sets itself forth as a strict enforcer of its ethics codes and I couldn’t help remark upon the difference between the ethics application of our purchasing organizations on the one hand, and those of the ASCE⁵ on the other.

The American Society of Civil Engineers has an ethics code reminiscent of those that we revere in public purchasing, but that is actually enforced by an internal committee with sanctions ranging from letters of censure to expulsion from the Association.

The degree of enforcement is best described in a case study. Consider, then, this case as an example of ethics enforcement.

**The Situation**

An engineer was retained to carry out a geotechnical site investigation. The engineer submitted his report, which stated in part that the soil consisted primarily of "gravel, sandstone, brown coarse sand, and light brown, well graded sand."

The firm that reviewed the report on behalf of the Owner was concerned because the boring logs did not appear to represent the site correctly. A member of the reviewing firm knew that there was a great deal of volcanic rock in that area, but since the geotechnical engineer was a licensed professional engineer and had affixed his signature to the report, the reviewing firm did not question the accuracy of that document, except for the passing concern about volcanic rock.
During site investigation some time later, the Contractor became suspicious of the report and performed some backhoe scrapings for further investigation. He then called the reviewing firm and reported that the geotechnical report was not representative of the site conditions; in fact, it was completely erroneous.

A member of the reviewing firm then went to the site and found no evidence that any borings had been made and that, contradictory to the findings of the report, the entire area consisted of volcanic rock.

The Owner had the site examination repeated by another engineer and reported the incident to the state licensing board.

The board held a hearing before an administrative law judge to investigate the matter. During the investigation the geotechnical engineer admitted putting "hypothetical" data in his report. At the conclusion of the investigation and the hearing, the administrative law judge stated in the order that the geotechnical engineer's "testimony displayed an alarming lack of knowledge of basic engineering." In reference to the geotechnical engineer, the judge found that "no probationary terms could correct the dishonesty and misrepresentations which he apparently believes are his prerogative because he has an engineering license."

The judge recommended revocation of the engineer's license; the state licensing board revoked the engineer's license and closed the case.

But it didn’t end there.

**Ethics Actions**
The case was then reviewed by the ASCE Committee on Professional Conduct (CPC).

Canon 2a of the ASCE ethics guidelines states: "Engineers shall undertake to perform engineering assignments only when qualified by education or experience in the technical field of engineering involved." Canon 3b reads: "Engineers shall be objective and truthful in professional reports, statements, or testimony. They shall include all relevant and pertinent information in such reports, statements or testimony." Finally, canon 6 sets the following standard: "Engineers shall act in such a manner as to uphold and enhance the honor, integrity, and dignity of the engineering profession."

After investigating the matter, the CPC determined that the geotechnical engineer had violated canons 2, 3, and 6 of the ASCE Code of Ethics. It was recommended that the engineer be expelled from membership and that his name and an account of the incident be published in ASCE News.

The geotechnical engineer resigned from the Society before the matter went to the Board of Direction. The CPC recommended to the board that the resignation be accepted with prejudice and that notice of the circumstances of the resignation be published in an official Society publication. The Board of Direction accepted the resignation with prejudice and voted that the circumstances of the resignation be published in ASCE News.

**Discussion**
I could not help but wonder if such actions could be undertaken by the NAEP and the NIGP in cases of ethical infractions by members. It certainly would be interesting, not only to have these cases reviewed by an internal committee convened for that purpose, but to have the results of the internal reviews published.
One of the more perplexing aspects of such investigations is that a member might actually have to be expelled from a professional purchasing organization. This would not only represent a loss of revenue, but it might open the association to litigation because, no matter how correct the ruling, the expulsion (or other sanction) would reflect upon the wrongdoer’s employer; that is, upon the agency or jurisdiction that employed the offender and that might have had little to do with the questionable transaction itself.

Nevertheless, this kind of reflection occurs regularly with wrongdoers in federal and state governments and I see no reason for the incident to be withheld from public discussion just because of the potential for impugning the employer. This type of negative reflection also occurs in organizations with members practicing engineering, law, architecture, accounting and medicine. Incidents of individual wrongdoing are regularly brought into open public discussion among these and like organizations.

The open discussion of cases of wrongdoing has a most powerful effect upon the education of the entire membership—it is there, among the members, that the maximum benefit is derived from each incident. It is from the objective disclosure of wrongdoing that we learn, in an incontrovertible way, about the expectations of ourselves as professional practitioners. It is from these discussions that attention is continually drawn to our ethics guidelines, not as some elusive set of pronouncements that surface occasionally and then subside from view almost immediately, but as the pervasive sets of values by which we abide and of which we must be continually advised.

In the final analysis, it seems that there should be some form of chastisement when a member violates, perhaps egregiously, one of our tenets of ethical operations.

The ASCE sets a notable example of the enforcement of ethics codes. We would do well to observe its methods and follow suit.

End

Lloyd Rain retired as Purchasing Director of Lane Community College in October 2003 and is now the principal of Lloyd Rain Associates, a firm that provides solicitations for public agencies (www.rainassoc.com).

4 Oregon Revised Statute 244, Government Standards and Practices, known in Oregon as the “ethics law.” http://www.leg.state.or.us/ors/244.html
5 American Society of Civil Engineers, http://www.asce.org/asce.cfm
6 The term, “with prejudice” means that a sentence cannot be appealed.
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From the President

PROCUREMENT STEWARDSHIP: Is It Time To Take a Hard Look At Our Profession and Ourselves?

At first this seems like a very simple question; However, the more I think about it and visit with others in our community, the more I realize how complex the future of the role of procurement on campus really is.

There has been a lot of conversation lately about what many of our members think in regard to where procurement should be positioned in our institutions and how we and our superiors view not only our profession but ourselves. I hear all the time that procurement is not invited to sit at the table with other campus constituencies whom we believe to be our institutional peers. Responses to our 2005 member survey indicate that the procurement function is not considered "strategic" to the goals and objectives of their institutions.[1]

However, just as often I hear from members who tell me that the procurement function at their institution is viewed as strategic, to the extent that new job descriptions have been developed specifically to assist procurement AND the institution to become more strategically aligned for the future.

A simple Google search for the title of “Director of Strategic Procurement” resulted in 222 hits, so someone somewhere must think they’re on the right track. I can only guess that, if I ran this search 12 months ago, the number would have been significantly less and, if I were to run this query 12 months from now, I am sure the number will be significantly higher.

As procurement becomes viewed and leveraged as more strategic, our impact will have greater significance in
areas other than tangible dollars saved. Just think for a moment about the many potential intangible benefits provided by procurement that could help institutions become more significant, efficient, and imaginative. The responses are as diverse as we are, as this is an issue that puts the diversity of the role our profession plays from institution to institution in sharp relief. How did we get to be so different: What is it about the issue that can create such a diverse landscape from institution to institution?

Many of our members believe procurement is not getting the recognition or support that’s deserved. They feel that this all is a direct result of being considered process-orientated. In addition, procurement, by its nature, has to maintain its position as the area on campus protecting the public trust and integrity of the institution, especially in public institutions. Procurement can be viewed as the regulator, the protector of the common good, a roadblock. However stated—what isn’t often heard is customer service. If this sounds familiar to you, perhaps it’s time to re-evaluate your relationships with your on-campus customers.

There are many member institutions where procurement is found sitting at that high-level table, and getting the support needed to carry out its mission. What is the difference between these viewpoints? And how many more perspectives are actually in our community?

This year, during NAEP's fall regional and district meetings, during what is normally time spent updating the activities of NAEP and E&I, we will instead be engaging meeting attendees to discuss their perspectives on the current state of our profession and what it is that drives us to be so far apart in our points of view.

I'm confident that this issue is one that needs greater investigation and dialogue. To do this, we will call upon members to help generate the type of thought necessary to develop a foundation that we can use to create communication and programming to assist each of us to determine if there really is a "table."

[1] The Member of Record was asked how their institution’s senior administration views the procurement function and related services. Overall, they feel that 50% (up from 47% in 2003) of senior administration views the procurement function as necessary, but not strategic; while 37% feel it is a strategic asset.

Six in ten of the Private/Large schools and just shy of half of the Public/Large schools feel senior administration views the procurement function as a strategic asset. The percentage is about one-third for Public/Small schools and one-fourth for Private/Small schools for viewing procurement as strategic. The procurement function for Public/Small and Private/Small is more apt to be perceived as necessary, but not strategic (50%+).
2005 will be remembered as the year of cataclysmic natural events that took a toll on the nation’s infrastructure. Construction inflation, which had been rising at a manageable 3–4% a year, rose more than that in the last 3 months of 2005. Even with increasing inflation, completed 2005 college construction came in at a whopping $14.5 billion dollars—the highest one-year total in our nation’s history.

Higher-than-ever expectations from today’s students and their parents, increased competition for faculty and dollars, rapid changes in technology, diverse learning and teaching styles, more pressure to measure results—these are just some of the critical issues colleges and universities are facing and what they are hoping that this mammoth expenditure in construction will deliver. Institutions of all types and sizes are looking for new ways to be closer to the cutting edge, and facilities are a bigger-than-ever part of the solution.

Who Should Attend
Academic / Administration / Admissions / Business / Campus Planning / Design / Development / Facilities / Faculty / Human Resources / Procurement / Student Services

What You Will Learn
- The kinds of spaces that appeal most to today’s students and faculty.
- How to transform underused spaces.
- Ideas for increasing the strategic value of your classrooms, offices and the often-overlooked areas between them.
- How institutions such as Northern Arizona University, Tarrant County College, and the University of Connecticut are leveraging their facilities in unique ways to get the results they’re after.

Click here for detailed information and registration.
concludes with an evening roundtable discussion. Topics include:

- Green Building Design
- Green Operations/Energy Management
- Green Curriculum
- Sustainable Planning

Attendees may register for partial or full-day conference. Fees range from $20 to $55.

Full details and registration form are available on the Website of the Virginia Sustainable Building Network (VSBN): www.vsbn.org

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**SCUP Presents**

**Campus Sustainability Day IV**

**Webcast: Wednesday, October 25**

The Society for College and University Planning (SCUP) presents its fourth Webcast on campus-based sustainability on Wednesday, October 25 (see times below). The program will explore a range of institutions—two-year, four-year, research—to see where they are in integrating sustainability throughout the campus. It will feature presenters and case studies from Arizona State University, Grand Valley State University, Harvard University, and Pima Community College.

If you are not ready to register just yet, but you think you might want to hold Campus Sustainability Day IV events on October 25, you may join SCUP’s open email-discussion. Send a message to csd-4-request@umich.edu with the word "subscribe" in the subject line. This does not obligate you to sign up for the Webcast, but it does put you in the mix with others planning for the big day this fall, so that you can share ideas.

Webcast: Wednesday, October 25, 2006
12:30 PM–2:30 PM Eastern; 11:30 AM–1:30 PM Central; 10:30 AM–12:30 PM Mountain; 9:30 AM–11:30 AM Pacific

Click here to view the archived information from Campus Sustainability Day III. [http://www.scup.org/csd/3/](http://www.scup.org/csd/3/)

Register for the live Webcast now.

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**Call for Programs: 2007 NAEP Annual Meeting**

**Theme: Ambient Leadership**
NAEP is calling for proposals for both educational workshops and corporate information sessions for its 86th Annual Meeting & Exposition in San Jose, California, March 25-28, 2007.

**Ambient Leadership**
The meeting’s theme, *Ambient Leadership*, refers to the integration of harmonious influences stemming from a combination of traditional and new approaches. Akin to ambient light, ambient leadership can appear to come from anywhere—and procurement, the one function that cross all constituencies on campus, is uniquely positioned to contribute in a leadership capacity with expertise and value.

**Share Your Best Practices**
Our 2007 event is structured to fully capture the many areas of expertise possessed by many of our members and other experts allied to higher education and share that wisdom with all who attend. Most attendees will be purchasing professionals from two- and four-year institutions, representing public, private, research, and healthcare areas. Also attending will be K-12 school district representatives and registrants from other disciplines such as facilities, food services, auxiliary services, HR, telecommunications, and information technologies.

All conference sessions are 60 or 75 minutes in length. Mini-Institutes are 2 hours 45 minutes in length.

The 2007 NAEP Annual Meeting will have 4 main tracks. Within each track are specific topic areas which our membership has expressed an interest in further professional development.

1. **Administration / Management / Leadership**
   Content in these sessions reflect the theme of the meeting—Ambient Leadership—as it may relate to issues in Campus Administration, Change Management, Interpreting Financial Statements, Contract Management, Life-Work Balance, Elevating Procurement on Campus, Socially Responsible Procurement, etc.

2. **Procurement**
   New and exciting initiatives in our own institutions are important to share with each other. We live in a rapidly changing world tied to technology and the economy. We need to know about Current Industry Issues, How to Leverage Our Buying Power, Procurement Cards and Sustainability. What are the Best Practices on Campuses and Cutting-Edge Solutions?

3. **Commodity Specific**
   Because the arm of Procurement extends into all areas on campus there is a wealth of knowledge on Construction and Facilities, Athletics, Print & Mail, Bookstores, Food Service, Travel Management, IT etc.

4. **Business Diversity**
   Ambient Leadership has never been so important as it relates to Diversity. Content in this track will focus on Federal Requirements, How to Start a Diversity Program, How to Manage an Existing Diversity Program, Best Practices and the Latest Initiatives.
Corporate Showcase Presentations
Exposition Hall Education Program

NAEP Showcase Presentations will be delivered at the 2007 Annual Meeting & Exposition in San Jose California. Our Corporate Showcase Presentations are held in a theater setting right on the exposition floor, during time slots that do not compete with other conference programming. Annual Meeting Showcase Presentations are 45 minutes in length. Showcase Presentations are secured as part of an NAEP Annual Meeting sponsorship, with one session bundled into Diamond Sponsorships. Surplus time slots are available for purchase on a first-come, first served basis to all exhibitors. Showcase Presentation times are determined by the sponsorship application.

Online application: click here

Candidates Sought for Office of 2nd Vice-President

The NAEP Nominating Committee is calling for nominations for candidates for the NAEP Board of Directors. In February 2007, elections will be held for 2nd Vice-President and for two District Board Members. As in the past two years, voting will be conducted online via the NAEP Website Electronic Ballot.

RESPONSIBILITIES of the 2nd Vice-President

- Serve as Voting Board Member
- Serve as Member of the Awards Committee
- Attend ASAE CEO Symposium
- Represent NAEP at two (2) NAEP Regional Meetings
- Serve as Secretary to the Board
- Conduct Regional Officers Workshop at Annual Meeting

TERM OF OFFICE
The term of office for 2nd Vice-President is five years. After serving the first year, the 2nd Vice-President rotates through the offices of 1st Vice-President, Senior Vice-President, President, and finally, Immediate Past-President. The board member will serve in the office to which elected each year, the period of service running from the end of the Annual Meeting following the election, to the end of the subsequent Annual Meeting.

DEADLINE FOR NOMINATIONS
The deadline to submit all nominations is September 30, 2006. Email nominations to: John Klopp, University of Iowa, john-klopp@uiowa.edu.

DISTRICT BOARD MEMBERS
Nominations for District Board Members are handled separately by the District Nominating Committees, comprised of all Regional Presidents within each district.
Awards Committee Seeks Nominations
For NAEP’s Three Annual Recognition Awards

Honoring Our Volunteers

NAEP offers three Annual Recognition Awards, for which nominations are open through November 30, 2006. Show your appreciation to your colleagues who have contributed significantly to our purchasing community. The NAEP Awards Committee will review nominations and the Board of Directors will make the final decisions. Winners will be announced at the 2007 Annual Meeting in San Jose, California.

The three NAEP Annual Recognition Awards are:

**Bert C. Ahrens Achievement Award**
To recognize a former or present member who has made outstanding contributions to NAEP over an extended period of time. This award is the highest form of recognition offered by this Association.

**Neil D. Markee Communicator of the Year Award**
To recognize a member who made the most outstanding contribution to the profession during the year through the written or spoken word.

**Distinguished Service-Award**
To recognize individuals who have provided extraordinary service to their institutions, the higher education community, the Association, or the purchasing profession.

**ELIGIBILITY**
A Nominee must be, or have been, an active employee of a current member institution of the National Association of Educational Buyers and not a current member of the Association's Board of Directors or Awards Committee.

**NOMINATION CRITERIA AND PROCEDURES**
Nomination Form will be posted to NAEP Website in September.

The Collaborative Workspace: A New, Exclusive Support Tool for All NAEP Committee Members

NAEP is in the process of constructing a Collaborative Workspace wherein you—as a member of one of the NAEP committees—can communicate confidentially, and simultaneously, with all other people on your own committee.

Starting in early September, the Workspace will be accessible through NAEP’s website, via the Resources navigation bar on the homepage. It will be secure in that access is permitted only to that Committee to which a
The advantages of using an online workspace, in lieu of emails and phone calls are:

1. All members are included in every communication posted.
2. Past postings remain in the workspace for reference.
3. Visual elements are available for all to see: Graphics, charts, databases, drafts of works-in-progress, etc.
4. The workspace can provide an up-to-date overview of the status of the Committee’s charges, including completion deadlines and dates when completed.
5. Committee-related messages don’t get overlooked or lost in crowded email inboxes.
6. Conference phone calls are time-consuming merely to arrange among several people.

We will notify all Committee members, by email, when this new resource goes live later this month. Meanwhile, if you would like to share with us your ideas for the kinds of tools you would like to see included in this new resource, please contact NAEP's Toni Valenti at tvalenti@naepnet.org.

News and Views from District III
Carolinas, Florida, Kentucky, TAGM (Tennessee, Alabama, Georgia, Mississippi)

By Starlene Jackson, Purchasing Agent, Central Carolina Community College, Sanford, North Carolina: NAEP District III Director

I had the good fortune to meet many of you in Baltimore, Maryland in May at the annual meeting. What a great meeting!! Many of you stopped by the NAEP booth and updated your profile on the NAEP Website. For those of you who did not, I am encouraging you to take a minute to go to naepnet.org and click on “My Profile.” If, after entering your e-mail address, you have problems with updating your profile, you may want to contact syoung@naepnet.org to check your e-mail address. Thank you for helping us keep our membership records updated.

Central Carolina Community College is ranked as the 6th largest within the 58 community colleges in North Carolina. I started with the college in 1988 in the Financial Aid Department and moved to Purchasing Agent in 1990. I received my CPPB certification in 1998.

My relationship with the Association (then named NAEB) began in 1998, when I was asked to serve as Secretary of the Carolinas Region during my very first year as a member. The region had a very difficult time that year in securing a slate of officers, and I was so new I had no idea how much work the Secretary had to do, so I said, “Yes.”

That first year proved to be beneficial to me beyond words—as I learned so very much about myself, about the organization, how to do my job better, and made so many new friends! I was certainly hooked on “NAEB!!”

Turn the calendar to 2006 and NAEB is now NAEP! By remaining active and volunteering to serve, I am still reaping all the benefits mentioned above and many more.

Over the years, I have served as Regional President, on some national committees, enjoyed making costumes for regional attendees to wear at the annual meetings during the Member Get-a-Member
campaigns, and am now serving as the Board Member for District III.

On our district level, we are gearing up for our annual regional meetings. The Carolinas Region will be meeting October 1-4, at the Riverside Hilton in Wilmington, North Carolina. The annual meeting for the Kentucky Region will be October 8-10, at Lake Cumberland, Kentucky. Atlanta, Georgia will be the site of the TAGM annual meeting, held November 12-15. The Florida Region meeting will take place in February 2007, in Tampa.

We extend a warm welcome to each and every one of you to visit any or all of our regional meetings. There will be lots of informative sessions and lots of good food and fellowship for all.

There are preliminary discussions being held regarding hosting a District Meeting in 2008, so any of you in District III or other districts who have information or suggestions about setting up a meeting of this kind, please feel free to contact me.

On a personal note from District III, Bernard (Bernie) Joy, MDiv from Emory University and a member of TAGM, has now added C.P.M. to his name. Bernie decided he wanted the C.P.M. designation and wasted no time in achieving his goal. Three months and two weeks later, he had passed all exams and was awarded his C.P.M. Congratulations, Bernie! This feat must be some kind of record! Bernie has also accepted the position of Webmaster for the TAGM regional website.

The Procurement Staff of Central Piedmont Community College in Charlotte, North Carolina, and a member of the Carolinas Region, decided they wanted to do something special during the week of July 4 for our troops in Iraq. They collected enough "goodies" to fill several very large boxes and then sent them to Iraq to surprise our troops during the July 4th holiday. Thanks to each member of the staff for such a wonderful endeavor!!

All our lives are becoming busier with each passing day, or so it seems. It takes a special effort to fit all activities into our schedules, but I urge each one of you to become more involved with NAEP. Answer that email asking for volunteers to serve on a committee! Call the National Office and ask what you can do! It is only when you "jump in with both feet" that you really begin to reap those benefits. Just DO IT! You will be glad you did!

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**Buying for Higher Education Week: October 23-27, 2006**

Gain more visibility at your workplace and in your local community by taking a few simple marketing actions.

Let your campus customers know who you are, where you may be found, and how you can help them fill their needs. We urge you to participate in this promotion by making a special effort, during the week of October 23-27, to help your colleagues in other departments understand and appreciate what the purchasing function does in support of your institution's educational mission. Buying for Higher Education Week focuses attention on the contributions that purchasing professionals make to the nation's colleges, universities, private schools, and hospitals.

Administrative departments maintain a low profile on campus, and purchasing people can be almost invisible early in the academic year, when many new people are finding their way around. However, you cannot deliver outstanding service to your customers if they don't know you and don't know where to find you. Listed below are some actions you and your department can take to market your efforts to your customers, your boss, and your suppliers.
**Action Items for Buying for Higher Education Week**

1. **Post Your Mission Statement Near Your Office Door**
   Post a copy of your department's mission statement near your office. Many of the people you serve may not be aware of what your basic goals are.

2. **Hold an Open House**
   Send an invitation to all the departments you serve. As you take tea together, you'll get a chance to discuss the effort you are making to deliver quality services and to learn what's new in their area.

3. **Invite Local Suppliers to Meet Your Staff and Campus Customers**
   Your suppliers will welcome an opportunity to meet with your staff and the end-users of their products or services. Don't forget the local minority business community.

4. **Communicate**
   Produce a brochure or special issue of your purchasing newsletter in which you discuss how your department contributes to the mission of the institution. Get three people—a campus customer, a supplier, and a purchasing staff member— to write 100 words each on the role of purchasing from their individual perspectives. Distribute copies via campus mail and use the publication as a handout at your open house.

5. **Send a Press Release**
   Send a press release to your local and campus newspapers. Include specifics about your own department and point out your institution's contribution to the community's economy.

6. **Staff Training**
   Buying for Higher Education Week provides a springboard for a discussion with your staff about the mission of your department and plans for the future. Hold an Open Forum for collecting feedback and brainstorming ideas.

7. **Use the NAEP Email Network**
   Use the NAEP Listserv network to share with your peers what you are doing to observe Buying for Higher Education Week. For instructions on using the Listserv, log onto www.naepnet.org and click on "Listserv."

8. **Key People**
   Assemble a mailing list of key people on your campus. Resolve to help them better understand the purchasing role by sending them an informative mailing at least quarterly. Send the first flyer during Buying for Higher Education Week.

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**Calendar of Events**
**September 28, 2006**

**EDUCATIONAL WEBCAST**

Spaces Matter: Aligning Your Campus Environments & Your Strategic Plan

Faculty: Deb Moore, Executive Editor of College Planning & Management Magazine; and Ed Roy, National Workplace Consultant for Higher Education, Steelcase Inc.

Time: 11:00 a.m. Pacific; 12:00 p.m. Mountain; 1:00 p.m. Central; 2:00 p.m. Eastern

Length: 60 min.

Fee NAEP member $99; nonmember: $199

Online registration: [click here](#)

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**September 27-29, 2006**

**PROCUREMENT ACADEMY TIER I: FOUNDATION**

(co-located with the TOAL Regional Meeting)

Renaissance Tulsa Hotel
Tulsa, Oklahoma
Rate: $79/night plus tax
Rate cut-off: September 1, 2006
Use group name NAEP and group code EDBEDBA to receive discount.

Online registration: [click here](#)

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**October 4-6, 2006**

**PROCUREMENT ACADEMY TIER II: PROFESSIONAL**

(co-located with the DISTRICT VI Regional Meeting)

Renaissance Montura
Los Angeles, California
Rate: $111/night plus tax
Rate cut-off: September 1, 2006
Use group name NAEP to receive discount.

Online registration: [click here](#)

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**February 4-7, 2007**

**PROCUREMENT ACADEMY TIER III: SENIOR PROFESSIONAL**

Hotel Monteleone
New Orleans, Louisiana
Rate: $149/night plus tax

Online registration: [click here](#)

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**2006 REGIONAL MEETINGS**

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Member News

Eileen Miller, C.P.M., Purchasing Management Analyst at Chemeketa Community College, Salem, Oregon, was recently awarded NIGP’s 2006 Professional Buyer of the Year Award. The award was presented to her on August 7. Selection criteria for the award are based on the candidate’s contributions to employer, local chapter of NIGP, and community. Congratulations, Eileen. Well-deserved!

Robert C. Moerke, C.P.M., CTPM, until recently Director of Procurement Services at Texas State University-San Marcos, reports that effective September 1, he moves into a new position as the Director of Contract Compliance at the university. The purchasing staff will henceforth report to the Director of Materials Management, Frank Gonzalez.

Stephen E. Riggins has been named Director of Purchasing Administration at Indiana University in Bloomington, taking over Patrick Smith’s former responsibilities.

Don LeDuc, President of Thomas M. Cooley Law School, reports that the American Bar Association has granted the school’s request to establish three-year Juris Doctor degree programs at its downtown Grand Rapids campus and at Rochester/Oakland University in Michigan. Previously, Cooley was authorized to offer only fifteen first-year credits at its Oakland and Grand Rapids locations, which required students to complete the remainder of their studies at Cooley’s Lansing campus. “This is a monumental day in the history of Cooley Law School,” says Don. “While it’s been a long process, the journey has made this day all the more meaningful.”

Top 10 Ways to Spot Terrible Meetings!

Meetings are valuable components of organizations. Yet they need process, discipline and leadership/facilitation to work best. Working at getting them right is one of the most value-creating activities any organization can embark on. But it doesn’t always work that way. Sometimes, better than giving advice about how to run things well, it can be useful to have a hit list to help you identify when things are less than productive. Meetings can be
hugely productive, especially if you keep a sharp eye out for these ten things.

1. **No Agenda**
   When there is no agenda, there is no opportunity to prepare, no framework for the meeting and no purpose. When this happens a lot, there is a tendency for 5 below.

2. **Wrong people there**
   Ever been to a meeting where there was no logical purpose for you to be there? Meeting time is valuable and it is important for efficiency and effectiveness that as few people attend as purposeful. People should appreciate that non-attendance at a particular meeting is OK and get used to it.

3. **Overrun**
   Those times when you sit in a meeting and watch your life slip away are those that happened with poor meeting management. There is nothing worse than unkept promises (and meetings are just that—a contract to the participants time) and must be honored. Everyone has a role here.

4. **Indiscipline**
   Many meeting participants do not know how to behave. These are things about them and their ego, lack of self-confidence and poor behaviors (outside the meeting, too). Lack of courtesy, understanding and space for others to say their piece is inexcusable and not constructive for the outcome.

5. **The Leader Leads**
   Here the meeting is at the beck and call of the leader or chair who really is holding court for her/himself. This sort of meeting is about leaders showing that they are democratic, but they are nothing of the sort. This is a rubber-stamping meeting and is of little or no value.

6. **The Leader Doesn't Lead**
   Here there is a free-for-all, with no leadership from the chair. Poor behaviors, timekeeping and outcomes riddle this sort of meeting. Results are frayed-tempered, frustrated people.

7. **Environment**
   Too hot, too cold, no water, no breaks, too big, too small. Have you ever been in one of those meetings? And aren't they awful, so awful in fact that you can't do your best. This is a meeting where the organizers do not respect the participants.

8. **Nothing Happens**
   A lovely chat, a few disagreements and “See you next month.” This is the nice-to-have meeting that does nothing and goes nowhere. As Peter Drucker said, “Meetings are a symptom of bad organization. The fewer meetings the better.”

9. **Side-tracked/New Stuff**
   With an agenda, people know what the meeting will be about—or will they. Even with the best agenda, weak processes tend to lead to new issues, sidetracking and wasted time. This is solvable with effort from the facilitator.

10. **No Review and Growth**
    Meetings come and go and are always awful. They are unproductive, boring, overrun and people are there who shouldn't be. If there is no review of just how good or bad the meeting has been, there will be no improvement. The leader/facilitator can add-in “meeting feedback” as the first agenda item and stick to it. Tough at first, but gets easier.

Step by step, you can work, with a facilitator or not, to unravel just what needs to change. You will make a big difference, not only to meetings and how productive they are, but also to your capacity to build great relationships with the people who show up.
That's Leadership!

Martin Haworth, Business and Management Coach, CoachVille © 2005

Quote of the Month

The deepest principle of human nature is the craving to be appreciated.—William James