Foundations of Real Estate Management™
Module 5: Putting It All Together

Session 1: Pest Management (30 minutes)

Objective:

- Describe how Integrated Pest Management (IPM) is used in a commercial building

Common Pests

- Pest issues
    - Health issues
    - Structural damage
    - Nuisance/cosmetic
- Rodents
    - Eliminating conditions that attract rodents
    - Traps and poisons
        - Bait boxes
        - Glue traps or snap traps
- Insects
    - Eliminating conditions that attract insects and allow them into the building
    - Trap and kill
        - Bait station or glue trap
        - Pesticides
- Termites
    - Conditions that attract termites
        - Moisture
        - Optimal temperatures
        - Disturbed soil
        - Underground objects (pipes)
    - Eliminating termites
        - Chemicals
        - Termite stations

Integrated Pest Management

- Four-tiered approach
    - Set action thresholds
    - Monitor and identify pests
    - Prevent infiltration
    - Eliminate pests

Session 2: Parking (45 minutes)

Objectives:

- Define surface parking, and describe the construction and maintenance techniques used for a surface parking lot.
- Define structured parking, and describe the construction and maintenance techniques used for a structured parking facility.
- Compare and contrast parking leases and parking management agreements.

Types of Parking

- Surface parking
- Structured parking
    - Parking garages
    - Parking decks
    - Structured parking considerations
        - Ventilation
        - Drainage systems

Asphalt Surfaces

- Maintenance and repair
    - Sealing
    - Alligatoring
    - Potholes

Concrete Surfaces

- Concrete v. asphalt
- Maintenance and repair
    - Spalling

Maintenance of Structured Parking (Concrete)

- Types of construction
    - Cast in place
    - Post-tension construction
    - Precast
- Maintenance and repair
    - Routing
    - Delamination
    - Full-depth repair
    - Partial-depth repair
    - Expansion joints
    - Caulk joints

Lighting

- Safety feature
- Timing devices and sensors

Striping

- Functions
    - Curb appeal
    - Maximize parking spaces
    - Efficient traffic flow
    - Designated parking
- Designs
    - Straight
    - Angled
    - Parallel
- Americans with Disabilities Act
    - Standard spaces
    - Van accessible spaces

Parking Contractors

- Management agreement
- Lease
- Self-park vs. valet park

Session 3: Security (30 minutes)

Objectives:

- Define the four layers of a physical security program and explain how each one enhances security in a commercial property.
- Explain how a security officer may augment the four layers of a physical security program to improve security in a commercial property.

A Sense of Security

- Impressions and perceptions
- Physical security is a comprehensive, multi-level program

Threat Assessment

- Identifies vulnerabilities
- Types of threats
  - Global security threats
  - National security threats
  - Local security threats

Physical Security Program

- Environmental Design
  - Warning signs
  - Fencing
  - Concrete bollards
  - Barriers
  - Eliminate hiding places
  - Vehicle height restrictions
  - Site lighting
- Mechanical and electrical access control
  - Gates, doors, locks
  - Technology
    - Keypads
    - Biometrics
    - Access cards or key fobs
    - Managing access
      - All access
      - Floor access
      - Vendor access
      - Tenant access
    - Reporting
- Intrusion Detection
- Video Monitoring

Security Personnel

- Sets the tone for tenants and visitors
- Roles
    - Security only
    - Combination of security and customer service
- Hard v. soft uniforms
- Screening and badging visitors

Security Patrols

- Walking patrols
- Bike patrols
- Vehicle patrols
- Watch tour monitoring system

Educating the Security "Team"

- Property management employees
- Tenants

Session 4T: Property Tour

Objective:

- During this tour, you will explore the property's pest management, security, and parking programs.

Tour Highlights

- Pest management
- Security program
- Parking

Session 5: Landscaping and Snow Removal (45 minutes)

Objectives:

- Describe various landscaping tasks, including cleanup, spring cleaning, mowing and trimming, edging, chemical applications, shrub maintenance, ground cover, tree management, leaf removal, planting beds, irrigation, and weed control.
- List at least 10 best practices for managing snow removal.

Landscape Management

- Storm water management
- Types of vendors
    - Small landscapers
    - Regional (mid-range) landscapers
    - Full-service landscapers
- Communicating with the landscaper
- General landscape management
    - Cleanup/curb appeal
    - Spring cleanup
    - Edging
    - Leaf removal
    - Irrigation
        - Xeriscaping
        - Zero-scaping
        - Recycled waste water
- Turf management
    - Mowing and trimming
        - Compost/recycle
        - Scalping
    - Chemical applications
        - Fertilizer
        - Weed control
        - Crabgrass control
        - Spot treatments
        - Soil testing
    - Aerating and over-seeding
- Plant material management
    - Shrub maintenance
        - Deciduous
        - Evergreen
        - Pruning
    - Ground cover
    - Tree management
        - Pruning
        - Insect and disease control

- o Planting beds
    - Perennials
    - Annuals
    - Bulbs
    - Mulch
  - o Weed control
- Plantscaping (interior)

Snow Removal

- Snow removal policy
- Communicating with snow removal vendor
- Best practices for managing snow and ice

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Session 6T: Property Tour (Optional)

Objective:

- Examine the landscaping outside a commercial building.

Tour Highlights

- Turf areas
- Shrubs
- Flower beds
- Trees
- Clean-up
- Irrigation

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Session 7: Introduction to BOMA (45 minutes)

Objectives:

- Describe what BOMA International does, and the benefits of membership.
- Describe what the local BOMA association does, and the benefits of membership.

Welcome to BOMA International

- Mission of BOMA International
- Who BOMA members are
- What BOMA International does/benefits of membership
    o Advocacy and codes
    o Annual conference and trade show
    o Awards and recognition
    o Education
    o Involvement
    o Networking
    o News and information
    o Publications
    o Research
    o Standards
- BOMA Structure
    o Federation of local associations

Your Local BOMA Association

- Membership
- Programs and services
- Upcoming events
- Important contacts and dates
- Other (TBD by local association)

Session 8: Learning Assessment Game

Recommended Time Allocation: 60 minutes (minimum)

This learning assessment exercise should be scheduled at the end of the program (following the conclusion of Module 5). Students will test themselves on material presented in the course and have fun at the same time.

The exercise is modeled after the popular television game "It's Academic," where teams of students compete for prizes by answering questions; teams earn points for correct answers and lose points for incorrect answers. At the end of the exercise, the team with the most points wins.

Materials Needed

You will need the following supplies for this exercise:

- Ping-pong paddles (different colors, or labeled 1, 2, 3, etc.)*
- Paper, pencil, and calculator to keep score
- Stop watch or other timekeeping device
- Questions (provided to instructors)
- Prizes for the winning team (be creative; these do not have to be expensive)

> *If ping-pong paddles are not available, you may substitute anything that can be held up to identify teams, such as numbered cardboard signs, flags of different colors, or pennants from various sports teams.

The instructor serves as the "host" and asks the questions. A student or the local BOMA representative serves as the scorekeeper/timekeeper.

Game Instructions

1. Divide class into teams of no more than three or four students (you must have at least two teams to play). If the class has an odd number of students, one student may serve as scorekeeper/timekeeper (and this position will rotate out); otherwise, the local BOMA representative will serve as scorekeeper/timekeeper.

2. Provide each team with a different colored or numbered ping-pong paddle. Each team should select one member as its captain; the team captain will "work" the ping-pong paddle (raising it to answer a question) and respond on behalf of the team.

3. The "host" (instructor) asks the questions from the enclosed question banks. Questions from QB #1 are worth 1 point each; questions from QB #2 are worth 2 points each; questions from QB #3 (bonus questions) are worth 5 points each.

4. When the host poses a question, the team that raises its paddle first will have the first opportunity to respond. The team may have up to 10 seconds to discuss the question before the captain responds.

5. If the team responding has the correct answer, it receives the point(s). If the team answers incorrectly—or fails to answer within 10 seconds—it loses the point(s) assigned to that question.

6. If the first team responds incorrectly, another team may have the opportunity to respond (by raising its paddle), and so on, until the question has been answered correctly or all teams have had the opportunity to respond, whichever comes first. The team that answers the question first earns the point(s). Each time a team answers a question incorrectly, it loses the point(s) assigned to that question.

7. Questions from QB #1 should be used for the first "round," questions from QB #2 should be used for the second round, and questions from QB #3 should be used for the bonus round. You do not have to use every question provided; adjust based on time available. Limit the use of bonus questions, possibly asking one at the end of each round or saving one or two for the end of the game.

8. At the end of the scheduled time period for this exercise, the team with the most points wins.