



**GWFI**  
GLOBAL WORKFORCE INITIATIVE  
IFMA FOUNDATION



# GWFI Playbook

A Guide for IFMA Chapters and Councils for Making FM a Career of Choice

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# Table of Contents

INTRODUCTION .....	1
Higher Education's place in Facility Management Career Pathways .....	5
The Role of IFMA Chapters in the Global Workforce Initiative .....	9
Creating the Local GWI Team .....	13
Tracking Success.....	16
A Day with a Facilities Professional.....	19
Mentoring and Internships .....	21
Introduction of the Profession to High School and Younger Students .....	23
The IFMA Foundation's FM Student Programs .....	25
Appendix 1 – California Facility Management Talent Pipeline.....	28

# INTRODUCTION

*Nancy Johnson Sanquist, IFMA Fellow*

There is a battle going on in higher education globally. The entire framework we have to train and equip people for the new world of work is being redesigned. As Cathy Davidson reflects in her book, *The New Education*,

*“Redesigning higher education demands institutional restructuring, a revolution in every classroom curriculum and assessment system. It means refocusing away from the passive student to the whole person learning new ways of thinking through problems with no easy solutions. It shifts the goal of college from fulfilling course and graduation requirement to learning for success in the world after college. It means testing learning in serious and thoughtful ways, so that students take charge of what and how they know, how they collaborate, how they respond to feedback and how they grow. It teaches them how to understand and lead productively in the changing world in which they live.”*

The IFMA Foundation has focused on accrediting higher education institutions. Now with the Global Workforce Initiative (GWI), the foundation is expanding its role to support new ways of learning, certifying and ensuring that this revolution does not leave the field of facility management behind. GWI has faith in what new ideas can do for our antiquated education system at all levels and strives to be warriors in this massive redesign project. We write this GWI playbook for other IFMA members, whether they belong to local chapters or FM communities and ask you to join us in this movement for not only making FM a career of choice, but in the process, changing ways we deliver education to thousands of people around the world in whatever stage they are at in the life-long learning process.

## Why Create the Global Workforce Initiative?



*The first IFMA Student Chapter from the GWI program at Chaffey College, San Bernardino*

The 3<sup>rd</sup> Edition of a Royal Institute of Chartered Surveyors/International Facility Management Association (RICS/IFMA) report ***Raising the Bar: From Operational Excellence to Strategic Impact in FM*** was launched in Shanghai in the Spring of 2017 during the Annual Summit of the World Built Environment Forum. This was a perfect venue for the introduction of this critical study with its audience of 700 professionals coming together from over 70 cities scattered all over the world to discuss the future of the built environment. The issues addressed in this report included:

- Facility management is over \$1 trillion profession which “desperately needs an influx of new blood.”
- Career paths in FM are undergoing “significant change.”

Supporting the need for change is the fact that the average age of the FM workforce is 50.9 years. The IFMA Foundation launched the Global Workforce Initiative or GWI in January 2014 to address the problems identified in the IFMA/RICS report. A pilot project was undertaken in San Bernardino County California, one of the poorest counties in the country.

The board believes that by using the County of San Bernardino as a pilot, we have enough information on how to reproduce GWI in many more communities, both in the US and abroad. In so doing, we can increase the number of FM programs, engage more diverse students to learn the profession, and in the process, make our buildings and cities more resilient.

## What is the GWI?

The Global Workforce Initiative (GWI) is best visualized by the picture above: these are a few of the hundreds of high school students who descended on the Chaffey College Campus in San Bernardino for a career day in 2017.



They found themselves being fascinated by learning about a job they had never

heard of before, a Facility Manager. In fact, the jobs of lawyers, doctors and accountants could not be done without this profession which takes care of the design, construction, leasing, owning and operating of these increasingly smart buildings these folks work inside.



This is what GWI is all about, spreading the word to grade school/secondary school students, community college attendees and higher education professors and administrators around the world about a great job that has great pay with upwardly mobile possibilities. At the same time, facility managers can help “save the planet” by introducing and

enforcing sustainable built environment practices for their organizations. Eventually there will be FM courses at the grade school and high school level, but today we are excited about the FM programs taught now in the Community College system of California.

With GWI, the Foundation is acting as a connector between business, government, high schools, colleges, universities, economic development authorities and IFMA chapters and



councils to grow the future FM workforce and fill the sizeable gap in FM jobs coming available as the baby boomers retire.

With three GWI pilot programs operating in the US in the last year, 750 high school students in approximately 30 high schools have heard the word of FM with 12 IFMA chapters involved in related activities. In addition to GWI, a trade-based high school in West Warwick, Rhode Island and JM Wright Technical High School in Stamford, Connecticut both currently teach FM. With programs like these, we are hoping that student demand will push more high schools to offer FM technical training.



# Higher Education's Place in Facility Management Career Pathways

*Jeffrey J. Tafel, CAE*

Education is critical to the future of the FM profession and FM workforce. With seemingly insurmountable shortages in the FM workforce of the not-too-distant future, GWI strives to support many inroads to the profession that meet the educational needs of local FM employers.

When looking to fill immediate openings, many employers tend to prefer some level of experience combined with a basic level of relevant training. This training and education can take different forms:

- Credentials
- Certificate programs
- Incumbent worker training
- Upskilling for existing employees
- FM Internships and FM Apprenticeships
- 2-year degrees

This type of training and education has traditionally been most likely found at community colleges. Community colleges have proven to be one of the best partners for GWI in the Foundation's pilot cities as they tend to be more flexible and faster in putting new training and educational programs in place.

**Credentials:** The GWI encourages offerings for all of IFMA's established credential programs – the FMP, SFP and CFM as well as the Essentials of FM. While the CFM isn't as prominent given its requisite years of experience, the Essentials of FM, FMP and SFP are fast-track options for incumbent workers to get up to speed on FM quickly.

**Certificate Programs:** Many colleges and universities offer FM Certificates. These programs often use the same FM coursework that may be offered in an FM or FM-related degree at the same institution, but don't require the other non-FM courses that round out a two-year or four-year degree. However, the quality of certificate programs can vary greatly. Even prestigious schools have been observed offering sub-par FM certificate programs, while other institutions may have certificate programs that rival full degree programs. Certificate programs have the advantage of typically being faster to complete and less expensive than degree programs.

**Upskilling, Incumbent Workers and Continuing Training:** One promising but hard-to-identify constituency for new facility managers are individuals working in professions that align in some way to facility management who are interested in transitioning to careers in FM. Incumbent workers are likely to have more experience and may need less FM-specific training to fill facility management openings. This is where continuing education classes or certificate programs can help prepare individuals to enter the field. This same level and kind of FM training and education can be applied to those who are being promoted from within an organization to fill FM roles. Data from the Foundation's Southern California job survey suggests that some organizations have looked to internal workers to fill FM positions as they haven't found qualified pools of candidates outside of the company.

**Two-year (Associate Degree) Programs:** This is the focus of many of the initial GWI implementations. Most of the training and education mentioned above can be the basis for the essential coursework in a two-year FM degree program. While the two-year timeframe is pushing the far end of the immediate needs horizon, employers have strongly supported establishment of these degrees knowing they are typically offered alongside the quicker options mentioned above.

Two-year degree programs have pros and cons. Cons are the two-year time frame and higher cost than the quicker training options. Pros can outweigh these negatives by preparing students better with a full degree curriculum, an actual college degree that may apply towards 4-year degree programs. Two-year programs are also eligible to be accredited by the IFMA Foundation's Facility Management Accreditation Commission (FMAC) as an Accredited FM Degree Program (ADP).

Internships and Apprenticeships: As mentioned earlier, employers tend to look for some level of experience when hiring FMs. Internships are rapidly becoming a common requirement of two-year and four-year degree programs. However, FM internships are conspicuously absent as a common offering for the profession. A recent academic journal article from Georgia Tech found that most FM departments had never thought about offering FM internships – and if they had – most had no idea of how to establish one or what a quality FM internship program would look like. This must change if FM is to keep up with other professions. To that end, the IFMA Foundation partnered with the Phoenix Chapter of IFMA to publish a how-to-guide for establishing FM internships programs for employers. The guide is available for free download from the Foundations GWI Partner website at [www.gwipartner.org](http://www.gwipartner.org).

Four-year and Graduate Degree Programs: Four-year and graduate FM degree programs expand on the 2-year curriculum with deeper coverage of the FM core competencies. Surprisingly, four-year degrees in FM are not as common as graduate (masters) degrees in FM. This is due to the simple fact that, for the most part, FM student pipelines into four-year programs are rare because most individuals aren't aware of FM until after some time in the workforce. Therefore, many universities choose to focus on establishing masters programs first as there is simply more awareness and larger pool of potential students to sustain the degree program.

A critical perspective that must be kept in mind when talking about higher education offerings is that at the end of the day, these institutions are businesses too. As such, they need to be presented with evidence that there is sufficient demand. They need a continuous and sustainable pipeline of students to cover the costs of developing degree and certificate programs in facility management. Just as important is demonstrated support from local and regional employers to assure students that there are jobs in facility management. Local employers also play a key role in offering internships and interviews.

The IFMA Foundation strives to catalog known FM degree programs around the world through the freely available [www.fmacademicregistry.org](http://www.fmacademicregistry.org). Offered as a service to the entire profession, there is no cost for using the site or for institutions to have their FM program included. Many of today's students actively look for accredited programs when choosing a course of study. This site is dedicated to not only listing all known FM degree programs, but highlighting those with accredited status.

Identifying programs isn't quite as easy as it seems it should be. When searching for FM degrees program on the internet, any FM programs tend to be buried far beneath results for the function and academic facility features. Identifying programs is further complicated by the fact that many FM degree programs don't have FM in the degree title! Much work needs to be done in populating this database, and anyone or any chapter or council with knowledge of any degree or certificate programs are strongly encouraged to contact the Foundation with this info or encouraging the known institutions to submit a listing through the [www.fmacademicregistry.org](http://www.fmacademicregistry.org) website directly.

Accreditation of FM Degree Programs (ADP): Accreditation is a voluntary process of quality assurance employed by colleges, universities and educational institutions worldwide. It distinguishes schools adhering to the IFMA Foundation's FM ADP Standard. The ADP is applicable to 2-year, 4-year and graduate degrees. The ADP Standard reflects the results of IFMA's Global Job Task Analysis (GJTA) which defines the 11 core competencies of the FM profession. Additional ADP Standard requirements ensure the education offered by the institution meets the demands of the rapidly changing and evolving FM profession, and that graduates will be well equipped to meet the demands of FM now and in the future. Accreditation benefits students, employers, academic institutions and society by ensuring these constituencies that the degree curriculum results in student having an appropriate level of understand in the core competency areas of FM and that enrolled students are fully support by the institution.





# The Role of IFMA Chapters in the Global Workforce Initiative

*Jeffrey J. Tafel, CAE*

The Foundation's Global Workforce Initiative ultimately strives to:

- Build awareness of FM as a career with students at multiple levels
- Create pathways for incumbent workers to FM careers
- Ensure locals have the training and education necessary for those interested in FM careers available that meets the needs of local employers
- Develop and encourage FM educational programs at all levels of higher education
- Support and expand FM Accredited Degree Programs

In short, Facility Management Workforce Development.

Workforce Development is a new thought in the collective IFMA world, and one that ultimately is local in nature. That means IFMA's Chapters play an absolutely critical role.

In the past, we (the collective IFMA) used to think that all we needed or could do was to participate in occasional career days and have a table at local job fairs. We believed that we

only needed to ask higher education to start offering FM education programs and they would jump at the chance.

While each and every one of these opportunities is an important activity in building awareness of the profession and we need to continue doing these things, we were unaware of what it really takes to make a profession more visible and a viable option for individuals to enter the profession.

When the Foundation partnered with the Alliance for Education in San Bernardino County, California as our first steps into the workforce development waters, we quickly ran into a 'chicken and egg' dilemma:

- High schools and teachers are reluctant to introduce FM if post-graduation training and education isn't readily available locally
- Higher education and trainers are reluctant to offer certificates, degrees and training without a robust pipeline of students

The solution? All key constituents supporting local FM career pathways and workforce development must be at the same table working together to make FM a career of choice in their locale.

So, who are these key constituencies?

- IFMA chapters
- Regional community colleges and universities
- Local school districts
- Local and workforce development agencies
- Economic development agencies
- Significant local and regional FM Employers
- Programs such as ACE (Adult Career Education) and Skills USA.

The success that the IFMA Foundation has experienced in California is because all of these constituencies came together to provide the leadership to make FM a Career of Choice in their state. This intense effort will need to be repeated in every state, in every province, in every country and region to introduce and educate the next generation of FM practitioners. It's on us –

IFMA and those in the profession – to ensure local training, education, internships and opportunities for the endless pathways into FM are available to graduates and incumbent workers.

The coalitions of key constituencies set strategies to reach local goals such as:

- Goals for student headcounts
- Goals for incumbent workers
- Assure that IFMA credentials are given substantial weight, value and employer preference
- Outreach plans to students
- Local educational programs meet regional employment needs
- Metrics to track regional success

A chapter's role is relatively easy to define, and the last three years of work with the pilot chapters have provided a road map for other chapters to follow.

## GWI Committee

Considering the work that IFMA chapter board members have on their plates, the best practice is for the board to support local GWI efforts by establishing a dedicated team of members passionate about FM workforce development and understand the long-term nature of this work. This GWI committee should be ideally represented at every board meeting and providing monthly updates on its work to the board and chapter membership. The board should ensure that the work of the committee receives the exposure within the chapter membership, and continuously monitors and supports the committee's work.

## Regional FM Talent Pipeline/GWI Committee

As mentioned above, the local committee should be comprised of the key constituencies listed. Identifying these individuals can be a challenge, and looking 'outside of our FM box,' and activating the extended chapter network is essential. The Foundation has created a "Readiness Assessment Worksheet" to help in this area (see the resources section for more information). The extended network in pilot chapters have included board member spouses who are in workforce development positions at local community colleges, friends of members who are in

appropriate roles within local school districts and high schools, etc. This committee shouldn't have the standard fiscal year service term mentality as this is an ongoing effort with a multi-year overall life expectancy.

## Local GWI Champions

GWI Champions are key individuals who have intimate knowledge of how to navigate their organization's inner workings to reach the right decision makers. For example, no progress is ever made without individuals within colleges, universities and school districts unless an internal champion who strongly believes and is passionate about bringing FM into their institution. They need to know the players and politics, policies and practices – how to navigate the waters to get to the desired result. Also important are those who have knowledge and influence in a company's hiring practices.

## Chapter member companies

Another essential constituency are member companies who understand and support FM. Companies are needed to commit to supporting the GWI by offering at least internships and interviews for students. They have to be willing to share their needs, their expectations, hiring practices, compensation information and job openings.

## Chapter members

The GWI is all about networking, communication, and connections. It takes dedicated chapter members who are passionate and willing to see this work through.

## ADP integration

The Foundation's and profession's highest level of FM education is an accredited FM degree program (associate, bachelors or graduate). The Foundation provides higher education with the support necessary to create curricula that teach all 11 core competencies while meeting local employer needs and preparing students for success in FM. Once established, chapter support of the degree program is critical in providing members to serve on the academic advisory committee, establishing internship, apprenticeships, scholarships and other opportunities to students.



## Creating the Local GWI Team

*Jeffrey J. Tafel, CAE*

The IFMA Foundation can only make FM a Career of Choice by working with IFMA chapters. With limited staff resources, the GWI only comes alive when chapter members ‘boots on the ground’ actively engage in the work of the GWI – FM workforce development.

There is a bit of homework to be done before actual FM workforce development begins in any region. The key constituencies mentioned in earlier chapters, workforce and economic development agencies, higher education, secondary school district and key FM employers, expect that we, IFMA, will come prepared with a fairly comprehensive understanding of the state of the FM profession in the local region. Here’s the steps needed to do that:

### 1) Identify the GWI Champions in your area

These individuals may not be members! They could be non-member employers or adjunct instructors at local higher education institutions. They are the people who want to give back, who invite people and students to look at FM careers and who support FM training and education.

## 2) Form a local GWI Committee

Comprised primarily of GWI champions, these individuals need to come from the key constituencies mentioned above...eventually. At first, the initial GWI team will likely be comprised of a few dedicated chapter members who want to make this happen from the ground up with one or two people from another key constituency. The tasks of this initial team are:

1. Obtain (if not already in place) the full support and blessing of the chapter board.
2. Connect with the IFMA Foundation by formally becoming a GWI Chapter Partner with the IFMA Foundation (see separate detail), so that the committee has direct connection to the resources and information they'll need.
3. Homework assignment: Go through the Community Readiness Assessment Worksheet available for download on the GWIPartner.org website. This worksheet is basically a list of questions that the team will need to ask of itself as they do an environmental scan of resources available and assess the state of the FM profession in the region. IFMA Foundation staff and GWI volunteers can assist in this work.
4. Expand the GWI Committee to include key individuals and representatives from all the key constituencies.

## 3) Create the Regional Plan

Once the full committee is identified the next step is to set the regional plan. Every plan will look different as each region has different resources, different needs and champions from different areas and organizations. The idea is to identify through the assessment what resources are readily available in the area and create a plan to leverage those resources for the future of the profession.

### Elements of creating the plan:

- Conducting a Local Employer Survey  
In most pilot cities, higher education has been able to assist in conducting this survey. The goal of the survey is to identify basic demographic information about the profession regionally such as: How many FM jobs are in the region; what's the retirement rate within the profession; what's the growth rate of the profession; where are employers currently finding candidates to fill FM positions; where are they accessing training for FM

staff or staff moving into FM roles; where or how would they like to access this kind of training and education; what are the key skills and abilities are employers seeking from FM talent, etc.

- Use the results of the Readiness Assessment Worksheet  
Build a plan incorporating all of the resources in the region. The plan may include supporting existing articulation agreements between high schools and colleges for high school students to earn credit by taking introductory FM courses from a local college, working with local colleges and universities to offer IFMA credential training, establishing FM certificate programs and degrees, connecting with workforce development agencies to connect member companies with state funds to support FM internships or apprenticeships, approaching economic development authorities with contact names to expand the employer survey beyond the known FM community.
- Form task forces as needed to address immediate needs or projects.  
For example, at the time of this writing, a GWI sub-team is focused on working with member companies to start internships for students enrolled in the new two-year degree program at Chaffey College. These companies are provided with the Internship How-To-Guide from the Foundation and information from the college on how to access state funds to help fund the internship or salary for interns.

## Ongoing Foundation Support

The Foundation has established the GWI Partner Program to provide ongoing support to local GWI chapter implementations. Regular best-practice webinars, document libraries, templates, links to online resources, and special sessions and meetings at World Workplace are all components of the partner program. For complete information on the partner program visit [www.gwipartner.org](http://www.gwipartner.org).

## Foundation contact info:

Foundation Executive Director: Jeffrey J. Tafel, CAE, [jeff.tafel@ifma.org](mailto:jeff.tafel@ifma.org), 713-623-4362



# Tracking Success

*Michael Schley, IFMA Fellow*

A clear understanding of success in GWI provides both motivation to those involved in GWI activities and assurance that real progress is being made toward making FM a career of choice. There are several measurements for success, but the key metrics are:

## 1. Creation of a College Degree Program in Facility Management

The primary goal of the GWI program is to establish college degree programs in every location throughout the world. These degree programs include programs at the two-year community college level, degree programs at polytechnic schools, technical and further education (TAFE) programs, the four-year baccalaureate level and at the graduate level. They include programs tailored to working professionals, programs that deliver courses online and programs that fit the traditional on-campus full-time student model. Ideally individuals wishing to pursue a career in facility management will have a choice of degree types and course formats but for communities that currently have no degree programs in FM, the important thing is to just get started.

## 2. Number of Students Enrolled and Graduating from FM Degree Programs

The FM Profession has a large and growing talent gap to fill. Key metrics therefore are the number of students currently enrolled and the number of students graduating from FM degree programs.

## 3. Awareness of FM as a Career of Choice

To ensure that college degree programs have full enrollment those in the profession today must tell the story about why facility management can be a great career. Audiences include high school and secondary school students, young people currently enrolled in college but uncertain on career choice and individuals in the workforce who might be interested in changing careers. Potential venues include high school career days, informational meetings at community colleges and high schools and special events like the, “Day with an FM” program. The meaningful metric is the number of individuals who have attended a presentation or meeting.

## 4. Engagement of Students in the FM Profession

Depth is as important as breadth and tracking involvement of FM students is as important as counting the number of students enrolled. Indications of engagement include the number of students enrolled in an IFMA student chapter and participation in special events. Examples are “Facilithon” projects and the promotion of FM by students at the Chaffee College Manufacturing Day in San Bernardino County, California. Engagement is also demonstrated by the activities of FM professionals in IFMA chapters who have organized to expand and support FM education.

## 5. The Big Picture of the Importance of FM to the World

Our vision is that the day will come when every community will offer a range of educational options to support individuals pursuing careers in facility management. There is much work to be done to achieve that vision and every project, every presentation to high school students, every informational meeting and every step toward establishing new degree programs in FM is meaningful and essential to success.

## 6. Celebrating Success through IFMA Foundation Awards

The IFMA Foundation recognizes notable achievements in furthering FM education with the annual Trustees' Awards given at World Workplace each October. Besides recognizing worthy individuals and organizations, the awards highlight successes in the Global Workforce Initiative that can inspire others. The Foundation encourages all of the individuals and organizations working in GWI to make the foundation aware of your achievements by communicating with the foundation's executive director at least four months before World Workplace and sharing your success story.



## A Day with a Facilities Professional

*Bob Dills, SFP, CFM, LEED AP*

The Day with a Facilities Professional (DWFP) is a wonderful opportunity to partner with the foundation to do the work of the Global Workforce Initiative, connect with college students in built environment related studies, and raise at least some modest funds to share between your chapter and the foundation.

The DWFP began in Northern California more than five decades ago, created initially by Eric Bergtraun, who was iconic as one of the founders of the American Institute of Plant Engineers, which later became the Association for Facilities Engineering. In his storied career, Eric led the facilities teams at the Fairchild Semiconductor and National Semiconductor companies.

A Day with a Facility Professional begins as a lunch program where facility professionals are paired with students and enjoy a deli lunch together at a local facility of significance. As a supporting chapter, you would seek a facility with an available meeting space to accommodate a few dozen people and that has in-house catering available.

After the lunch assembly, the facility professionals who are hosting one or more students for the afternoon, lead them back to the FM's place of business for a shadowing program. You'll find that each and every host will be energized by this experience! This restores your appreciation for how interesting your everyday life really is, especially when you are exposed to the bright young people coming into our profession in the future.

Most of the hosts schedule activities for the afternoon that expose the students to the wide verity of our work and responsibilities, along with tours of our facilities and introductions to the teams with which we coordinate.

In the evening, the hosts and their student guests for the day return to the original site where lunch was held, and a dinner program is offered. Our experience is that a buffet dinner and a panel discussion with professions at various career levels works extremely well.

If you wish to explore partnering with the foundation to bring a Day with a Facilities Professional to your home market, feel free to reach out to us. We can provide a readymade product to make this simple. Our package includes:

- A program budget assist with setting the pricing level for your event, including the hosting fee for the professionals and recommended program sponsorships.
- Templates for the marketing materials you will need when approaching your chapter members to host, and the college faculty advisors and students.
- Guidance on identifying the colleges and specific departments to approach for participation.
- A thoroughly tested script for the planning and execution of the event.

Note the ideal timing for a DWFP event is early spring when the juniors and seniors are beginning their search for summer internships or first career positions. This timing requires commitment from your chapter and the involved colleges in the winter of the previous year and for planning committee to become active before the yearend immediately preceding the event.

We recommend that every professional who hosts receives the resumes of every student and for each student to receive the bios and contact information of all the hosts; a flash drive works well for this. Literally hundreds of internships and careers have launched from the many events held in Northern California since this program began in 1963. Can you imagine the legacy you will create as this now sweeps across the country!

For more information, contact IFMA Foundation Trustee Bob Dills at [bdills@westernallied.com](mailto:bdills@westernallied.com).



## Mentoring and Internships

*Bob Dills, SFP, CFM, LEED AP*

Mentoring and scholarships go hand in hand. If you are considering an internship offering, we recommend you begin with creating a mentoring program. One great wealth the IFMA Chapters enjoy around the world is our wide range of business relationships. By building a mentoring program, you spread the effort to find internships across a larger group of folks.

A fantastic reward for your chapter arising from a mentoring program is you will see your chapter's demographic grow younger! How cool is that?

Begin your mentoring program with a chapter meeting about mentoring. A panel discussion with four successful mentors and a moderator can work nicely. Generally, engage your chapter in the discussion of mentoring relationships that have worked well in their lives, both from those who were mentors and from mentees as well. Many will tell of having both experiences; this is a part of life that leads to paying it forward.

In the final portion of the program, introduce to your Chapter to the concept of a mentoring program, where more experienced FMs will each commit to providing mentoring to a younger professional for a period of one year. Their commitment should be to meet at least six times

over the course of the year. Sign them up on the spot! Both the senior level mentors and the potential mentees among your membership. Believe us when we say, once the word is out, you'll have no shortage of mentees.

We suggest at least two additional chapter events specifically aimed at the mentors and mentees, the first of which might be a session where they are paired. We have seen the pairing done in several different manners, including a speed dating format. The Mentoring Program does require a committed leader, or perhaps two individuals who co-lead. Their work initially includes recruiting mentors and mentees, facilitating the pairing, and hosting a couple of events focused on mentoring.

As you work in your community, and particularly as you work with universities offering facility management certificates or degrees, you will be approached to become involved in internships. As noted above, creating a mentoring program can make this a lighter lift, as the mentors can exercise their individual business contacts to obtain internships for their mentees.

A word of caution – few if any chapters have the bandwidth to fulfill a commitment to guarantee an internship to every prospective candidate. Chapters can certainly find ways to support the recruitment of internship opportunities, but if working with a college or university for example, manage expectations from the outset. Placement of sizable group of interns is a large commitment and the expectation can easily extend to you finding placements for future classes as well.

With that said, inviting a group of FM students to chapter meeting to facilitate their networking opportunities is an easy and exciting thing to do. Make certain you introduce the students and encourage your members to engage with them. This makes a great opportunity to announce the students are actively seeking internships and to direct potential employers to the campus personnel who are leading their internship efforts. Whenever possible, facilitate introductions between the university placement advisors and the talent acquisition personnel associated with your members' companies.



## Introduction of the Profession to High School and Younger Students

*Bob Dills, SFP, CFM, LEED AP*

There are many opportunities to introduce our profession to high school and even younger students. In high school, panel discussions work well, particularly at the junior and senior levels.

Our profession is so very wide, representing many areas where a college education is absolutely required and others where it may not be. The built environment is supported by a great number of blue collar technical fields, in-house and on a contract basis. An example includes the building engineering field, which often becomes a track for high value, well paid careers and promotional opportunities.

Reach out to your local high school or district and simply propose a panel discussion. You may discover they have an established career day or similar event to get your engagement started.

In Northern California, another facility related organization has a creative approach to middle school. ISPE of San Francisco annually hosts the Chocolate Factory event for interested students in a number of schools.

During the Chocolate Factory event, facility professionals arrive mid-morning and are each given a table of students in the cafeteria. The FMs describe the activity, explaining to the students they are to work as teams to create their factory from a pile of art supplies positioned in the middle of the room. Before the students are given the green light to retrieve supplies, the FMs give a further overview of the art and science involved in designing, creating and supporting a facility. How are you going to get water and power into your factory? What about waste streams? Where do your raw goods arrive? Where does the chocolate come out to be shipped to the store? How do employees get on site? Where do they eat, etc.

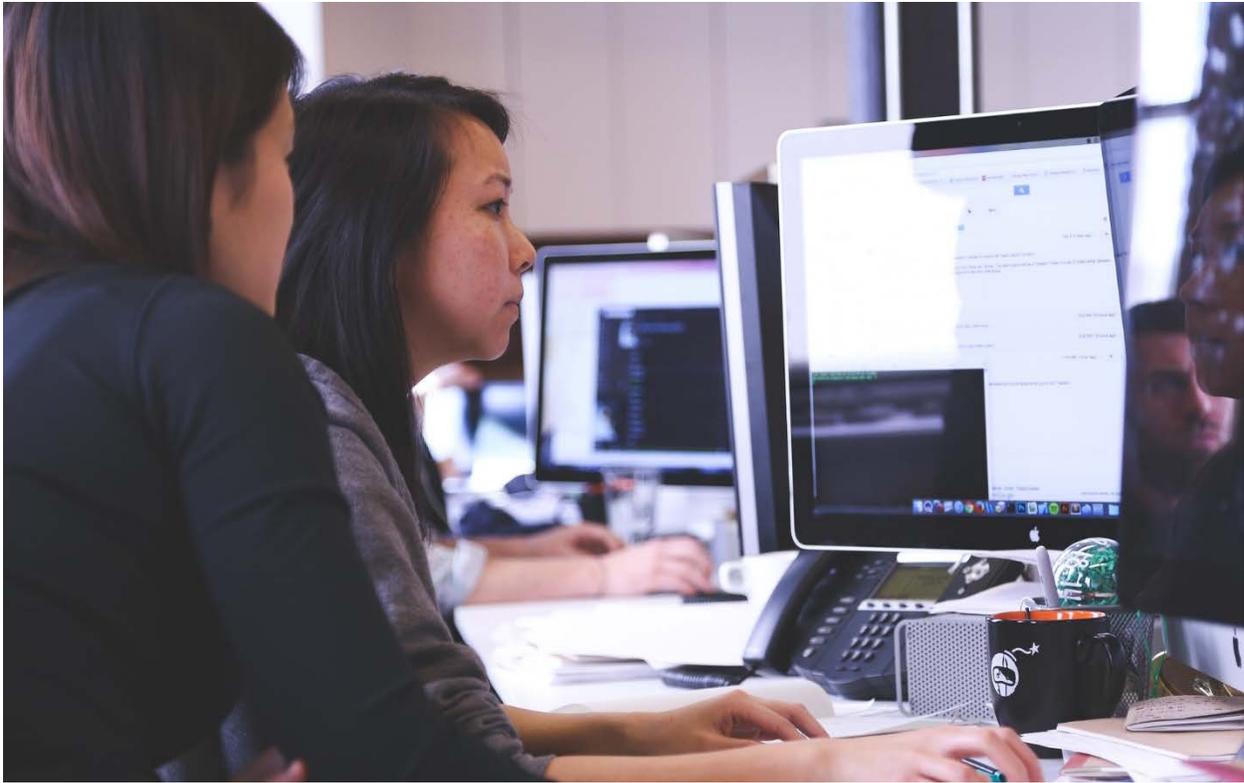
Do you think you have all of that worked out? Then GO!!

Stand back! As a facilitator, the FM's job is to just keep asking questions, and maybe give a tip here and there. You'll see some amazing things, including a few students who emerge as leaders giving their fellow students cues. There may be a few quiet individuals who you will be able to draw into the team as things go along.

It does not take very long for some very cool factories to emerge! These are shared with the other students from the school during their lunch break. With some active engagement of teachers, the program can lead into some STEM related teaching over the coming couple of days of schooling.

The Chocolate Factory or similar programs are great opportunities to develop sponsorship from large companies, such as the local utility company. It is certainly a way to plant the thought a facility related career in the minds of bright young people, the future of our profession.

We have experience in attempting internships at the high school level. This age group may not be the best fit for an internship, as companies are generally looking for a slightly older demographic. They can often also have restrictions of minors in the workplace. Generally introductory programs in the school are more effective.



## The IFMA Foundation's FM Student Programs

*Amy Arnold*

### FM Scholarships

With the support of our scholarship sponsors, the IFMA Foundation annually awards scholarships to deserving FM students worldwide. The individual scholarships range in value from \$1,500 to \$10,000 and are awarded undergraduate (2-year and 4-year) and graduate students that are enrolled in facility management or FM related programs (FM related programs include, but are not limited to, construction management, architecture, interior design and some engineering disciplines). In addition to the scholarship value, recipients also receive fully funded travel, accommodations, meals and registration to attend IFMA's World Workplace.

The FM Scholarship Program is a great offering to deserving FM students that demonstrate exceptional educational work and activities. The FM Scholarship Program is not only a great way to support the FM profession and the IFMA Foundation, but can also:

- Bring an added level of exposure to your chapter, council, company or FM organization.
- Offer a way to pay tribute to those who have gone above and beyond in service by naming the scholarship in their honor.

Your chapter, council, company or organization can offer a scholarship through the IFMA Foundation in a number of ways:

- A one-time scholarship donation.
- An annual scholarship with funds provided by your organization through fundraisers, locally managed investments, etc.
- Establishment of a scholarship fund within the IFMA Foundation.
- Smaller chapters with limited funds may choose to join co-sponsor scholarships.

All Foundation scholarships must be a minimum US\$2,000 to allow the student to attend IFMA's World Workplace and for travel, meals, accommodations and other related expenses. Students and scholarship sponsors are recognized at the Foundation's annual academic awards which will be held in conjunction with the Foundation Celebration.

## FM International Student of the Year

The International Student of the Year award is presented at IFMA's annual World Workplace Conference. ISS sponsors this annual award.

The IFMA Foundation award process provides the opportunity for students to engage with the industry via a sponsored prequalification system for International Student of the Year award applicants.

The small application fee (US\$150) is paid **not** by the student but by their sponsoring organization. The sponsor is an active participant in the process. A sponsoring organization may be an industry association, chapter, council or branch; an educational provider or university; an employer, corporation or government department. It is the responsibility of the sponsoring organization to verify the applicant's eligibility against the published award criteria, pay the application fee and submit the completed application form. There is no limit on the number of award applicants a sponsoring organization may support. The number of applications received from a sponsoring organization will not be a factor in the judging process.

# Appendix 1 – California Facility Management Talent Pipeline

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## California Facility Management Talent Pipeline

*2018 Annual Plan*

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### Background

An agreement signed by IFMA and the California Community Colleges outlines development of a pipeline of qualified Facility Managers to fill an estimated 6,000 annual job openings in California, building capacity in the Colleges to supplement current and projected IFMA training programs.

A core element is an annual program plan to be developed and implemented by each Regional Advisory Council, currently comprised of Councils in Northern California and Southern California.

### Annual Plan Definition

The signed agreement calls for IFMA:

- Goals for hiring students earning Facility Management credentials
- Goals for the number of incumbent workers earning Facility Management credentials
- Goals for the number of students earning Facility Management credentials

With the following metrics:

- In line with Federal workforce funding metrics, for the Regional Councils to facilitate employment of 70% or more of the students statewide that complete the Facility Management Talent Pipeline in any one scholastic year

According to these plans:

- A plan to assure that IFMA credentials earned through the Talent Pipeline are given substantial weight, value, and preference by employers in hiring students and promoting incumbent workers who earn them
- An enrollment plan for incumbent workers into Facility Management credential programs

Comprised of community colleges' programs comprised of:

- Composition of certificate and degree programs to meet regional employment needs
- Refinement of course offerings to meet regional priorities as required
- An outreach plan to enroll students at the Colleges into Facility Management credentials programs
- Metrics that track the success of regional programs

Outcomes documented by:

- An annual report that captures metrics, highlights accomplishments and recommends refinements to the regional program plan

## Program Offerings

The FM Talent Pipeline addresses (1) community college students in a related degree program and (2) incumbent workers that employers want to place into an FM development track and (3) incumbent workers that are in an FM development track and need continuing education to advance. These programs are defined as:

### 1. Associates Degree Program Typical Course Sequence:

This sequence is specifically designed to assist community college students in meeting IFMA's Eleven Core Competencies:

Financial Accounting  
Introduction to Business  
Business Ethics  
Business Communications  
Business Law 1  
Introduction to Management

Introduction to Human Relations  
Essentials of Facility Management  
Internships in Business  
Introduction to Project Management

Associates Degree Programs Currently in Progress:

- Chaffey – Fall 2017 (Inland Empire Chapter)
- De Anza – Fall 2017 (Silicon Valley Chapter)
- College of San Mateo – Summer 2018 (Silicon Valley Chapter)

Associates Degree Programs Currently Being Considered for 2018 Implementation:

- College of the Canyons (San Fernando Valley Chapter)
- San Diego Continuing Education (San Diego Chapter)
- Fullerton College (Orange County Chapter)
- Saddleback College (Orange County Chapter)
- Pasadena College (Los Angeles Chapter)
- American River College (Sacramento Chapter)

## 2. Incumbent Worker Training:

Course sequences are customized through discussion between member companies in the local chapter and community college(s) in the region based on needs of incumbent workers to enter an FM development track. This sequence typically includes Essentials of Facility Management plus other custom courses required to meet minimum requirements for entry into the employers' defined FM development track and based on IFMA's Eleven Core Competencies.

Incumbent Worker Training Current Planned for 2018:

- College of the Canyons (San Fernando Valley Chapter)

## 3. Continuing Education:

Courses are offered to incumbent workers who are already in an FM development track and need continuing education to progress toward full Facility Management competencies. These courses may be part of an employer's FM development track or

can make up an individual employee's education plan consisting of mainstream community college courses.

No Continuing Education courses are currently being planned.

Statewide Goals:

Program	Internships <sup>1</sup>	Completers <sup>2</sup>	Hired in 6 mos. <sup>3</sup>	Assigned as Facility Mgrs in 6 mos. <sup>4</sup>	Colleges
Degree (by graduating class)					
Dec 2018	21	24	17	8	Chaffey, De Anza
Dec 2019	31	37	26	13	Chaffey, De Anza, CSM, +2 more
Incumbent Workers <sup>5</sup>					
June 2018	N/A	20	N/A	10	College of the Canyons
Dec 2018	N/A	48	N/A	24	Five Colleges
Dec 2019	N/A	73	N/A	36	Seven Colleges
Totals	N/A	202	N/A	91	
Notes:					
1. 100% of enrolled students interview for internships; 70% accepted					
2. 82% of enrolled students graduate from degree programs					
3. 100% of graduates interview for jobs; 70% hired into FM development track					
4. 50% of hires are placed in entry-level FM jobs within 6 months; others continue in FM development roles					
5. Custom training to be offered by the colleges based on regional needs; includes EoFM plus other foundational courses required by incumbent workers for FM development track. Available to any workers identified by employers, including those hired from degree programs, to continue FM development. Could include FMP and other certs for advanced development.					

## 2018 Program Execution

The IFMA Foundation and the California Community Colleges will drive execution of this Plan in 2018 through joint development of FM Talent Pipeline programs with IFMA chapters and major employers represented within those chapters. Execution includes these deliverables:

- Decisions by the chapters and community colleges to initiate FM Talent Pipeline programs required to meet the Statewide Goals
- Establishing an advisory council comprised of chapter members, major employers, and community college representatives to support the FM Talent Pipeline in each region:
  - Los Angeles/Orange County/Inland Empire/ San Diego
  - Bay Area/Sacramento
- Initiating a FM Talent Pipeline program at each participating community college through the following:
  - Outreach to potential students in Associates Degree programs
  - Enrolling currently-employed FM candidates in incumbent worker and continuing education programs
  - Collaboration with the colleges in meeting the Statewide Goals outlined above
- Promoting the Associates Degree program to industry, creating a preference for hiring graduates of participating colleges' programs
- Driving employer demand for FM Development Track employees enrolled in Incumbent Worker and Continuing Education programs

## Execution Plan