

Building Blocks of Facilities Management

Advisory Report

*An advice on the Professional- and Educational Development of the
Facilities Management market in New Zealand*

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January 31, 2014 – Auckland, New Zealand

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In cooperation with the Hanze University of Applied Sciences Groningen, the Auckland University of Technology and the Facility Management Association of New Zealand.

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Advisory Report

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Executive Summary

The Facilities Management Association of New Zealand (FMANZ) and the Auckland University of Technology (AUT) have recognised the need for Facilities Management (FM) education in New Zealand (NZ). There is currently no FM study programme offered. **The absence of FM education has created the urgency for introducing a FM study programme.** It is therefore to be researched how the FMANZ and AUT, in cooperation with the Hanze University of Applied Sciences (Hanze UAS), can support the introduction of FM education in NZ and stimulate the professional development of the market.

In order to reach this goal, the following research question has been formulated:

How can the Auckland University of Technology, the Facility Management Association of New Zealand and the School of Facility Management of the Hanze University of Applied Sciences contribute to the professional- and educational development of Facility Management in New Zealand?

Both literature research and empirical research has been used to create an answer to this research question. The research question will be answered in the Advisory Report. This research project produces two separate reports:

1. Research Report
- 2. Advisory Report**

The Research Report can be used for future research. The advice given for this project will therefore be provided in a separate document, this Advisory Report.

In the Research Report, the current and desired situation of the FM market of NZ have been described. This Advisory Report starts with indentifying the gap between this current and desired situation. **There are two major gaps detected, the first gap is in the recognition of the FM profession.**

The second gap is identified in the educational supply of FM. Currently there is limited FM education offered in NZ, there is no study programme specifically focused on FM. This gap in education supply of FM contributes to the absence of a formal career pathway in FM and attracting young people to the profession. This gap shows the need for skills and knowledge improvements.

Based on this gap comparison, the following three building blocks were recommended:



Education

The first building block of FM is the introduction of FM education. At present, there is a limited supply of FM education. There are two target groups for FM education: FM professionals and young professionals.

It is recommended to introduce a Master's Degree, Bachelor's Degree and Diploma in FM. There implementation of these degrees will vary, as described in implementation section. The following nine competences were identified as important for FM degree programmes:

1. Operations and Maintenance
2. Financial and Business Understanding
3. Planning and Project Management
4. Information and Knowledge Management

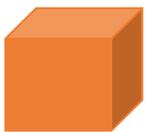
5. Leadership and Strategic Management
6. Human Resource Management
7. Compliance and Regulatory
8. Logistic Management
9. Professional and Communication Skills

These competences were formulated based on a competences framework comparison of the FMANZ, IFMA, LOOFD, BIFM and HKIFM; literature research; empirical research (qualitative and quantitative data) and a trend analysis.

In addition, a list of workshops- and master classes subjects were recommended. Research shows that the FM professionals require skills improvements in the following three areas of the EFQM Model:

- Leadership
- Customer Results
- Business results

It is also recommended to incorporate the researched trends in these workshops and master classes.



Partnerships

The second building block is the establishment of partnerships to support the professional- and educational development of FM. Each partnership has its own contribution to the development.

The following partnerships are recommended:

- AUT and FMANZ
- AUT and Hanze UAS
- FMANZ and Hanze UAS
- FMANZ and FMA
- FMANZ and IFMA
- FMANZ and Universities in NZ



Recognition

The third building block is improving the FM recognition. This research shows that raising the profile of FM is important for the current market. It is recommended to agree on a definition of FM for NZ and create a clear mission and vision for the future of FM in NZ by the FMANZ.

Future research is required to gain further insight in the FM market and ensure continuous improvement of the profession.

The implementation of these recommendations is divided into a short-term, medium-term and long-term planning. It is recommended to adopt a development strategy, which means that a new product (in this case a FM study programme) is introduced on the existing market. (Verhage, 2010. p. 58)

Figure 3.2 shows the implementation planning of the recommendations:

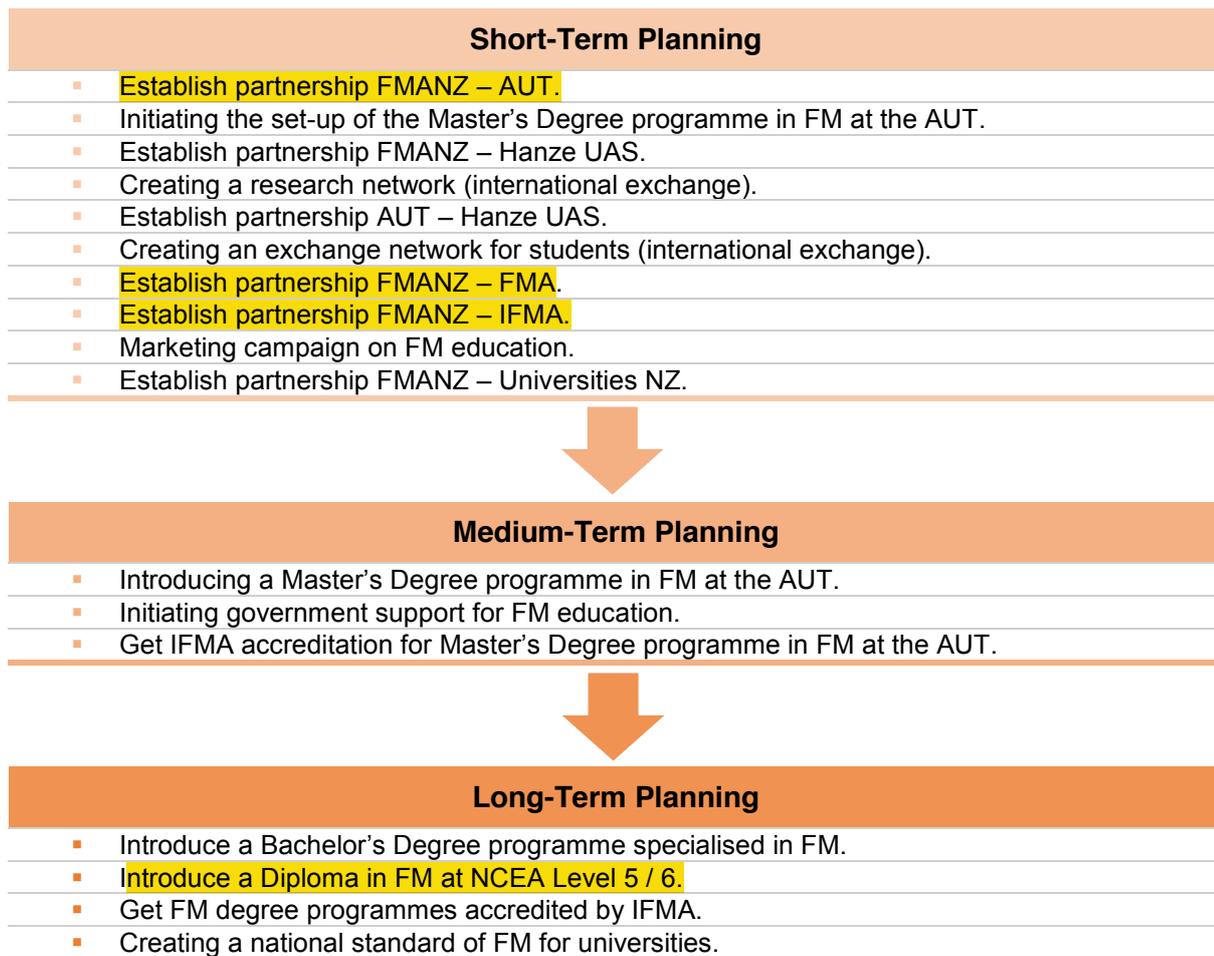


Figure 3.2 Implementation of the Recommendations

Implementing new concepts will have financial implications. As it is hard to predict the financial impact that the recommendations have on the market and on the different stakeholders involved, a description of the financial implications that can be expected is provided. Developing the FM profession through introducing educational supply of FM has the following predicted expenses (both the AUT and FMANZ have the following expenses):

- Research and Development Costs for additional research.
- Labour costs for the education team.
- Travel costs to establish international partnerships.
- Marketing costs to increase the recognition of FM.

The introduction of FM education will develop the current performances of the FM market and attract young professionals and top talent to the profession. Raising the profile of FM will contribute to the increasing involvement of FM on a strategic level, resulting in growth of FM as a business sector. The market growth of FM will enhance the maturity of the profession. By creating more awareness and increasing the recognition of FM, the FMANZ will attract new members, sponsors, and government support to initiate further developments of the profession. The growth of the FM profession will have a positive effect on the economy of NZ.

This research will form the **Building Blocks of Facilities Management** in NZ.

Preface

During the fourth year of the International Facility Management (FM) programme, all students are obligated to perform a graduation placement, preferably abroad or otherwise in an international setting. Getting the opportunity to carry out this research project has been a great and unique experience. There are a number of people I would like to thank.

First of all, a big thank you to Ab Reitsma for suggesting this placement in New Zealand and the clear feedback and support.

Then, I would like to give a special thanks to those that made this project possible: John Tookey of the Auckland University of Technology (AUT), Jack Crutzen and Des Brennan of the Facilities Management Association of New Zealand (FMANZ). Many thanks for the opportunity and your support and hospitality during my stay in Auckland.

The list of people to thank seems endless; thanks to all who have given me such a warm welcome in New Zealand. I have enjoyed my time in Auckland and I am looking forward coming back to New Zealand in the near future.

I hope that this report will support the FM market and help the FMANZ and AUT to reach their goals by introducing FM education in New Zealand.

Also, I would like to thank all of those who participated in this research.

My last thanks will go out to my family and friends for their continuous support that even reaches beyond borders.

Herma Schutte

January 31, 2014

Glossary

AUT	Auckland University of Technology
BIFM	British Institute of Facility Management
CoA	Commission on Accreditation
EFQM	European Foundation for Quality Management
FM	Facility Management
FMA	Facility Management Association of Australia
FMANZ	Facility Management Association New Zealand
FMIS	Facilities Management Information System
Hanze UAS	Hanze University of Applied Sciences Groningen, the Netherlands
HKIFM	Hong Kong Institute of Facility Management
IFMA	International Facility Management Association
KPIs	Key Performance Indicators
LOOFD	Landelijk Overleg Opleidingen Facilitaire Dienstverlenig
NCEA	National Certificate of Educational Achievement
NL	The Netherlands
NZ	New Zealand
SLAs	Service Level Agreements
SWOT	Strengths, Weaknesses, Opportunities and Threats

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1 Introduction

Facilities Management (FM) is a term that is difficult to describe because it covers a wide range of disciplines. Besides that, it is a young profession with different characteristics depending on the country of residence. The FM market in New Zealand (NZ) is a rather young profession and although businesses have adopted FM, the market is still in the early stages of maturity.

The Facilities Management Association of New Zealand (FMANZ) and the Auckland University of Technology (AUT) have recognised the need for FM education, since there is no study programme offering a degree in FM. The FMANZ, AUT and Hanze University of Applied Sciences (Hanze UAS) have combined their strengths to contribute to the professional- and educational development of FM in NZ.

This research project has been divided into two separate documents: the **Research Report and the Advisory Report**. The Research Report can be used for future research, whereas the Advisory Report provides an advice for the present situation and is therefore less convenient to use for future research. Two separate documents have been generated for this reason.

The purpose of this research is to create an advice on the development of the FM market in NZ. The following research question was formulated:

“How can the Auckland University of Technology, the Facility Management Association of New Zealand and the School of Facility Management of the Hanze University of Applied Sciences contribute to the professional- and educational development of Facility Management in New Zealand?”

The report has been divided into four chapters, **chapter one being an introduction to this report**. **Chapter two provides a gap comparison**, identifying the gap between the current and desired performances of the market. Derived from the results of this **gap comparison is chapter three**, listing the recommendations based on the research results. Furthermore, an implementation plan has been generated, outlining the short-term, medium-term and long-term planning of the recommendations given. The chapter ends with a description of the change approach and financial implications. A conclusion of this research project can be found in chapter four.

The advice given in this report will form the **Building Blocks of Facilities Management** in NZ.

2 Gap Comparison

This chapter answers sub-research question 4 “What are the Fm market needs in New Zealand according to the FM professionals?” and sub-research question 5 “What is the gap between the current situation and the desired situation of the FM market in NZ?” The needs of the FM professionals were identified by means of a survey. The complete survey results can be found in the Survey Report.

The first gap that is identified is **recognition**. As the survey shows, the current level of recognition is rated at 2.38 on a scale of 0 to 5 (5 being an excellent level). The survey respondents rated the desired level of recognition on 4.41, showing that extreme improvements are required to increase the recognition.

The second gap is identified in the **educational supply of FM**. Currently there is limited FM education offered in NZ, there is no study programme specifically focused on FM. This gap in education supply of FM contributes to the absence of a formal career pathway in FM and attracting young people to the profession. This gap shows the need for skills and knowledge improvements.

The EFQM Model (EFQM, 2013) is used to analyse the FM current- and desired performances of the FM market and identify where the needs of the current FM professionals are. The difference between the current situation and the desired situation is indicated by a number, referred to as the ‘index’. The indexes were set up to get a better understanding of the gap between the current and desired levels. This index approach has been set up specifically for this research. (Survey Report: Schutte, 2014)

Figure 2.1 below illustrates the different indexes per area of the EFQM model. The higher the index: the larger the gap between the current and desired performances of the market. The larger the gap, the more improvements are required for a specific area.

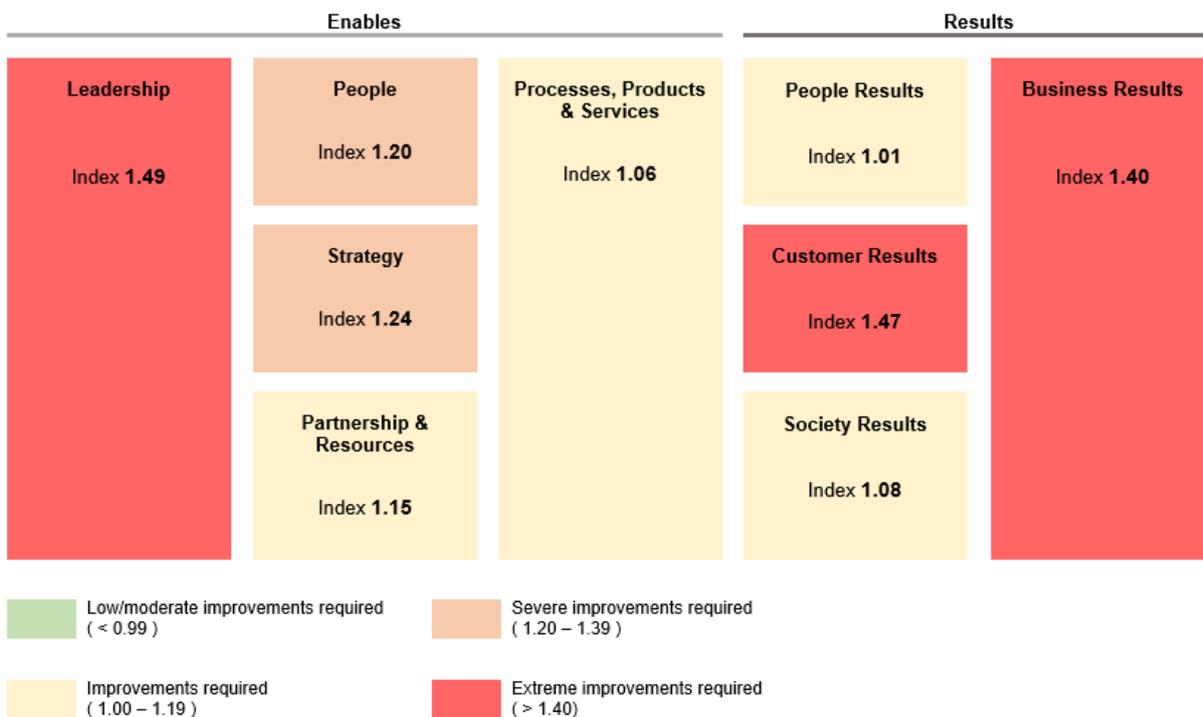


Figure 2.1 EFQM Model Indexes

In figure 2.1 the largest gap is indicated with the colour red, showing that the largest gaps are in the performances in the leadership, customer results and business results areas which means that these areas need extreme improvements. Severe improvements in the people and strategy area are required. Although some areas require more improvements, all areas are important for the FM profession and require continuous improvements.

3 The Advice

The following chapter will outline the initial advice based on the research findings described in the Research Report (Schutte, 2014). In section 3.1, recommendations are given to support the professional- and educational development of Facilities Management (FM) in New Zealand (NZ). The implementation of these recommendations can be found in section 3.2. The implementation plan provides the change approach for the recommendations and a description of the financial implications of the change.

3.1 Recommendations

The recommendations are based the research conducted on the current and desired performances of the FM market of NZ. This section answers sub-research question 6 “What recommendation can be given based on this research?” These recommendations are given to answer the main research question “How can the Auckland University of Technology, the Facility Management Association of New Zealand and the School of Facility Management of the Hanze University of Applied Sciences contribute to the professional- and educational development of Facility Management in New Zealand?” The needs of the current FM professionals were researched and used as input for the recommendations.

There are different building blocks that make up the advice. The following buildings are described in this section: education, partnerships and recognition of the FM profession.

3.1.1 Education

The first building block supporting the development of FM in NZ is education. At present, there is a limited supply of FM education. There are two target groups for FM education: FM professionals and young professionals. Both groups contain people with variance levels of professional- and educational experiences, as show in table 3.1 below.

Table 3.1 Target Groups Facilities Management Education

FM Professionals	Young Professionals
<ul style="list-style-type: none"> ▪ Professional coming from a different profession with little practical experiences ▪ Professionals with a trade background (NCEA level 1 to 4 certified) ▪ Professionals with a degree in a FM-related study programme: <ul style="list-style-type: none"> - Diploma Degree (Level 5 & 6) - Bachelor's Degree (Level 7) - Postgraduate Degree (Level 8) - Master's Degree (Level 9) - Doctorate Degree (Level 10) ▪ Professionals with a FM degree 	<ul style="list-style-type: none"> ▪ Secondary school students choosing a tertiary education programme ▪ Tertiary school students who continue studying at a higher tertiary education level ▪ International students seeking for an exchange programme in FM.

Although the content of the educational programmes for the FM professionals and the new stream of young professionals will be similar, the main difference will be the level of the courses and the study approach. It is recommended to have a more practical focus in the programme for the FM professionals, directly related to their work experiences. As for the young professionals, the content will have to have a more theoretical focus. Nevertheless, for both groups there need to be a balance between practical and theoretical knowledge. The practical knowledge can be obtained

through writing papers, individual or group work. The theoretical knowledge can be tested through examinations.

Master's Degree in FM

It is recommended to develop of Master's Degree in FM to support the stream of young professional into the market. Furthermore, having a Master's Degree in FM will create recognition of the profession and support the growth of FM professionals involved at strategic level of an organisation. Tertiary school students with a Bachelor's Degree in for example Property Management or Business Studies can proceed with a Master's Degree in FM.

For the AUT, developing a Master's Degree in FM will lead to an increase in students, from tertiary school students to FM professionals seeking for FM qualifications. Being the first university in NZ offering a full programme in FM is a unique selling point. Moreover, the AUT can promote the programme by enlisting its partnership with the FMANZ. A partnership with the national FM association will give extra credit to the programme. Introducing a Master's Degree programme in FM will stimulate the international exchange of students.

Research is an important subject matter in Master Degree Programmes. Having a Master's Degree in FM will increase the level of academic research in FM. The competences and related subjects are described in the section 'Programme Content' below.

Bachelor's Degree and a Diploma in FM

Next to that, when the profile of FM has been raised and people are becoming more aware of the profession, a Bachelor's Degree and Diploma in FM can be introduced. The expansion of the educational supply of FM will stimulate the market and help NZ to increase the maturity of the FM market. **A Diploma in FM equals NCEA level 5 and 6;** a Bachelor's Degree in FM equals a NCEA level 7. As stated by the FM professionals in the survey, it is important to incorporate practical training in FM education; therefore, an internship (apprenticeship) allows students to gain practical experience in the FM field.

Programme Content

It is important that the subjects comply with the competences framework of the FMANZ and IFMA, in order to get the programme accredited by these associations. The accreditation process of IFMA is carried out by the IFMA Foundation Commission on Accreditation (CoA). Having a study programme accredited by IFMA will be beneficial for NZ. IFMA is recognised as a large international FM association with extensive networking- and knowledge base. (IFMA, 2013).

The following list of competences and subjects is based on the competences framework comparison (appendix 1), literature research, empirical research (needs of the current FM professionals) and a trend analysis to ensure the best practice for the FM professionals as well as the upcoming stream of young professionals. Table 3.2 below shows the list of competences and subjects important for the FM profession. A description of the different areas is given as well as a description of the current needs of the market as reported by FM professionals.

Table 3.2 Recommended List of Facilities Management Programme

Competences	Related Subjects	Description	Needs NZ
1. Operations and Maintenance	Asset Management	Understanding building services/property management, efficient and effective maintenance planning and managing support services such as catering, cleaning and security.	The survey shows a need for improvement in Asset Management. The FM market is current dealing with aging buildings.
	Building Services/ Property Management		
	Corporate Real Estate Management		
	Support Services		
2. Financial and Business Understanding	Managerial Accounting	Being able to read and create financial plans. Adapting marketing principles to gain customer- and stakeholder insights and make strategic decisions based on these results.	The majority of FM professionals listed Total Cost of Ownership and Life Cycle Costing as important trends that require improvements.
	Financial Management		
	Marketing (Customer Services, Stakeholder Management)		
3. Planning and Project Management	Time Management	Effective time management and planning of the facilities services. Being able to apply sustainability, corporate social responsibility and quality standards.	The survey shows that there is a need for improving the long-term planning skills in the FM profession.
	Planning		
	Environment Management (Sustainability)		
	Project Management		
	Corporate Social Responsibility		
	Quality Management		
4. Information and Knowledge Management	Information Technology (Information Systems)	Monitor, assess and evaluate the performances of the FM department through effective usage of information systems. Create work-flows and manage business records.	Using Facilities Management Information Systems is the most important trends as shown in the Survey Report.
	Document Management		
5. Leadership and Strategic Management	Strategic Management	Be a business leader by creating and implementing strategic directions in the business's culture through innovation and change management. Decision-making and problem-solving are important skills.	The survey shows that the subjects Innovation and Trends, Change Management and Strategic Management need to be improved. The overall leadership skills require improvements.
	Relationship Management		
	Innovation and Trends		
	Change Management		
	Policies and Procedures		
6. Human Resource Management	Health and Safety Measurements	Understanding HR practice; dealing with workforce diversity, employee relations and health & safety measurements.	Health and Safety Measurements are listed as one of the most important trends in NZ.
	Employee Relations		
7. Compliance and Regulatory	Contract Management	Understanding the process of compliance and regulatory. Being able to manage contract management, tendering processes and procurement. Understanding employment law.	Important components of Contract Management are SLAs and KPIs, which require improvements. The added value of SLAs and KPIs is not always recognised (Survey Report).
	Procurement		
	National and International Law (Sales of Goods)		
	Employment Law		
	Tendering Process		

Table 3.2 continues on the next page.

Table 3.2 Recommended List of Facilities Management Programme (Cont'd)

8. Logistic Management	Space Planning (FM in the Workplace)	Apply space planning concepts, dealing with workplace related issues and understand the added value of effective space planning and distribution management. Understanding and preparing risk management- , emergency preparedness-, and business continuity plans.	Business Continuity and Emergency Preparedness are important subjects according to the FM professionals.
	Distribution Management (Purchasing, Supply Chain Management)		
	Emergency Preparedness		
	Business Continuity		
	Risk Management		
9. Professional and Communication Skills	Management and Leadership Skills	Knowledge and practical experience in business communication. Being able to adapt communication strategies for different audiences.	The communication on a strategic level needs to be improved. The interviews showed that the professional language and terminology is of importance.
	Presentation Skills		
	Negotiation Skills		

Workshops and Master Classes

The educational needs of the current FM professions were researched. A clear gap between the current and desired performances is visible, as described in chapter 2. The gap comparison shows the areas that require improvement. In order to contribute to the professional- and educational develop of FM, it is recommended to offer workshops and/or master classes in leadership-, customer results- and business results- subjects. The following subjects as listed in table 3.3 are related to these areas:

Table 3.3 Recommended Workshop- and Master Classes Subjects

Areas	Subjects	Description
Leadership	Time Management	Generating action plans, setting goals and priorities, and focusing on efficiency and productivity.
	Quality Management	Incorporate quality management in decision-making and operations and project planning.
	Change Management	Generating improvement plans, creating a vision of change, communicate and embed the change in the organisational culture.
	Innovation	Looking at trends in the market and anticipate on them. Think 'out of the box'.
Customer Results	Customer Services	Getting insight in customer satisfaction and effectively communicating important aspects of the service delivery.
	Service Level Agreement	Designing and executing a SLA to formally define the service delivery of the FM department.
	FM Recognition	Increasing the organisation's understanding of the added value of FM.
Business Results	Strategic Planning	Generating strategic plans for the FM department and effectively reporting of its performances.
	Financial Management	Reading financial reports, generating budgets and understanding the importance of measurements such as Life Cycle Costing and Total Cost of Ownership.
	Key Performance Indicators	Formulating KPIs to measure the work performances of the FM department.
	Communicate Achievements	Effectively communicate the FM department's achievements and showing the added value it has on the core business.

A number of trends were identified as important by the FM professionals (Survey Report: Schutte, 2014). The following list of trends is recommended as topic for upcoming workshops and/or master classes offered by the FMANZ:

- Using Facilities Management Information Systems (FMIS).
- Business Continuity and Emergency Preparedness Procedures.
- Dealing with an increasing number of aging buildings.
- Increasing focus on Total Ownership and Asset Management.
- Increasing focus on Life Cycle Costing
- Increasing focus on Health and Safety
- Increasing importance of Sustainability.
- Introducing Healthy Building Concepts.
- Increasing focus on Customer Services.

These educational programmes and workshops require support from academic institutions as well as from a professional association support the FM market; therefore, the partnerships between the FMANZ, AUT and Hanze UAS are described in the next section (section 3.1.2)

3.1.2 Partnerships

The second building block is the establishment of partnerships to support the professional- and educational development of FM. Each partnership has its own contribution to the development. The following partnerships are recommended, as shown in table 3.4 below:

Table 3.4 Recommended Partnerships

Partnership	Benefits
AUT - FMANZ	<ul style="list-style-type: none"> ▪ Development of FM education in NZ. ▪ Provide guest speakers (profession experiences) for education (FMANZ members). ▪ Conducting academic research about FM market (AUT students). ▪ Providing case studies for educational programme (FMANZ). ▪ Supporting the stream of young professionals entering the market. ▪ Increasing FM recognition
AUT - Hanze UAS	<ul style="list-style-type: none"> ▪ International knowledge exchange on FM content and through guest lectures. ▪ Create an infrastructure for international exchange of students. ▪ Obtaining international recognition (FM)
FMANZ - Hanze UAS	<ul style="list-style-type: none"> ▪ Development of FM education in NZ: share knowledge. ▪ Establish an exchange programme for research students to conduct research on FM in the NZ market. ▪ International exchange of knowledge and experiences. ▪ Increasing international recognition.
FMANZ - FMA	<ul style="list-style-type: none"> ▪ Combine strengths to improve FM and enhance the maturity of the NZ market. ▪ Educational development of the FM professionals in NZ through FMA online study programmes, such as the Diploma in FM. ▪ Conducting shared research. ▪ Support globalisation of Australian and NZ market.

Table 3.4 continues on the next page.

Table 3.4 Recommended Partnerships (Cont'd)

FMANZ - IFMA	<ul style="list-style-type: none"> ▪ Support the educational development of FM professionals. ▪ Raising the profile of FM by offering IFMA accredited study programmes in NZ of the topic of FM. ▪ International recognition
FMANZ - Universities NZ	<ul style="list-style-type: none"> ▪ Expanding educational supply of FM. ▪ Increasing number of academic research conducted on FM. ▪ Supporting the stream of young professionals entering the market. ▪ Increasing FM recognition ▪ Develop FM in Wellington and Christchurch through educational supply of FM.

Increasing the awareness of FM is important to support the development of FM education. The following section goes into more detail on this topic.

3.1.3 Recognition

The third building block is improving the FM recognition. **This research shows that raising the profile of FM is important for the current market.** As the FM professionals pointed out in the survey, the FM recognition need extreme improvements. (Survey Report: Schutte, 2014). It is important to improve the recognition of the profession; therefore, it is recommended to agree on a definition of FM for NZ and create a clear mission and vision for the future of FM in NZ by the FMANZ.

3.1.4 Future Research

Future research is recommended to gain further insight in the FM market. Currently research is conducted by the FMA in cooperation with the FMANZ, based on both Australia and New Zealand. Although this is a great start, it is recommended to explore the FM market on NZ individually. A number of research topics are listed below:

- Demographic study of FM market (age, gender, ethnics etc.)
- What measures must be taken to raise the profile of FM in NZ?
- Defining FM for New Zealand (what does FM mean for NZ and who are working in the profession; from front-office to senior management levels)
- FM as percentage of GDB of NZ (J. Crutzen – Personal Communication)
- Explore partnership between FMANZ and FMA
- What is the added value of FM for businesses (commercial, government institutions etc.) and how can we ensure strategic involvement of FM in businesses (target group = non-FM professionals)

3.2 Implementation

The following section answers sub-research question 7 “What is the best way to implement the recommendations on a short-term, medium-term and long-term basis?” When developing the action plan that will support the development of FM in NZ, a clear growth strategy must be formulated. In the Research Report (Schutte, 2014), a SWOT description was given which shows the need for FM education in order to develop the current FM market.

The market is in its early stage of maturity and need to focus on the expansion of the current profession. Therefore adopting a **development strategy** is the most suitable for the FM market. According to the Ansoff model, “by improving the product quality or launching a new model, we may reach groups of buyers in the market who previously showed no interest.” (Verhage, 2010. p. 77) The introduction of a degree programme in FM is the new ‘model’ as the Ansoff model refers to. FM education is a new product introduced to the existing FM market, attracting young professionals to the FM market who previously did not have a formal career pathway to enter the profession.

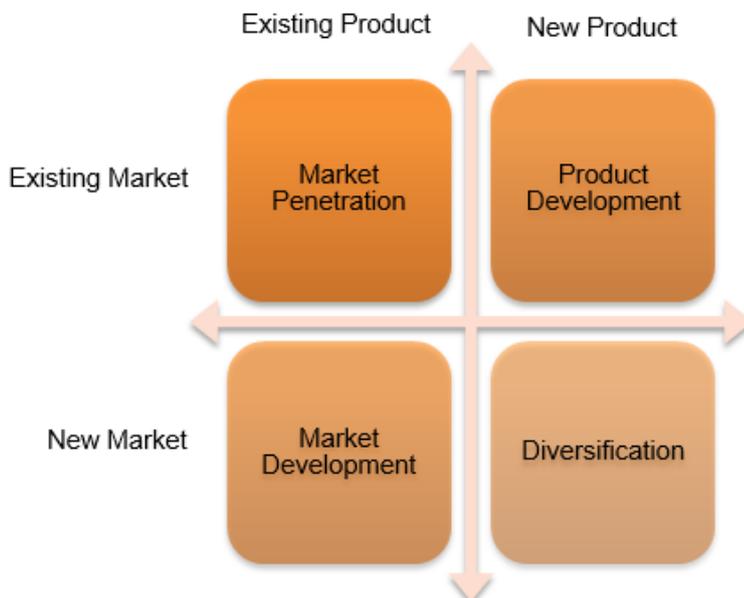


Figure 3.1 Ansoff Strategies (Verhage, 2010. p. 75)

This chapter describes the implementation of the recommendations given in section 3.1. For each of the building blocks, a different time planning is required. The planning is divided into three categories:

1. Short-Term Planning: < 1 years
2. Medium-Term Planning: 1 to 3 years
3. Long-Term Planning: > 3 years

The implementation of the recommendations is shown in figure 3.2 below.

In figure 3.2, the strategic directions for the development of the FM market are illustrated. These strategic directions are directly linked to the recommendations given in section 3.1. The recommendations are divided into strategic directions because the recommendations cannot be executed all at once.

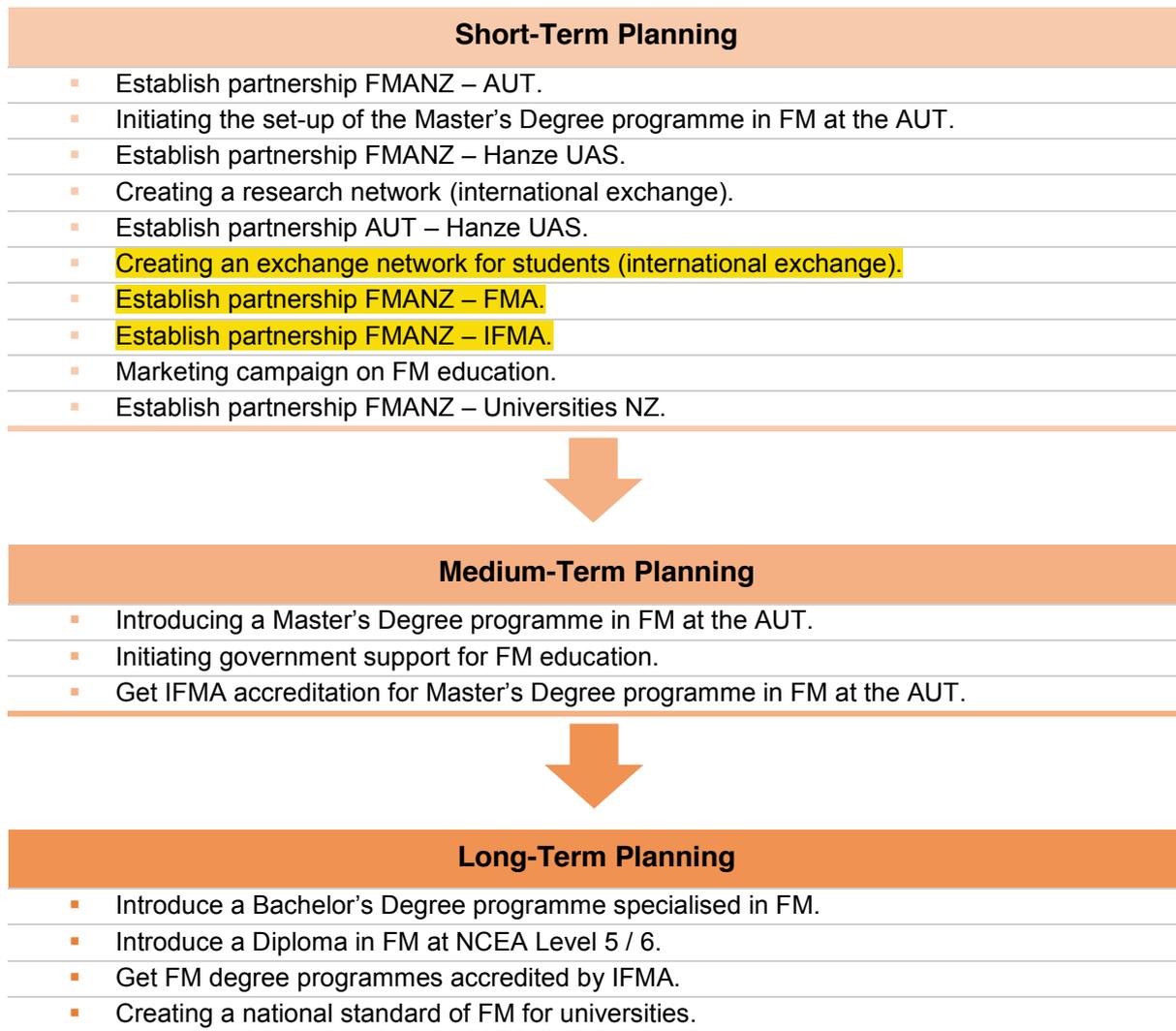


Figure 3.2 Implementation of the Recommendations

The FM market in NZ is in the early stages of maturity which offers the opportunity of setting its own standards. NZ has the chance to define its own market and set its own trends for the future. The following section shows the change approach to support the implementation of the recommended strategic directions.

3.2.1 Change Approach

When introducing a new product or concept, it is important that the change is will be fully embedded into the existing market. The 'leading change' approach (Kotter, 1996) is used to provide guidelines for the implementation of the recommendations described in section 3.1.

1. Establishing a sense of urgency

It is important to establish a sense of urgency for the change. It is important to develop a case study to point out the need for change. This research project can be used as evidence to show the necessity for the change. Identifying and discussing (potential) crises and major opportunities is of importance. (Kotter, 1996)

2. Creating a guiding coalition

Currently the FMANZ has an education committee responsible for the development of FM education in NZ. The education committee is formed by a group of volunteers, investing their private time in this committee. (D. Brennan and J. Crutzen – Personal Communication) In order to create a guiding coalition, it is recommended to assign a full-time member to guide the education committee. Kotter (1996), states that it is important to "assemble a group with enough power to lead the change effort."

3. Developing a vision and strategy

It is important to formulate a clear vision that will help determining the strategic directions that are necessary to guide the introduction of FM education in NZ. Understanding the baseline of the market is important to determine the future prospect of FM in NZ. Sketching a clear picture of the desired situation will help creating awareness of future FM and the steps necessary to achieve the goals.

4. Communication the change vision

Communicating the change is the next step in the change process. As stated in the previous step, sketching a picture of the desired situation will increase the awareness of the change. People want to know what to expect. By communicating the change vision, sponsors and other important stakeholders can be attracted to the project. The guiding coalition will have to role model the behaviour that is expected from others. (Kotter, 1996) The change can be communicated through the FMANZ newsletter or website and introduced at FMANZ member and sponsor events. In May 2014, the project results will be presented at the FMANZ Summit. This presentation will create awareness of the change possibilities and the opportunities of the current FM professionals and the sponsors.

5. Empowering broad-based action

Within the fifth step, the obstacles blocking the change are to be removed. Certain systems or structured can undermine the change vision and therefore needs to be changed or removed. (Kotter, 1996) Thinking out of the box is an important element of change and innovation. Roadblocks during the implementation of the change can occur, these roadblock can be resolved through partnerships or sponsorship to get the appropriate resources to overcome the obstacles.

6. Generating short-term wins

To keep the team motivated and the stakeholder interested, it is important to generate short-term wins. (Kotter, 1996) It is important to communicate visible improvements to gain recognition. Recognising or rewarding people that have contributed to the change will keep the change going. The establishment of partnerships will increase the recognition of FM. Communicating the benefits of these short-term wins is important to get FM professionals, sponsors and potential partnership organisations on board.

7. Consolidating gains and producing more wins

Since the project is spread over a longer period of time, it is important to keep creating and communicating visible improvements. Show the progress of the change in the FMANZ newsletter or website. An article on the collaboration between the FMANZ, AUT and Hanze UAS will show the continuing development of the FM market. Again, communication is key to attract key people to the project.

8. Anchoring new approach in the culture

The final step in the change process is the anchoring of the change into the culture. In this final stage, leadership skills are important to guide people and help them adapt the new approaches. Celebrate the success and keep people up-to-date with the latest successions of the change. (Kotter, 1996) When the change has been embedded, the journey is not over yet, the next step is to attract more people to the FM market and ensure the growth of FM educated professionals entering the FM market of NZ. The marketing of the available FM education is recommended to support the growth of the FM profession.

3.2.2 Financial Implications

Implementing new concepts will have financial implications. As it is hard to predict the financial impact that the recommendations have on the market and on the different stakeholders involved, a description of the financial implications that can be expected is provided.

The FMANZ is funded mainly by sponsors and membership fees, therefore showing the current sponsors and potential sponsors the added value of FM education is crucial to obtain financial support. Furthermore, understanding the economic value of introducing a FM study programme at universities is important for the future development of FM education.

Developing the FM profession through introducing educational supply of FM has the following predicted expenses (both the AUT and FMANZ have the following expenses):

- Research and Development Costs for additional research.
- Labour costs for the education team.
- Travel costs to establish international partnerships.
- Marketing costs to increase the recognition of FM.

The introduction of FM education will develop the current performances of the FM market and attract young professionals and top talent to the profession. Raising the profile of FM will contribute to the increasing involvement of FM on a strategic level, resulting in growth of FM as a business sector. The market growth of FM will enhance the maturity of the profession. By creating more awareness and increasing the recognition of FM, the FMANZ will attract new members, sponsors, and government support to initiate further developments of the profession. The growth of the FM profession will have a positive effect on the economy of NZ.

4 Conclusion

This research answers the question: How can the Auckland University of Technology (AUT), the Facility Management Association of New Zealand (FMANZ) and the School of Facility Management of the Hanze University of Applied Sciences (Hanze UAS) contribute to the professional- and educational development of Facility Management (FM) in New Zealand (NZ)?

The gap comparison shows that there is a limited supply of FM education and the recognition of the FM profession needs to be improved. Raising the profile of FM by introducing FM education and gaining recognition will contribute to the professional- and educational development of FM in NZ.

There are two target groups that require FM education: FM professionals and young professionals (secondary and tertiary students). It is recommended to implement a Master's Degree Programme with the upcoming three years (medium-term planning) and a Bachelor's Degree and Diploma in FM on the longer-term. To support the FM professionals, it is recommended to give workshops and master classes in the leadership-, customer results- and business results areas of FM. Furthermore, incorporating popular trends will help to strengthen the current market.

Establishing partnerships supports the introduction of FM education. FMANZ must adapt a guiding role for universities to support the introduction of FM degree programmes and providing workshops and master classes. The AUT and Hanze UAS contribute to the attraction of young people into the profession by creating a formal career pathway.

By introducing FM education, the development of the current performances of the FM market is supported and young professions and top talent is attracted to the professions. Raising the profile of FM contributes to the increasing involvement of FM on a strategic level, resulting in growth of FM as a business sector. The market growth of FM will enhance the maturity of the profession. By creating more awareness and increasing the recognition of FM, the FMANZ can attract new members, sponsors, and government support to initiate further developments of the profession. The growth of the FM profession will have a positive effect on the economy of NZ.

To conclude, using establishing partnerships and using this report will support the introduction of FM education in NZ, which will lead to the professional- and educational development of FM in NZ.

The **Building Blocks of Facilities Management** will create the foundation of FM in NZ.

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Appendix 1 Competences Comparison

The competences frameworks of the FMANZ (2013), IFMA (2013), LOOFD (2011), BIFM (2013) and HKIFM (2013) were compared to determine the most important areas of FM.

	FMANZ	IFMA	LOOFD	BIFM	HKIFM
1. Operations and Maintenance	■	■	■	■	■
Property Management	□	■	■	■	□
Real Estate	□	■	□	□	■
2. Planning and Project Management	■	■	□	■	■
Quality Management	□	■	□	■	□
Environment Management	□	■	□	■	■
3. Information and Knowledge Management	■	■	□	■	■
4. Financial and Business Understanding	■	■	■	■	■
5. Leadership and Strategic Management	■	■	□	■	□
Innovation and Trends	□	□	■	■	□
Decision-Making & Problem-Solving	□	□	■	■	□
Relationship Management	□	□	■	■	□
Business Operations and Management Principles	□	□	■	■	□
6. Human Resource Management	□	■	■	■	■
Change Management	□	□	■	□	□
Health and Safety	□	□	□	□	■
7. Compliance and Regulatory	■	□	■	■	■
Contract Management	□	□	□	■	■
Procurement	□	□	□	■	□
8. Logistic Management	□	□	□	□	■
Emergency Procedures	□	■	□	□	□
Risk Management	□	□	□	■	□
Space Planning (Workplace Management)	□	□	□	■	■
Business Continuity	□	■	□	□	□
9. Support Services Operations	□	□	□	■	□
Security Services	□	□	□	□	■
Customer Services	□	□	□	■	□
10. Professional and Communication Skills	■	■	■	□	■
Management and Leadership Skills	■	□	□	□	■

Appendix 2 Interviewees

- Int. 1: Bakker, K. (2013) Strategic Account Manager at Honeywell Automation and Control Solutions
- Int. 2: Birkin, J. (2013) Facilities Manager at North Shore Campus of the Auckland University of Technology
- Int. 3: Bosnich, A. (2013) Group Leader of National Diploma and Bachelor's Degree Programme in Construction Management, Curriculum Leader for Graduate Diploma in Project Management at Unitec Institute of Technology
- Int. 4: Brennan, D. (2013) CEO of Facilities Management Association of New Zealand (FMANZ)
- Int. 5: Bryant, S. (2013) Senior Facilities Manager at Colliers International
- Int. 6: Chacko, R. (2013) Facilities Manager at CityCare
- Int. 7: Chung, M. (2013) Facilities Administrator – Estates at the Auckland University of Technology at the North Shore Campus
- Int. 8: Crutzen, J. (2013) National Property Manager at KiwiRail, Board Member of FMANZ and Chair of the FMANZ Educational Committee
- Int. 9: Curry, D. (2013) Director Facilities Services at the Auckland University of Technology
- Int. 10: Gallagher, J. (2013) Director of Anax
- Int. 11: Giles, T. (2013) Building Manager Services and Special Interest Group FMANZ in Building Management
- Int. 12: Hall, G. (2013) Workplace Manager at New Zealand Post and Special Interest Group FMANZ in Workplace Strategies
- Int. 13: Happy, J. (2013) National Facilities Manager at Kiwi Income Property Trust (KIPT) and Chairman of FMANZ
- Int. 14: Harrison, V. (2013) Facilities Manager at Westpac
- Int. 15: Lee-Lo, P. (2013) Group General Manager at Total Property Services and President/Chair of Building Service Contractors of New Zealand Inc.
- Int. 16: Long, D. (2013) General Manager at SPM Assets
- Int. 17: Moraes, V. (2013) Director of GregMore Group
- Int. 18: Morgan, V. (2013) Property Services Assurance Manager at the Bank of New Zealand
- Int. 19: Moss, G. (2013) Property Manager at Ryman Healthcare
- Int. 20: Parke, W. (2013) Lieutenant Colonel and Facilities Manager at the New Zealand Defence Force
- Int. 21: Reid, I. (2013) National Facilities manager at Darroch Limited

- Int. 22: Roberts, P. (2013) Group Leader for Construction Management and Lecturing in Quantity Surveying at Massey University
- Int. 23: Rogers, P. (2013) Managing Director of Spire Consulting
- Int. 24: Sinclair, M. (2013) Managing Director of FM Concepts Limited
- Int. 25: Southam, P. (2013) Manager at Total Property Worx
- Int. 26: Stoddart, P. (2013) Director of Business Lighting Solutions
- Int. 27: Tookey, J. (2013) Professor of Construction Management at the Auckland University of Technology
- Int. 28: Van der Weerd, R. (2013) Chairman of European Facility Management Network (EuroFM) and Dean of the School of Facility Management of the Hanze University of Applied Sciences
- Int. 29: Van Meer, A. (2013) Property Asset Services manager at Opus International Consultants Ltd.
- Int. 30: Vaughan, P. (2013) Facilities Manager, Property at Auckland Airport