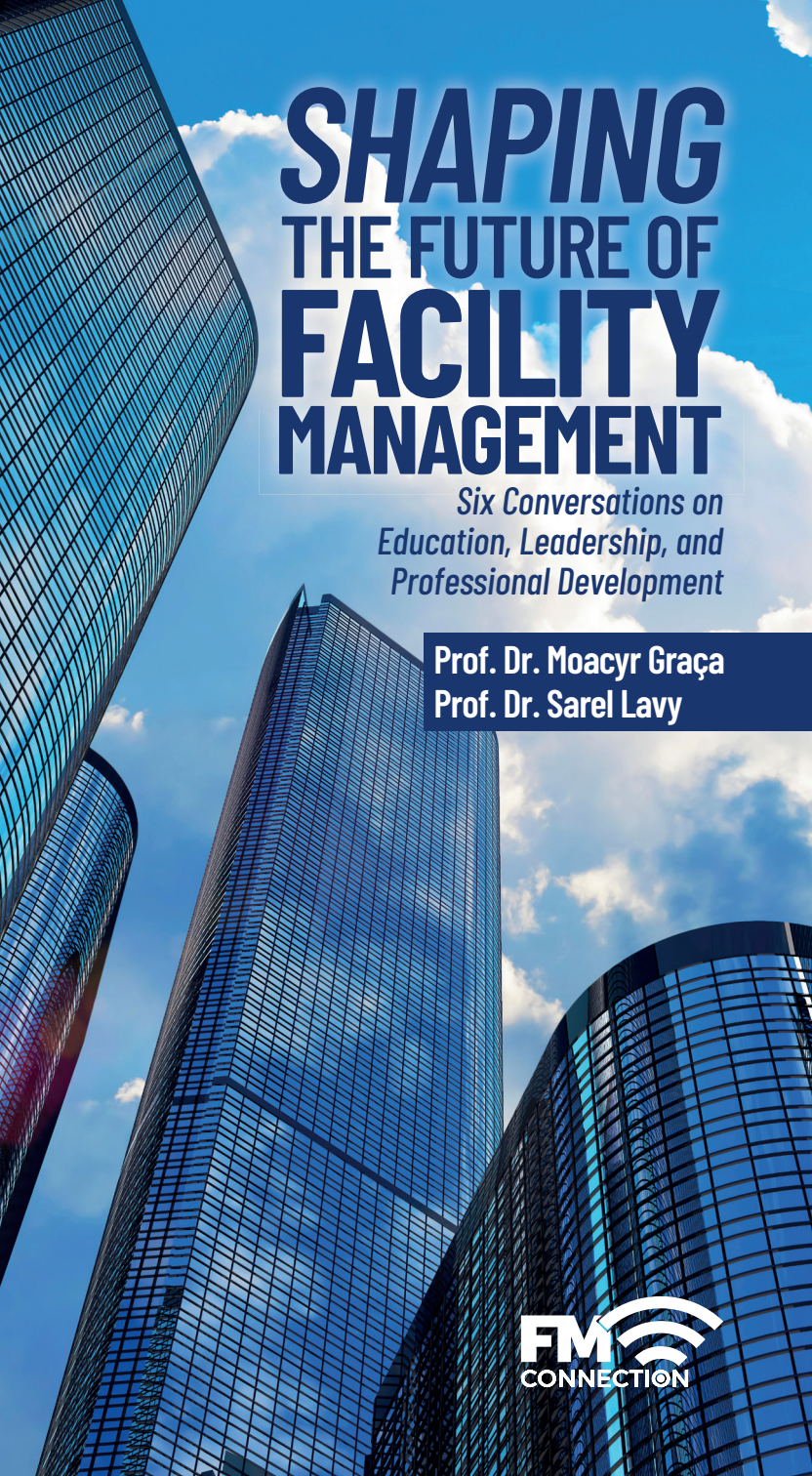




SHAPING THE FUTURE OF FACILITY MANAGEMENT

*Six Conversations on
Education, Leadership, and
Professional Development*

Prof. Dr. Moacyr Graça
Prof. Dr. Sarel Lavy

FM 
CONNECTION

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2026



**Collins Osayamwen CFM, FMP,
IFMA Fellow (1968-2024)**

This e-book is in loving memory of Mr. Collins Osayamwen, a visionary leader and dedicated professional who made significant contributions to the field of facilities management in Nigeria. Mr. Collins Osayamwen departed from this world on January 31, 2024. He served as the past president of the Association of Facilities Management Practitioners, Nigeria (AFMPN) from 2021 to 2022, and during that time, he played a pivotal role in advancing the FM industry in Nigeria. He also was an IFMA Fellow.



Prof. Dr. Moacyr Graça

Professor at the Polytechnic School of the University of São Paulo (USP) since 1975.

Civil Engineer (1974), with a Master's (1979) and Ph.D. (1985) in Urban Engineering and Civil Construction from USP. Technical Advisor at USP's Physical Space Superintendence since 2019. Coordinator of the MBA in Facility Management at Poli-USP since 2002. Chair of ABNT CEE-267 Facility Management since 2017 and Head of the Brazilian Delegation at

ISO TC-267 Facility Management since 2018. International consultant in Built Environment Engineering, Strategy, and Standards for Facility Management. Member of CIB Working Group W070 on Facility Management since 2008 and Member of IFMA's External Research Advisory Committee since 2021.



Prof. Dr. Sarel Lavy

Professor of Construction Science at Texas A&M University. His research interests are in the areas of facility management and construction management, mainly in life-cycle cost techniques, performance indicators, and facility management education. Dr. Lavy has taught undergraduate and graduate level classes in facility management, construction cost estimating, and introductory classes in construction management. He authored and co-

authored over 110 papers published in peer-reviewed journals and conference proceedings, which earned over 5,300 citations. He was awarded a Honorary appointment of Visiting Professor from Liverpool John Moores University in the United Kingdom, holds an Adjunct Faculty position at Woxsen University in India, served two-year terms as the President and as the Immediate Past President of the Healthcare Council of IFMA, and just concluded a three-year term as an Officer and a Trustee on the Board of Trustees of the American Council for Construction Education (ACCE). Dr. Lavy earned his PhD in Civil and Environmental Engineering from the Israeli Institute of Technology (Technion IIT), and moved to Texas A&M University to start his academic career in the USA in 2005.

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Introducion

Facility Management continues to evolve as organizations recognize the strategic role of the built environment in supporting business performance, sustainability, employee experience, and organizational resilience. As the profession expands, one question becomes increasingly important: how can today's educational systems prepare the leaders who will shape the future of Facility Management?

This e-book brings together the complete perspectives of two internationally recognized educators and researchers who have dedicated decades to advancing the field: **Professor Moacyr Graça**, Professor at the Polytechnic School of the University of São Paulo (USP) and Coordinator of the USP MBA in Facility Management, and **Professor Sarel Lavy**, Professor in the Department of Construction Science at Texas A&M University.

Structured around six key topics, this publication

explores some of the most relevant questions facing FM education today. The discussions address the professional identity of Facility Management, the multidisciplinary nature of the profession, the relationship between academia and industry, the challenge of attracting new talent, the competencies required for strategic leadership, and the educational models that can prepare Facility Managers for the decades ahead.

To preserve the unique perspective of each contributor, the interviews are presented separately within every chapter. Readers will first find Professor Moacyr Graça's complete response, followed by Professor Sarel Lavy's answer to the same question. This format allows each author to fully develop his own ideas while offering readers the opportunity to compare complementary viewpoints from two distinguished academic leaders working in different parts of the world.

Although their experiences reflect different institutional and cultural contexts, both professors share a common commitment to strengthening Facility Management through education, research, professional development, and closer collaboration between universities and industry.

As a complement to these interviews, the e-book concludes with an appendix featuring the São Paulo Letter, a document developed during a meeting of internationally recognized leaders and experts in Facility Management. The letter presents a

shared vision for the profession and outlines the principles and professional practices considered essential for advancing Facility Management and supporting the development of current and future FM professionals.

Together, the interviews and the São Paulo Letter provide readers with both practical insights and a broader framework for understanding the future of Facility Management education and the continuing evolution of the profession.

The following text was written by Dr. Sarel Lavy, Professor, Department of Construction Science at Texas A&M University, Texas, USA; and Professor Moacyr Graça, Professor at Polytechnic School of USP (University of São Paulo) and coordinator of MBA/USP - Facility Management. It represents their opinions and ideas based on his experience and knowledge. The information provided in this document is for educational and research purposes only and does not constitute professional advice or a recommendation to take specific action. Readers should evaluate how these concepts apply to their own organizational contexts and consult with appropriate leadership or experts before implementing any strategic changes.

1

Defining the identity of Facility Management

Facility Management has evolved into a strategic discipline that directly influences organizational performance, employee experience, sustainability, and business resilience. Yet, many organizations still confuse the role of the Facility Manager with the services delivered by vendors and contractors. This misunderstanding limits the profession's strategic potential and often prevents FM from earning a seat at the executive table. In this chapter, Professors Moacyr Graça and Sarel Lavy discuss why education is essential to establishing a shared understanding of the profession, strengthening its identity, and preparing leaders capable of integrating people, places, technology, and business objectives into a single strategic vision.

Professor Moacyr

I believe the root of this confusion lies in a proper understanding of the FM “universe.” At first glan-

ce, this may seem obvious. However, if we examine the fundamental concepts with professionals in the field, we find significant variation in individual interpretations. This points to a broad diversity and stratification of the foundational concepts of Facility Management. It is essentially a matter of interpreting an extremely complex and dynamic system, making convergence and consensus around the subject a particularly difficult task.

Some of the main reasons for this situation include:

- Facility Management is still a developing field and has not yet been fully established internationally as a profession.
- Lack of consensus among members of the professional and academic communities.
- Limited adoption of international standards (ISO 41000 Series).
- Different levels of knowledge required across professional education programs.
- Significant variation in the knowledge and experience of professionals participating in the same educational programs.
- Confusion between professional education and job training.
- Lack of a systems-thinking approach in professional education aimed at addressing complex, long-term challenges.
- Insufficient ongoing attention to the impact of political, environmental, social, economic, and

legal changes.

- Limited investment in FM education and research.
- Other factors.

In my view, FM education should focus on the following priorities:

- Clearly identifying the knowledge that is required and the most effective ways to deliver it across different levels of education and professional training.
- Structuring education to establish a common foundation of knowledge.
- Making learning the priority rather than teaching.
- Recognizing that Facility Management is a constantly evolving profession.
- Recognizing that theory and practice must go hand in hand for education to be truly effective.
- Equipping professionals with the knowledge needed to address complex problems, develop effective plans, and manage organizations.
- Establishing partnerships with stakeholders.
- Promoting the advancement of knowledge.
- Creating channels that expand access to knowledge.
- Encouraging and recognizing professional excellence in both academia and professional practice.

In summary, FM education must be properly understood and managed as an educational system designed to achieve better outcomes. Those outcomes can be achieved more efficiently while maximizing the value delivered to both professionals and orga-

nizations. Greater collaboration among key institutions can increasingly lead to meaningful improvements in the built environment and in people's quality of life.

Professor Sarel

The confusion you are pointing to is the core battle we are fighting in the field. It is frustrating because when the market equates FM with mere “maintenance,” it turns a high-level strategic role into a commoditized service procurement task. To change this, I tell my students that we are not training them to be janitorial supervisors; we are training them to be architects of organizational performance. This perspective should include the following:

- **Move from silos to systems thinking:** we should not teach students to look at building systems or space planning in isolation. They have to analyze how a single technological implementation, like IoT sensors, impacts our processes, human behavior, and sustainability metrics. It is about teaching them to orchestrate the environment to support the organization's mission, not just keeping the lights on.
- **Value over cost:** vendors live by the lowest bid, but we need to teach our students to live by value creation in terms of ESG compliance, resilience, and productivity. If they cannot speak the language of the C-suite, like quantifying the ROI of a healthy environment, they will never be more than a cost center.

- The orchestrator role: at the end of the day, facility managers are mediators. They need to be able to sit between HR, IT, and sustainability and negotiate a unified vision. We should design projects that force the students into that tension so they realize their output is not a “fixed” building, but a high-performing ecosystem.
- Embedding circularity: my own research into the circular economy has shown me that the old “buy, use, dispose” model is a failure. Students should be able to map the circular path of every material they touch. This makes them stewards of resources, not just facilitators of a one-time transaction.
- Define the professional frontier: we need to establish stronger academic-industry partnerships that create bridge programs that target mid-career professionals. We must develop modules that focus specifically on strategic governance while teaching the facility manager how to lead the entire ecosystem rather than just working alongside it.

2

Educating professionals for a multidisciplinary world

Facility Management sits at the intersection of engineering, business, technology, human behavior, and organizational strategy. Success in the profession requires far more than technical expertise. It demands the ability to connect disciplines, translate information into decisions, and navigate an increasingly complex built environment. As universities rethink how they prepare future professionals, the challenge is no longer simply adding new subjects to the curriculum, but creating truly integrated learning experiences. In this chapter, Professors Moacyr Graça and Sarel Lavy share their perspectives on how higher education can develop the broad competencies today's Facility Managers need.

Professor Moacyr

In my answer to the previous question, I outlined several points that I believe are essential for building an effective educational system. Generally speaking,

a university of sufficient size already possesses the knowledge required within its own institution. The challenge is that this knowledge is often dispersed across specialized schools and departments, each of which should contribute its expertise and available resources. These academic units must recognize the value of their individual contributions to multidisciplinary programs, set aside disciplinary biases, as difficult as that may be, and maintain the flexibility needed to keep the focus on the overall outcomes of the educational system for the benefit of students and society.

From my perspective, a fundamental step would be to establish educational programs and related research at the following levels:

- Leadership Education (Long-Term Programs)
 - Undergraduate degree
 - Graduate degree
 - Master's degree
 - Doctoral degree
 - Professional specialization programs
- Professional Training (Short-Term Programs)
 - Strategic level
 - Managerial level
 - Operational level

The method of delivery, whether in person, on-line, or hybrid, should be determined according to local policies and institutional criteria.

It should also be recognized that available resour-

ces and their limitations must guide priorities through well-structured plans that take into account specific factors such as regional demand and local culture.

Another key element in creating the necessary consistency is the faculty's ability to coordinate across disciplines, fostering the interaction and synergy required for an effective multidisciplinary program.

It is equally essential that faculty members remain connected to developments beyond the university by actively participating in both professional and academic activities within the Facility Management community.

Professor Sarel

We have to stop this “siloed” education model. When I see engineering, business, and social science programs acting as if they have nothing to do with each other, I know we are failing our students. To produce leaders, we need to synthesize knowledge, not just check boxes on a degree plan. This can be accomplished by developing the following mechanisms:

- Life-cycle studios: students should follow a project from conceptual design through operations, right to the end-of-life repurposing. They need to feel the real-world trade-offs, like seeing how a specific HVAC decision today dictates a budget or comfort nightmare in ten years.
- Our best students are the ones who can act as translators between the technical staff and the executi-

ve leadership. Students should be graded on their ability to turn complex data, like machine learning maintenance trends, into clear business narratives. That is how you become a strategic partner.

- **Data-driven evidence:** it is not enough to collect data; this is just noise if you do not know how to use it. Students should develop proficiency in predictive analytics so that they can aggregate data from waste audits and BMS systems to forecast performance and drive policy.
- **Behavioral science integration:** we cannot ignore human behavior. When combining Organizational Behavior and Environmental Psychology directly into our technical courses, we are creating leaders who have the ability to manage the interface between human intent and the built environment.

3

Closing the gap between Education and practice

The pace of change in Facility Management has accelerated dramatically, driven by digital transformation, sustainability, new workplace models, and evolving business expectations. As organizations redefine the role of FM, educational programs face growing pressure to keep pace with industry needs. Preparing professionals for tomorrow requires more than updating course content. It demands continuous collaboration between academia and practice, lifelong learning, and a willingness to rethink traditional approaches to professional development. In this chapter, Professors Moacyr Graça and Sarel Lavy examine whether today's educational models are meeting the moment and how the gap between classroom and workplace can be reduced.

Professor Moacyr

The gap is evident: many educational programs are still teaching yesterday's knowledge. That will

never meet the needs of organizations looking for professionals who are prepared for today's challenges while also having the potential to face whatever the future may bring.

There are several ways to narrow this gap.

■ At the university level:

- Invest in innovation in the field of Facility Management.
- Develop collaborative research projects with industry organizations. This advances knowledge while preparing researchers to tackle real-world challenges.
- Encourage faculty members to actively participate in professional practice and academic activities beyond the university, as mentioned earlier.

■ Throughout one's professional career:

- Maintain a lifelong commitment to learning.
- Use Artificial Intelligence as a tool for professional growth.
- Organize your own knowledge.
- Document, analyze, and share case studies.
- Publish your research and professional experiences.
- Read the research and experiences shared by your peers.
- Participate in professional associations and industry events.

I would like to conclude by emphasizing that

what truly matters is continuing to move toward a goal that can never be fully reached, progressing at the pace allowed by the circumstances.

Always keep evolving. Never stop.

Professor Sarel

The short answer is “no”; we are lagging behind. Industry is screaming for “connected intelligence” and financial stewardship, but most academic programs are still stuck teaching siloed, operational-level tasks. The gap is real: industry leaders want actionable business cases, from stories told through data, but we are still teaching students how to just collect that data. New mandates, like OSHA heat safety, EPA mandates, and stricter ESG reporting, have turned compliance into a high-stakes, data-heavy burden. Yet, we treat HVAC and space booking as separate subjects while the industry is struggling to manage the chaos that happens when those systems are not synced.

With 40% of the seasoned workforce retiring by 2026, we are losing the “tacit knowledge” that kept buildings running. We have not figured out how to automate that capture yet, and we are trying to teach compliance using outdated, paper-based methods.

I am a strong advocate for FM programs that integrate environments where we move from site-level focus to portfolio-wide oversight (“from building to

portfolio”). Because the technology changes so quickly, universities need a lifelong learning model that a “degree-and-done” approach just does not work anymore, while partnering with industry.

4

Making Facility Management a career of choice

For decades, many professionals entered Facility Management after building careers in other disciplines. Today, however, FM is increasingly recognized as a profession in its own right, offering opportunities for leadership, innovation, and strategic impact. Even so, attracting students early in their academic journey remains an important challenge. Building awareness of the profession, demonstrating its value to organizations, and presenting clear career pathways are all part of that effort. In this chapter, Professors Moacyr Graça and Sarel Lavy discuss what universities, employers, and the FM community can do to inspire the next generation of professionals.

Professor Moacyr

The answer lies in the hands of FM professionals and the organizations that procure Facility Management services.

Professional recognition depends, above all, on

how people in the profession see themselves, how they demonstrate their competence, and how they conduct themselves in their professional practice. This builds credibility, which in turn creates value reflected in greater professional recognition and rewards. It is also important to remember that the credibility of the profession depends on the collective efforts of the entire FM community.

Communicating the importance of Facility Management is something that must be both spoken about and demonstrated in everyday practice by all professionals. This is essential to achieving the recognition the profession deserves. Once that happens, it becomes possible to truly change the mindset of senior leadership, enabling executives to recognize the real value that Facility Management brings to their organizations.

As a result, demand will grow for highly qualified professionals capable of making strategic decisions at both the facility and portfolio levels.

As the market gains greater recognition for the profession, new opportunities will emerge for qualified professionals, bringing employers closer to leading educational institutions.

At the same time, it is essential to spark students' interest by helping them understand the full scope of the profession. This can be achieved through industry events, internships, workshops, partnerships with professional associations, and other initiatives

that highlight the purpose of Facility Management, its importance, the breadth of the market, and the career opportunities available within major corporations, consulting firms, and service providers.

In summary, the growth of career opportunities in Facility Management depends greatly on effectively communicating what FM is:

- **To organizational leadership:** demonstrating, in practice, the value created by the expertise of Facility Management professionals.
- **To prospective students:** communicating the true nature of the profession and the career opportunities it offers.

Professor Sarel

If we want students to choose the FM path early, we have to rebrand it as the primary lever for solving the societal problems, such as climate crisis and improving organizational wellbeing; we have to stop selling FM as “janitorial” work. Students are drawn to fields where they can solve global challenges.

When I show students that FM controls decarbonization and waste reduction, they stop looking at it as maintenance and start seeing it as a destination for high-achieving talent. We should not require students to just read about systems; we want them to use their own campus as a research/lab site. When they see their own data analytics impacting the actual energy usage of their building, they start identi-

fying as FM professionals long before they graduate.

The “by chance” entry into FM happens because there are no clear, high-visibility internships or entry-level roles that look like “management” rather than “service.” Industry needs to step up and partner with universities on creating programs that offer a valid career outlook and a clear ladder for leadership, very much like Finance or Supply Chain Management.

We need to market the “technology-forward” nature of the field since technology is the strongest attractor for the current generation. Universities need to lean into the digital twin, AI, and IoT aspects of the field. The identity of FM should move from simply “facility maintenance” to “built environment stewardship”. When, in my classes, I frame the role of a facility manager as a “data scientist of the built environment,” I am able to break the misconception that FM is a “low-tech” manual field, and then, I am suddenly competing with high-tech and engineering roles, not just service roles.

Last, universities must offer early academic “FM attracting” courses. FM is often buried as a sub-topic in Construction, Architecture, or Engineering programs. Instead, universities must introduce “Introduction to the Built Environment” as a general elective for business, engineering, and psychology students early in their degrees. By exposing students to the intersection of disciplines, showing how a building’s design impacts human output and carbon emissions, universities can capture students before they settle into traditional, more narrow career paths.

5

Preparing strategic leaders

The responsibilities of today's Facility Managers extend well beyond operating buildings. Organizations increasingly expect FM professionals to contribute to business strategy, manage risk, support sustainability, and create environments that improve organizational performance. Meeting these expectations requires a combination of technical knowledge, financial understanding, leadership, communication, and analytical thinking. Developing these capabilities has become one of the central goals of FM education. In this chapter, Professors Moacyr Graça and Sarel Lavy identify the competencies they believe will define the next generation of strategic Facility Management leaders.

Professor Moacyr

First and foremost, I believe that a Facility Management professional must have a solid understanding of the environment they are responsible for

managing. In other words, FM professionals need an in-depth knowledge of the facility and its users in order to perform their role effectively.

To achieve this, they must develop an organizational framework that makes operations both viable and manageable through processes whose successful implementation depends heavily on education in the following areas:

- Systems thinking.
- Problem identification and structuring.
- Process planning and control.
- Space and service demand management.
- User experience management.
- Supply chain management.

Particular attention should be given to FM's core functions:

- Quality.
- Risk.
- Sustainability.
- Corporate image.

The goal is to maximize the value created by operations while keeping the primary focus on the people who use and interact with the built environment, supported by effective communication.

Professor Sarel

When I put a facility manager at the C-suite table, I do not want them talking about lightbulbs and air

filters, and plumbing fixtures; instead, I expect them to talk about asset utilization, risk mitigation, and organizational strategy.

Here are the critical skills that must be prioritized in academic programs, in my opinion:

- 1. Financial literacy:** if you cannot build a 20-year Life Cycle Costing (LCC) model, you are not at the table. The skill of mastery of financial instruments, such as Net Present Value (NPV), Internal Rate of Return (IRR), and total cost of ownership (TCO) models, is non-negotiable. Facility managers need to be able to justify a multi-million dollar tech investment by showing the ROI and asset value enhancement.
- 2. Predictive analytics:** we have to move past “data collection” into predictive modeling. The strategic facility manager must act as the link between raw data and business intelligence. Facility managers need the analytical rigor to turn a maintenance request into a business continuity strategy.
- 3. Change management:** facility managers are the “owners” of the workplace culture. If they cannot manage stakeholder resistance or bridge the gap between IT, HR, and Operations, their technical plans will fail.
- 4. Risk & ESG governance:** facility managers are the organization’s first line of defense against regulatory, physical, and reputational risk. We need to prioritize a move from compliance-based thinking to risk-resilience strategy, for example, professio-

nal facility managers have to be able to explain how their building's energy footprint is impacting the ESG rating.

5. Communication skills: facility managers need to be able to summarize complex system performance into a concise executive summary for the C-suite table. It is about framing their work in the context of the organization's business strategy, for example, "This project isn't just a roof repair; it is a strategy to ensure 99.9% uptime for our data-center operations during extreme weather.") The next generation of facility managers requires a curriculum that emphasizes these aspects and teaches these skills.

6

Designing the future of FM Education

No curriculum can predict every challenge the next two decades will bring. Yet the decisions educators make today will shape how future Facility Managers respond to technological change, evolving workplaces, environmental demands, and new business priorities. Building an educational model that balances technical expertise, human-centered thinking, leadership, and adaptability has become one of the profession's greatest opportunities. In this concluding chapter, Professors Moacyr Graça and Sarel Lavy outline the knowledge, experiences, and competencies they believe should define the ideal FM curriculum and the professionals it will prepare for the future.

Professor Moacyr

This is a particularly complex question because it concerns an unknown future.

One principle I consider essential under all cir-

cumstances is the ability to plan effectively using the information available for a planning horizon that can reasonably be considered achievable.

From that perspective, planning means defining, as accurately as possible, both the desired goals and the means to achieve an ideal future through realistic and attainable objectives.

However, no plan can endure over time without observing a few fundamental principles:

- Participation of all stakeholders affected by the plan.
- Integration of the organizational hierarchy, aligning every level with the defined objectives.
- Coordination among organizational units to ensure cohesion and complementarity in their functions.
- Continuity over time to prevent the plan from becoming obsolete.

Based on these principles, I believe the ideal curriculum should include:

- A solid understanding of Facility and Facility Management.
- An advanced understanding of human behavior.
- The development of creativity and the courage to innovate.
- Systems thinking and strong planning skills.
- An understanding of the dynamic nature of Facility Management, which requires continuous adaptability to change.

- The ability to monitor and manage change.

The Facility Management professional of the future should therefore have a broad, human-centered profile, capable of managing physical assets with the ultimate goal of improving people's quality of life.

Professor Sarel

If I was given this task I would design the FM curriculum for a “Strategic Ecosystem Architect,” someone who sees the built environment as a data-rich, human-centric, and carbon-conscious asset. The ideal “20-Year” curriculum must be structured around four pillars that synthesize technical mastery with executive leadership:

- **Pillar #1 (Technology):** AI, Machine Learning, and Digital Twin modeling, with students managing “Live Digital Twin” dashboards in real-time. Competency gained would be proficiency in data synthesis: the ability to turn massive, disparate data streams into clear, strategic executive briefs.
- **Pillar #2 (Human):** Environmental Psychology and Workplace Hospitality, using a “Behavioral Lab” to test how their space designs actually change occupant outcomes. Competency gained would be experience orchestration by designing physical environments that actively support human health, productivity, and culture.
- **Pillar #3 (Economics):** LCC, Circular Economy, and ESG Governance, where they have to manage

a 20-year portfolio budget and present to a mock C-suite. Competency gained would be financial fluency by mastering the language of the CFO and the ability to articulate long-term value over short-term savings.

- **Pillar #4 (Leadership):** Negotiation and mediation, using a “Stakeholder Mediation Lab” to handle institutional disputes. Competency gained would be the ability to act as the “bridge” between the physical, financial, and human aspects of an organization.

With such a curriculum, my graduates will be:

- (1) **Proactive** – using predictive algorithms to manage resilience;
- (2) **Data-fluent** – using numbers to tell the story of the organization’s mission;
- (3) **Human-centric** – understanding that building value is ultimately defined by the humans who use it; and
- (4) **Systems thinkers** – seeing how every decision is impacted by, and also influences the organization’s ESG goals, financial performance, and social equity.

LETTER FROM SÃO PAULO

Key reflections on drivers for professional FM practices

To Facility Management Professionals

The International Forum in Facility Management 2022, was held on 9-11th August 2022, in São Paulo, Brazil and, it was kindly hosted by ABRALIMP – *Associação Brasileira do Mercado de Limpeza Profissional* (Brazilian Association of Professional Cleaning Market). As professionals, by functions of coordinators and speakers in the event we decided to write this document based on our reflections during the whole week in Brazil (inside and outside the Forum).

The future of the Facility Management (FM) Profession shall focus mainly on the following directions and aspects, presented below in 32 key points grouped into 6 macro topics, in alphabetical order:

Education

- Appreciate the evolution of FM over time so it can

be leveraged for further growth and development of the profession.

- Sustaining the FM profession depends on investments made today in the education of future generations of Facilities Managers. Nowadays, opportunities already exist to pursue FM as a career path.
- To take full advantage of the elevation of the profession. We must acquire the necessary education, leadership skills, and business acumen, to become technology savvy.
- To compete within our organizations for resources, Facilities Managers need to develop more business skills.

People

- Understand the multi disciplinary nature of FM. FM is about maintaining continuous improvement of people's quality of life through the development of better built environments and human experiences. Interpreting users' and other key stakeholders' needs and translating them into requirements for FM. Be ready to do everything to focus on well-being and the best user experience inside the workplace of the organization.
- Creativity in the innovation of human relationships and the way the services are delivered are always welcome to produce positive changes in the workplace. Serviceability, Usability, and Influencing behaviors must be on the radar of all

modern Facilities Managers to improve outcomes.

- As the pandemic has already pushed companies and organizations to reflect on their practices, it provides a good opportunity to create workplaces that are more human-centered and sustainable by placing more emphasis on employees' needs and the well-being of individuals and community – FM has a major role towards co-creation of user-centric workplaces.
- Future work will consist of a combination of work from home, the office, and various places for remote work, and the design of workplaces is based on the value of being together in person, however, the number of days in the week in the office can vary among different users – FM can identify users' profiles based on fixed or flexible time and use of space.
- Learning how to listen and talk appropriately with different organization levels is a kind of concierge service for users and a strategy piece for the administrative board at the same time. Influencing the top management should be a priority, to ensure they understand and support our efforts to meet organizational objectives.
- Positioning FM as a key enabler towards achieving client needs and core business objectives.
- Facilities Managers are critical to organizations, managing the 2nd largest asset for the organiza-

tion which supports and enables the most important asset: staff.

- We have to be careful not to be distracted by “bright shiny objects” and trends of the day and build the foundations of excellence in FM practices.

Places

- Due to a shortage of labor and materials, Capital Assets will see high growth in manufacturing processes (industrialization). Facilities Managers should be part of the discussion on how to maintain and service manufactured buildings and assets during the Design for Manufacturing and Assembly (DfMA) phase.
- Networks of places are always changing in a complex world at a fast speed. FM is the way to assure the reduction of the gaps between needs/desires and what we have in a dynamic built environment.
- The workplace is a system including physical, digital, social, and mental spaces, places, and realities – FM need to collaborate with human resource management and ICT-department in workplace development and since people will have more options to choose the time and place to work, it is important to design workplaces where people feel comfortable and variety of areas for diverse work.
- Workplace development is about collaboration, co-creation, co-commitment, and co-learning – both with and without the help of digital tools. Fa-

cilities Managers must understand the value of the change processes as part of the workplace solution and its ownership.

Processes

- FM is always about adding value and supporting the core business, regardless of how different it is applied and practiced in various sectors of the industry. Aligning FM with a demand organization's business strategy, objectives, and plans to provide a workplace that supports the core business, safeguards user well-being, and raises productivity. For the value of sound FM practice to be planned, delivered, and realized, we need to provide a performance framework for the measurement of success and improvement.
- Establishing and maintaining an overall approach to FM on the strategic level. Formalizing FM strategy and policy to guide decision making and behavior. The FM profession is gaining significant recognition in emerging economies and FM practitioners must up their games to play at the strategic levels within their organization. Our profession has not progressed as much as it should have, with most of us remaining outside the strategic decision-making of our organizations.
- The Global FM community should pay attention to the growth witnessed around the African continent – new amazing city developments, partnerships, and collaboration are key in the new phase

of FM development in Africa.

- Recognizing the importance of a similar level of maturity in terms of capability for both the demand organization and FM organization.
- Kinetic/Moving Real Estate Assets are being developed as a cutting-edge solution for dense urban environments (transportation). Facilities Managers will need to learn how to manage non-stationary “real estate” as a new key value as a profession.
- Provide low-cost or no-cost resources to support FM Professionals with Data Analytics to support improved decision-making.
- Continue supporting the development of new technologies that help reduce carbon emissions or create clean energy. Facilities Managers are key professionals for proper implementation of ESG practices and the SDG of the United Nations.

Standardization

- FM Standards in the ISO 41000 series continues to be developed and published with a purpose to be an accelerator and enabler of change for the profession of Facilities Management. ISO 41001 Management System Standard assures that practice is delivered to agreed international requirements. As a consequence, ISO 41001 is the foundation of any professional FM activity recognized at an international level. Certified FM Systems is the assurance and public demonstration that it

operates according to ISO requirements.

- The ISO 41001 FM MSS (Management Systems Standard) is a game changer for the FM profession. FM practitioners should continue to develop strategies on how to get the adoption, domestication, and implementation of ISO 41000 series by national governments, demand organizations, and FM Organizations.
- Recognize (learn & adopt) that all the ISO 41000 series standardization is the base (foundational) for all Facilities Managers around the world. The ISO 41000 series of Standards sets the competence base for professional recognition of the management practice of FM.
- The ISO 41000 series can be used across the world to enable FM to be a profession of choice, a personal FM career development, and the base for measured professional competence.
- The ISO 41000 series will assist FM professionals to move the delivery of FM from a commodity-focused output to one of meeting the FM needs of the demand organization with measurable, sustainable outcomes. The standards will act as a reset tool. FM reimaged!

Technology

- Facilities Managers should position themselves as the liaison between the physical and digital worlds (digital twins & the metaverse). An understanding

of value creation that digital worlds bring to the workplace will be critical to the future of work and Facilities Managers are positioned to be valuable stakeholders in this emerging virtual space.

- As blockchain technologies and solutions are integrated into virtual worlds in the Metaverse, Facilities Managers should educate themselves about the valuations of digital real estate and how physical performance measures will affect both digital and physical assets (digital Real Estate & FM).
- Technology is changing FM. Paying attention to how tech is influencing FM operations must be an everyday activity of Facilities Managers with formal planned actions. They need to support the global community to help align best practices with the appropriate technologies to provide enhanced operational efficiencies.
- Have a hungry desire to align all technological trends and innovations (IoT, all hardware & software) inside the FMS (Facility Management System) of organizations (including metaverse).

Sustainability is a transversal theme in all 6 topics, meaning that it is a main (and mandatory) behavior for FM activities in daily practices.

We hope these ideas can be useful for FM Professionals around the world.

We confirm that the information provided in this letter reflects the personal opinions and views

of the individuals as agreed by the respective signatures below.

With warm wishes,

- **Atkin, Brian** *Prof. Dr. (United Kingdom)*
- **Crepaldi, Ricardo** *MSc. (Brazil)*
- **Doherty, Paul** *CSI, CDT, IFMA Fellow, DFC Senior Fellow (United States)*
- **Graça, Moacyr** *Prof. Dr. (Brazil)*
- **Lavy, Sarel** *Prof. Dr. (United States)*
- **Nenonen, Suvi** *Dr. / Finland*
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- **Pienaar, Helgard** *HND Eng. and Post Grad Dip (South Africa)*
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From left to right: Helgard Pienaar, Brian Atkin, Moacyr Graça, Ricardo Crepaldi, Duncan Waddel, Collins Osayamwen and his wife, Rashidat, Ricardo Nogueira and Nathalia Ueno (from Abralimp), Sarel Lavy, Suvi Nenonen, Paul Doherty, and Ted Ritter

GENERAL NOTES:

- This letter is just the reflections of this group at the time that it was written. This is not academic work and is not intended to be the only and complete source of information on the topics addressed here.
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KEY REFLECTIONS ON DRIVERS FOR PROFESSIONAL FM PRACTICES

Complementary Information

- S NENONEN, S LAVY, M GRAÇA, R CREPALDI AND N SANDSTRÖM. **Future of the Facilities Management profession.** Published under licence by IOP Publishing Ltd. IOP Conference Series: Earth and Environmental Science, Volume 1176, CIB W070 Conference on Facility Management and Maintenance 2023 08/05/2023 - 11/05/2023 Trondheim, Norway. Citation S Nenonen et al 2023 IOP Conf. Ser.: Earth Environ. Sci. 1176 012008. DOI 10.1088/1755-1315/1176/1/012008
 - For additional reading, visit IFMA's Research & Benchmarking resource center: <https://www.ifma.org/resources/research-benchmarking/>
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*This e-book is available as a free
download on the event website.*

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