



Accelerate FM Competency Assessment And Individual Development Plan Webtool User Guide

GSA – Facilities Management Institute (FMI)

2017



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Introduction

This guide was created to provide instructions for users on how to use and get the most out of the Accelerate FM (AFM) web tool. The guide explains the facilities management program's background, requirements, approach, and how to use the AFM tool. Reviewing this guide is recommended as the first step before using the online tool. FMI also provides the user with a PowerPoint presentation which shows step by step the modules described in this guide.

This guide has been divided into five modules. The user can view the whole guide or go directly to modules that are of interest.

- **Module #1 - How to Register for an Account:** In this module, the user will learn how to create a new account within the AFM tool and how to retrieve an account created within the previous version of the tool. Users will learn how to register and how to modify demographic and account information. Help Desk contact information to assist with a lost password or with account information can be found at the end of this module.
- **Module #2 - How to Create a Professional Development Plan:** This module explains how to create a professional development plan, what the purpose of the dashboard is, and how to review progress.
- **Module #3 - How to Add Qualifications to a Professional Development Plan:** Within this module the user will learn how to search, identify, and add, modify, or delete qualifications within their professional development plan.
- **Module #4 - How to do a Self-Assessment and Prioritize Your Professional Development Plan:** Within this module the user will learn how to create an assessment of his/her proficiency and how to set priorities in his/her professional development plan. The user will also learn how to plan for future qualifications based on his/her development plan status and priorities.
- **Module #5 - How to Add Facilities:** This module discusses the importance of including facility information into the professional development plan. It also provides the user with guidance on how to enter his/her specific facility data using the tool.

Module #1 - How to register for an account

In this module, the user will learn how to create a new account within the AFM tool and how to retrieve an existing account if one was created with the previous version of the tool. The user will learn how to register and how to modify demographic and account information. Help Desk contact information to assist with a lost password or with account information can be found at the end of this module.

Learning objectives:

- Creating an Account
- Registration Process
- Modify Demographic Information
- Help Desk Contact information

Creating an Account

New User

A new user is considered a practitioner that never created an account, including any previous version of the AFM tool, or a practitioner that had an account but didn't go through the registration process. It will be necessary to register the previous account since the system will not recognize previous login information. To create a new user account, the user navigates to the Accelerate FM website using the following link <https://afm.fmi.gov>. (Fig 1)

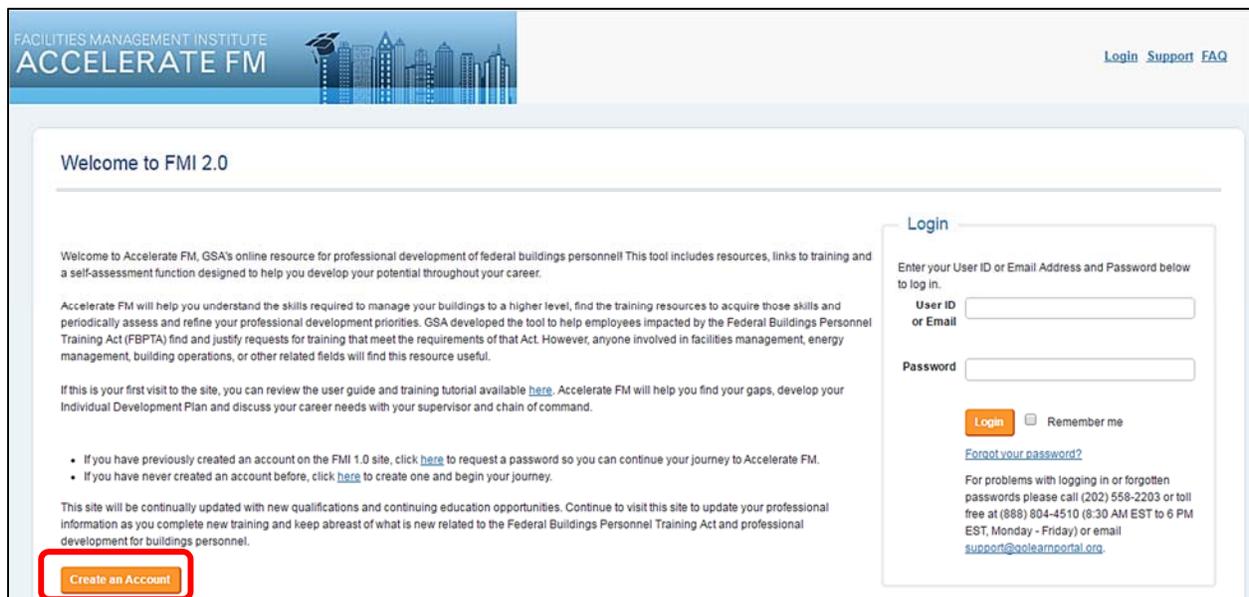


Fig 1- ACCELERATE FM Main Page

When the welcome page opens, to create a new account, click on the “Register for an Account,” the orange button located on the bottom left of the page.

The “Register for an Account” window (Fig 2) will open and prompt the user to fill out some general account information such as name, email address, and a password. **The password must contain at least two of the following: 1. At least one special character; 2. A mix of lower and upper case letters; 3. At least one number.**

If you are a federal government employee, the user should register using his/her government email address.

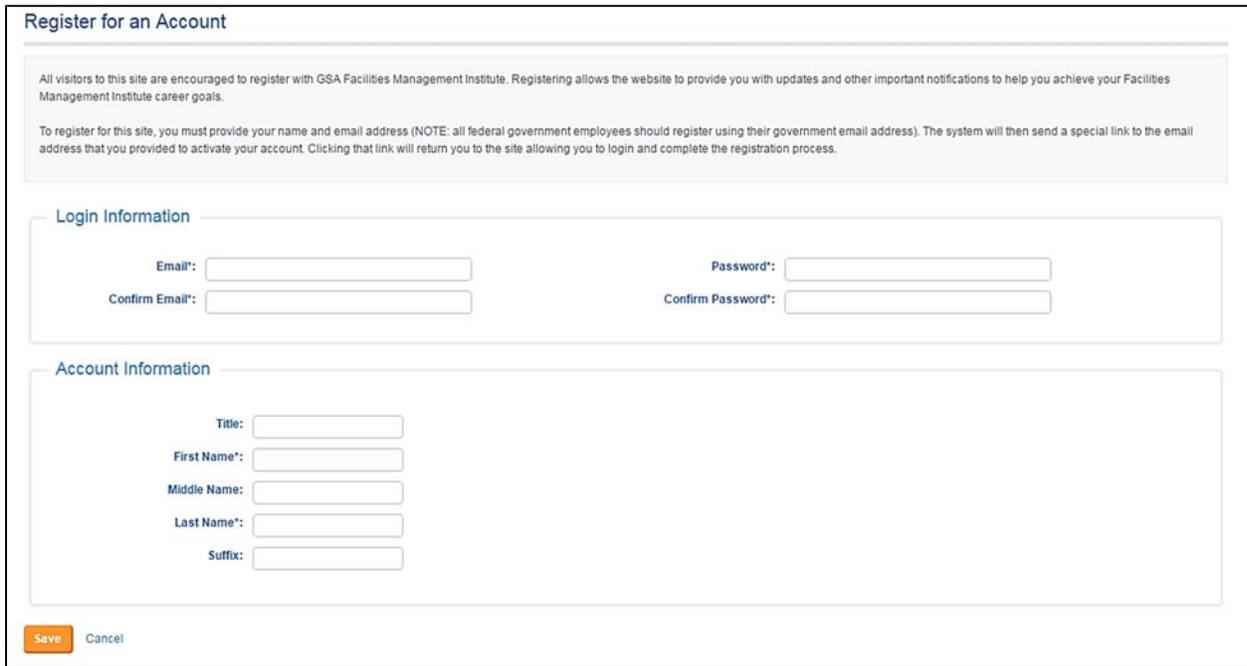


Fig 2 – Account Registration Page

After the required information is filled out, click the “Save” button at the bottom left of the screen. This action will prompt the system to send a special link and a confirmation code to the email address provided to activate the account. (Fig 3)

Thank you for your AccelerateFM registration. If you are an Energy Manager we are looking forward to you completing your registration in support of the 2016 Energy Manager Survey.

Please click this link to confirm your email and activate your account:
<https://afm.fmi.gov/Public/Registration/AutoConfirmEmail?id=6725&code=WVVHVCHBZPDHZ>

If you prefer, you may navigate to this page manually.
 1) Go to <https://afm.fmi.gov/Public/Registration/ConfirmEmail?id=6725>
 2) Enter Confirmation Code: WVVHVCHBZPDHZ

If you received this email in error, please disregard it.

Once you have confirmed your account, you will be able to login and complete the survey and start your journey towards understanding the skills required to manage your buildings to a higher level, find the training resources to acquire those skills and periodically assess and refine your professional development priorities.

Thank you,
 The AccelerateFM Support Team

Fig 3- Sample Registration Email

At this point, the user can click on the link within the email to automatically activate the account and navigate back to the login page. Or he/she can go back to the “Email Confirmation” page, following

the link provided by the email, manually enter the confirmation code in the box and click on the confirm button. (Fig.4)

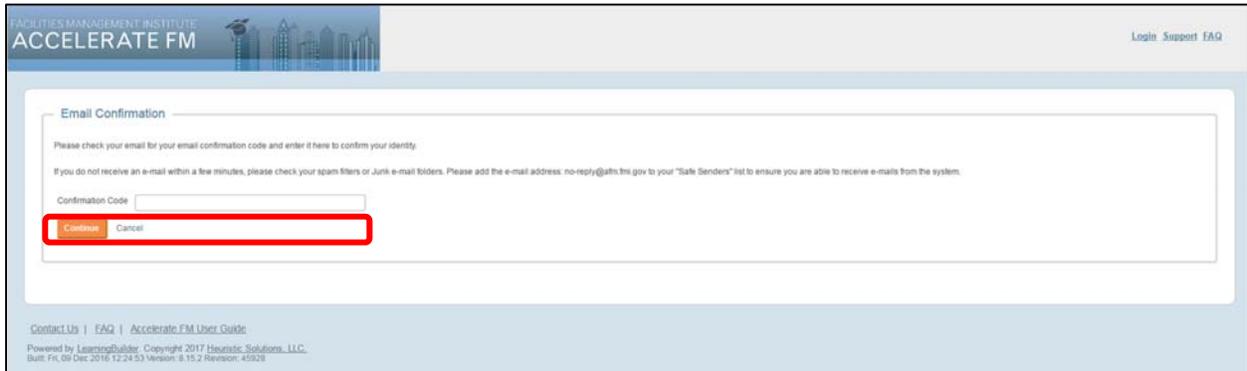


Fig 4 – Email Confirmation Page

After the registration has been confirmed, the user will be redirected to the main login page where he /she can fill out the login information to access the site.

Tip: If the user does not receive an e-mail within a few minutes, the spam filters or Junk e-mail folders should be checked. The e-mail address: no-reply@afm.fmi.gov needs to be added to the "Safe Senders" list to ensure receipt of e-mails from the system.

Returning User

A returning user is a practitioner that has an existing account and went through the registration process with an older version of the FMI tool. AFM will not recognize the old password. Therefore, to create a new password the user needs to navigate to the AFM website, <https://afm.fmi.gov>, and click on the link **“Request Password.”** (Fig 5)

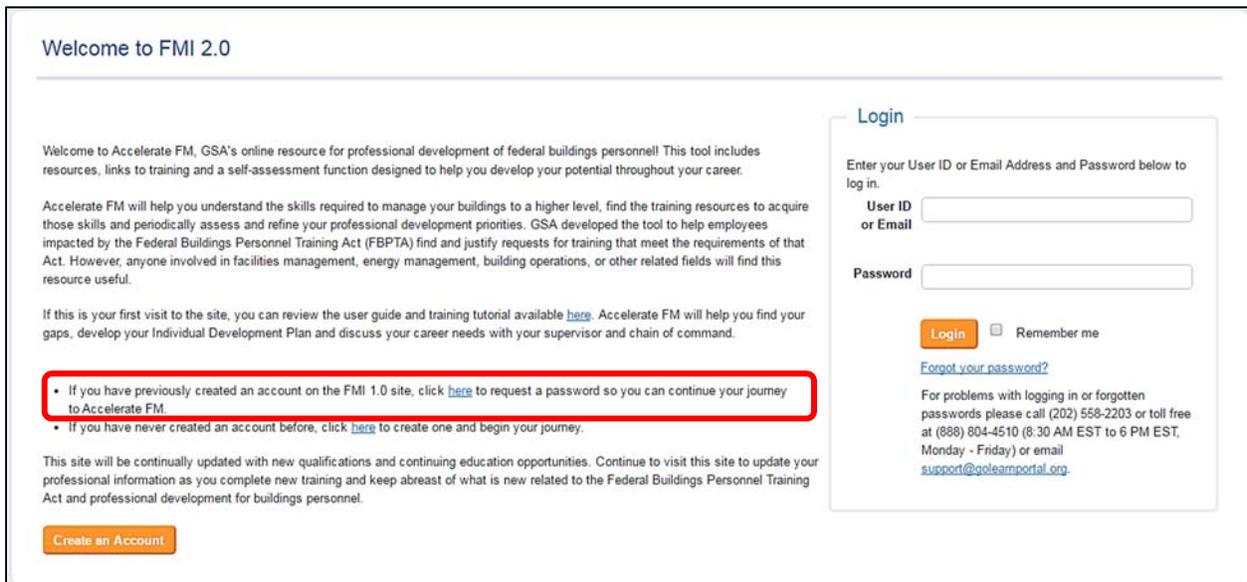


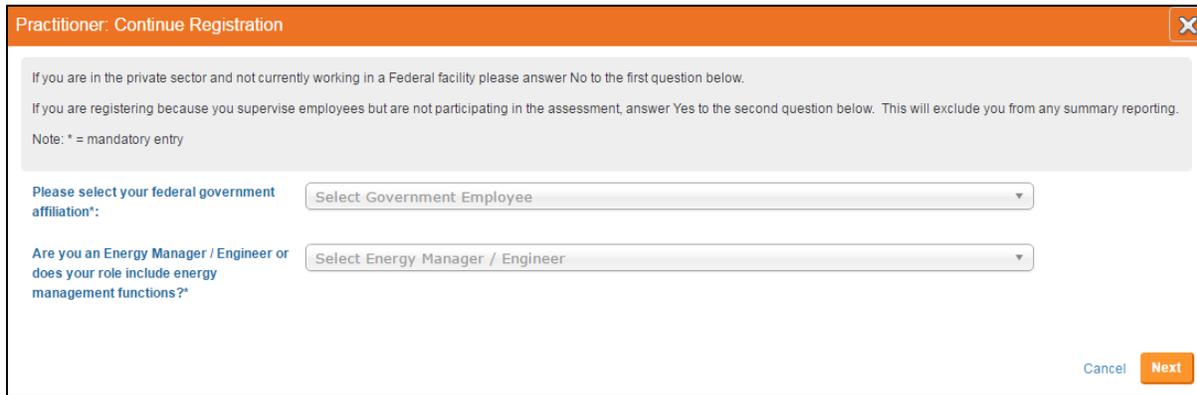
Fig 5 – Password Request for Existing Account.

The user ID/email address field needs to be filled out with the same user ID/email address used when the account was originally created. The system will send an email with additional instructions on how to reset the password.

Note that for returning users that had information in a previous version of the tool, when access to the new tool is granted, all the information stored within the FMI tool will be transferred into the new tool and the Development Plan will be populated with the pre-existing information.

Registration Process

When the site is accessed for the first time, the user must go through the registration process. This process includes a few windows that will prompt the user to answer some basic demographic questions such as whether they are a federal government employee (Fig. 6), their supervisor’s email, age range, grade, series, city, and state (Fig 7).



Practitioner: Continue Registration

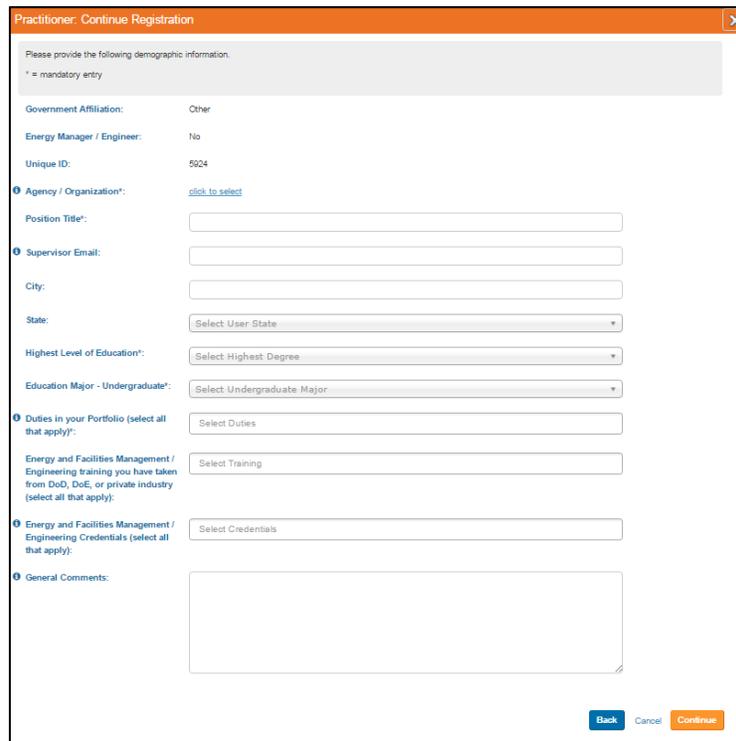
If you are in the private sector and not currently working in a Federal facility please answer No to the first question below.
If you are registering because you supervise employees but are not participating in the assessment, answer Yes to the second question below. This will exclude you from any summary reporting.
Note: * = mandatory entry

Please select your federal government affiliation*:

Are you an Energy Manager / Engineer or does your role include energy management functions?*:

[Cancel](#) [Next](#)

Fig 6 – Registration Page: Role Selection



Practitioner: Continue Registration

Please provide the following demographic information.
* = mandatory entry

Government Affiliation: Other

Energy Manager / Engineer: No

Unique ID: 5024

Agency / Organization*: [click to select](#)

Position Title*:

Supervisor Email:

City:

State:

Highest Level of Education*:

Education Major - Undergraduate*:

Duties in your Portfolio (select all that apply)*:

Energy and Facilities Management / Engineering training you have taken from DoD, DoE, or private industry (select all that apply):

Energy and Facilities Management / Engineering Credentials (select all that apply):

General Comments:

[Back](#) [Cancel](#) [Continue](#)

Fig 7 – Registration Page: User Demographic Information

All the questions with an asterisk (*) are required to complete the registration process. When the supervisor information is entered in the system, an email will be sent to the person identified as the supervisor. The person will receive an email to let them know that they have been selected as a

supervisor and to prompt them to create an account if they don't have one already. If the supervisor is a federal government employee, the user will be prompted to choose his/her agency. (Fig. 8).

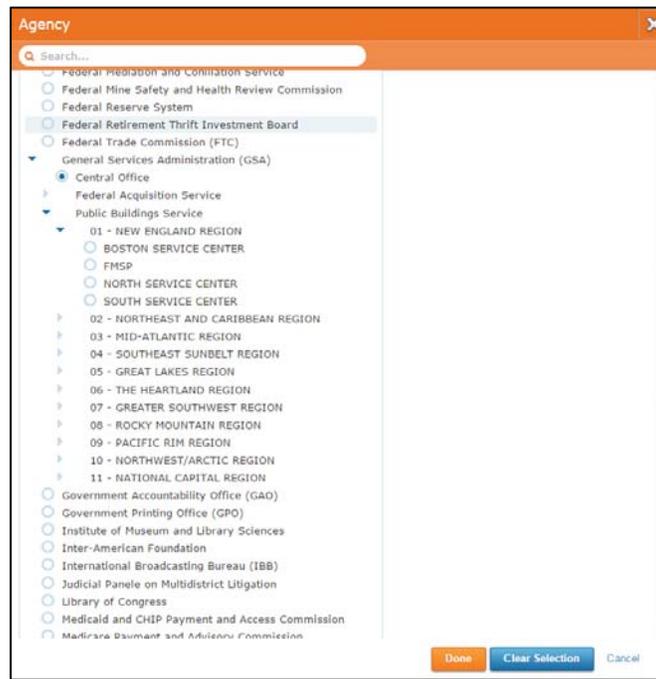


Fig 8 – Agency List

Tip: the upside-down triangle represents an item to click on to see more information beneath it.

When the agency selection is completed, clicking on the button “Continue” will redirect the user to the tool’s main page.

The “My Plan” tab will appear. On the top right, there is information such as the username, the “My Account” button to access and make changes to the account, the log out button, and the support and FAQ links (Fig 9).

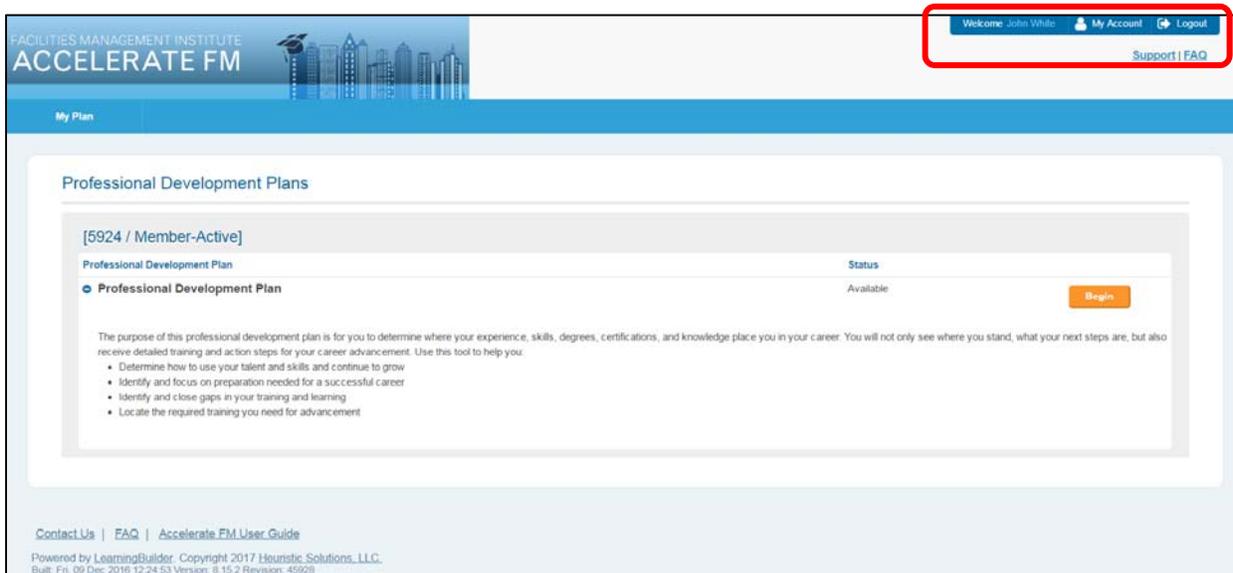


Fig 9– Main Page

Clicking on “**My Account**” at any time will allow the user to access the account information to finish the registration process, to view/make modifications to demographic information, to change their password, to review the user’s library, and to view any communications to and from the tool’s administrators. The link “**Edit Profile**” will allow the user to modify: name, address, and primary email address. The “**Edit Role**” link will allow the user to change the information entered during the registration process, and the federal employee status (Fig 10).

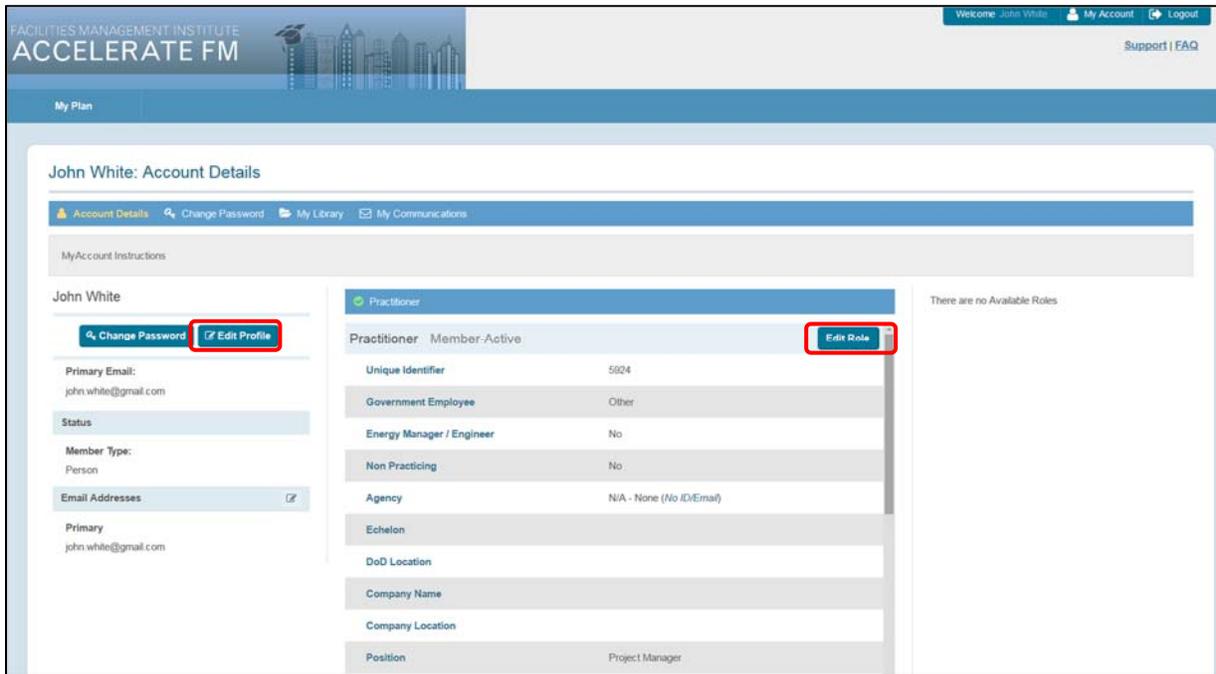


Fig 10 – My account page and edit role

Help Desk Contact Information

In case you are having trouble with your login, or you have forgotten your password, the Help Desk can be contacted by email at support@golearnportal.org or by phone either at (202) 558-2203 or the toll-free number (888) 804-4510 between 8:30 AM EST and 6 PM EST, Monday through Friday. (Fig 11)

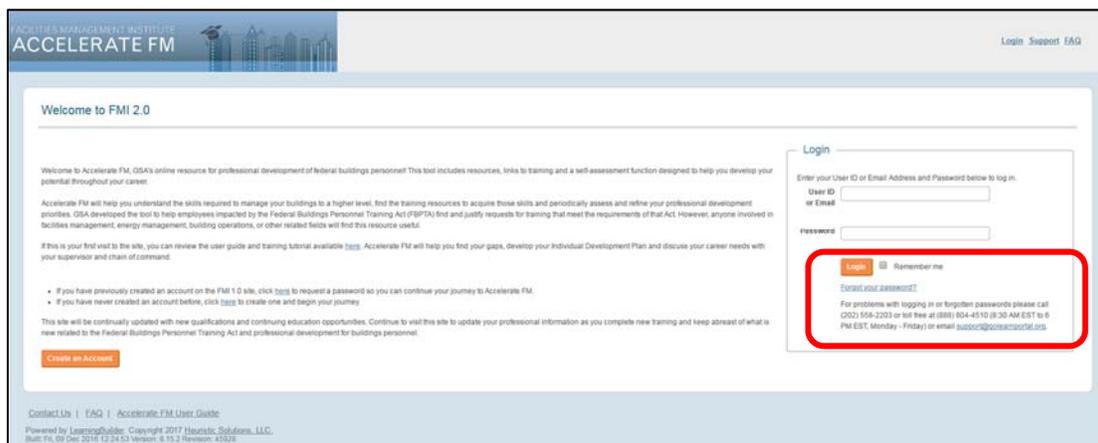


Fig 11 – Helpdesk information.

The support system will prompt you to input your user ID or email address and will send you an email including a special link and a confirmation code to change your password.

MODULE #2: How to Create Your Professional Development Plan

This module explains how to create a professional development plan, what the role of the dashboard is, and how to review your progress.

Learning Objectives:

- Create a professional development plan.
- Navigate the dashboard.
- Review competencies and performances.

Create Your Professional Development Plan

From any browser navigate to the ACCELERATE FM website using the link <https://afm.fmi.gov>. The user's login information consists of the email address and password used during the registration process. The tool will open to the main page, and the "My Plan" section will show on the top of the page.

The first step is to create a Professional Development Plan by clicking on the "Begin" button on the right side of the screen. (Fig 12)

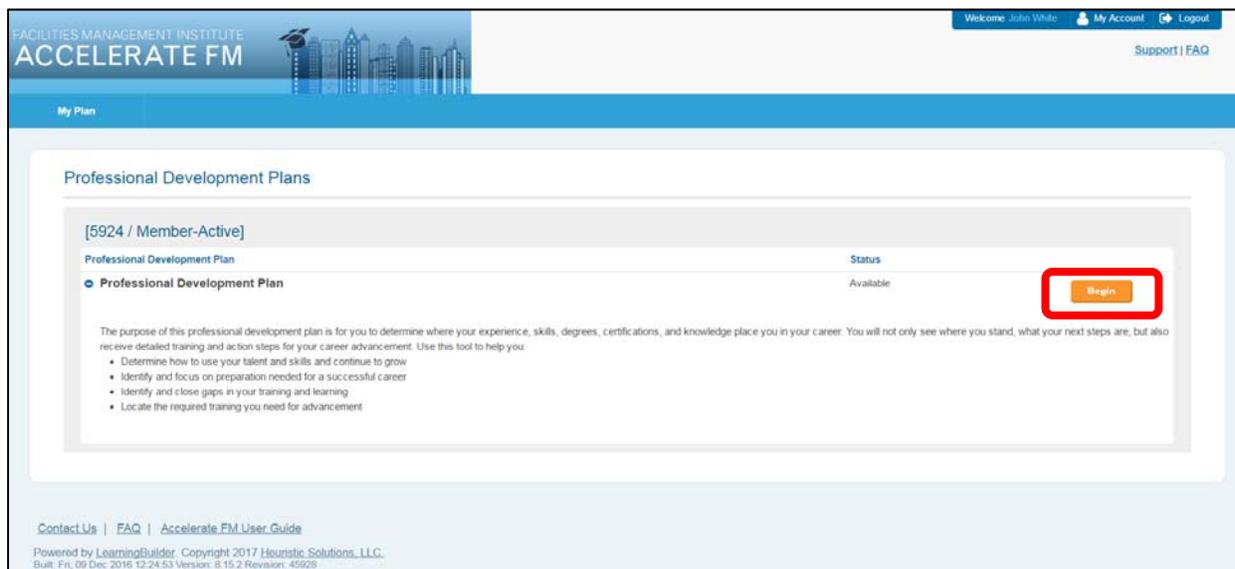


Fig 12 –Professional Development Plan Startup Page.

The purpose of the professional development plan is to determine where the user is in his/her career by collecting information on his/her experience, skills, degrees, certifications, and knowledge. The user will not only see where he/she stands related to FBPTA competency credit but can search for training resources to assist the user in taking on the next step in the advancement of his/her career. The tool will help the user to:

- Identify and close gaps in training and learning
- Locate the required training needed for advancement

- Identify and focus on preparation needed for a successful career
- Determine how to use his/her talent and skills and continue to grow

Clicking on the “Begin” button will prompt the user to choose a position profile from the agency’s listing. Position profiles are a means of describing proficiency requirements within the Competency Model. They are an aggregate of performances chosen by each agency based on their employee’s job descriptions and job responsibilities.

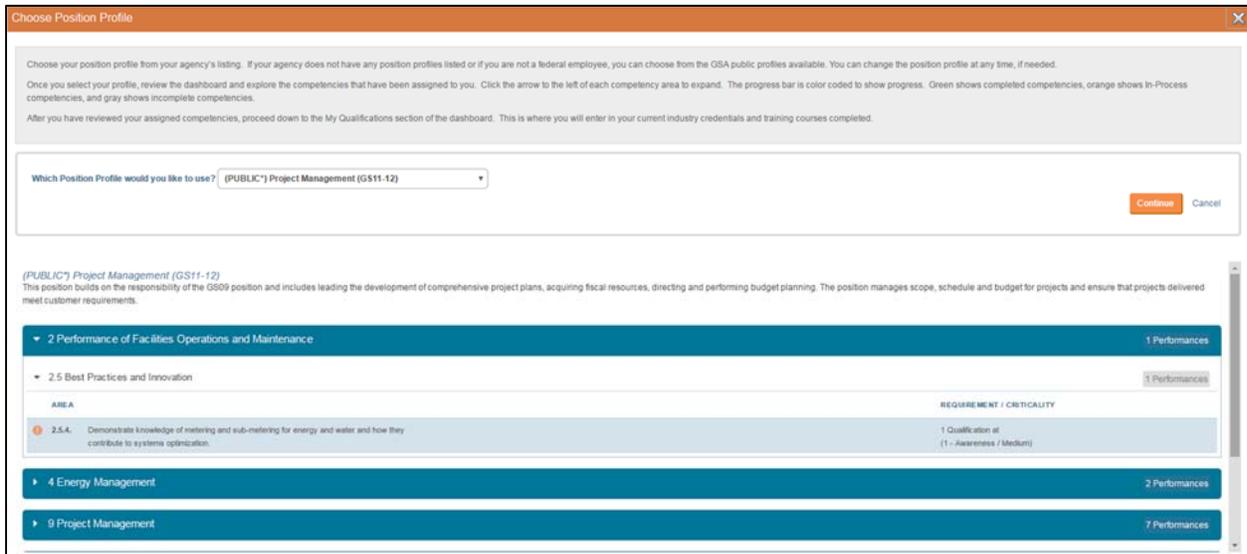


Fig 13 – Choosing a Position Profile.

Tip: If the agency selected does not have position profiles created, or if the user is in the private sector, an equivalent Public GSA position profile is available to the user.

Once the position profile has been chosen, the description and the competencies associated with the chosen profile will appear below the position profile title. Clicking on the triangle to the left of a competency will allow the user to expand and to show the performances associated with the selected profile. Clicking on “Continue” will navigate to the Professional Development Plan Dashboard (Fig 15 on the next page). Note that the position profile can be changed at any time.

After a position profile has been chosen, the dashboard will be populated with requirements based on the chosen position profile.

The AFM Wizard

The first time the professional development plan is accessed, the system will prompt the user through the Accelerate FM (AFM) wizard (Fig. 14). The wizard will take the user through six steps that will help him/her build his/her individual professional development plan.

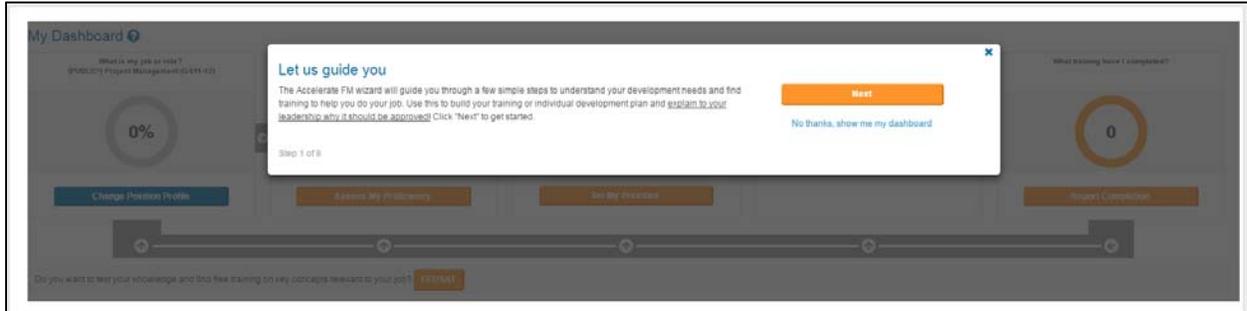


Fig 14 – Accelerate FM Wizard.

The user can decide to either continue with the wizard or to skip it and go directly to the dashboard. In case the wizard is closed, it can be reopened anytime by clicking on the question mark by the phrase “My Dashboard” (Fig 15). It is a recommended good practice to go through the wizard regularly to update the plan status.

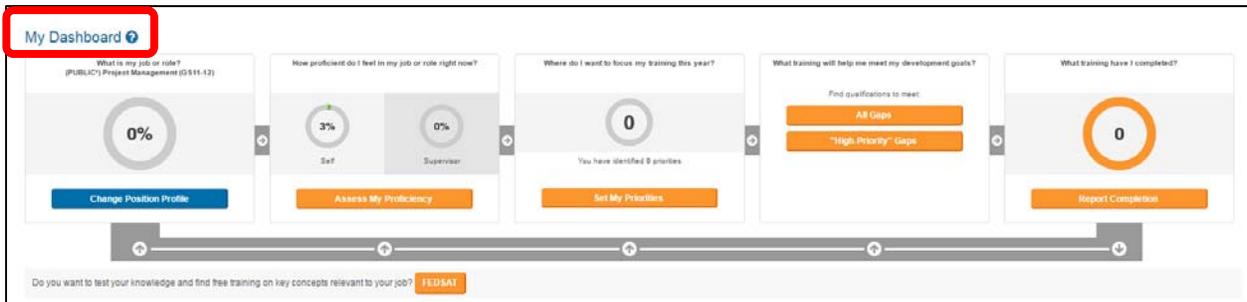


Fig 15 – Accessing the Accelerate FM Wizard Window.

If the user decides to continue with the wizard, he/she will go through the following steps:

- 1) Report which relevant training has been completed and the credentials he/she has achieved
- 2) Conduct a self-assessment to identify areas of improvement and new training to pursue
- 3) Set learning priorities to help narrow the search for new training
- 4) Find training to build the professional development plan based on the gaps and the “high priority” performances
- 5) Enter the facility managed or associated with the user (Optional)
- 6) Test his/her knowledge by taking the FEDSAT skills assessment.

Step one is explained in more detail in [MODULE #3: Qualifications](#), while steps 2 through 4 are explained in more detail in [MODULE #4: Self-Assessment](#), of this guide.

At the end of the wizard or if the user decides to skip the wizard, the tool will bring the user back to the professional development plan dashboard.

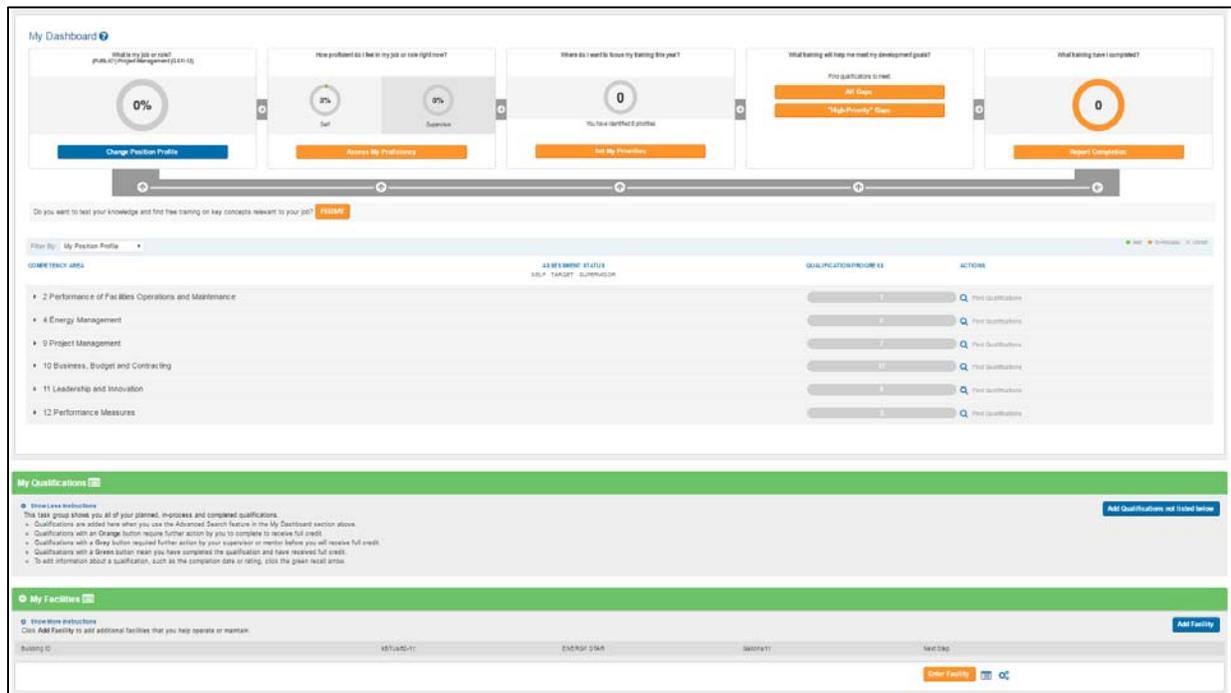


Fig 16 – Development Plan Dashboard.

There are three components to the professional development plan (Fig 16):

- 1) **The Dashboard** shows FBPTA competency compliance status. More specifically, how many competencies are currently met and which ones still need to be met.
- 2) **My Qualifications** allows the user to add qualifications to the development plan and to add planned qualifications. Adding planned qualifications to the plan will show the user how completing the qualification will impact their FBPTA competency status.
- 3) **My Facilities** allows users to associate a building or a group of buildings for which they currently serve as a Property Manager, Energy Manager, or as an Operation & Maintenance staff. The section collects building utility consumption (energy and water), customer satisfaction scores, and service ticket information. The collection of these data will help correlate professional development efforts with the impact on building efficiency.

The Dashboard

Once the Position Profile has been selected, the competencies and performances associated with that position profile will show on the dashboard (Fig. 17). In the beginning, the progress for the performances will show in gray and as incomplete. As qualifications are added to the My Qualification section, the bar will illustrate progress by changing to green to show completion, or by changing to orange to show in process if a qualification was added to the plan but has not been completed yet.

When the user first accesses the dashboard the professional development plan will only display the competency level. Clicking on the triangle to the left of the competency name it will expand the professional plan and show the core competencies and the related performances.

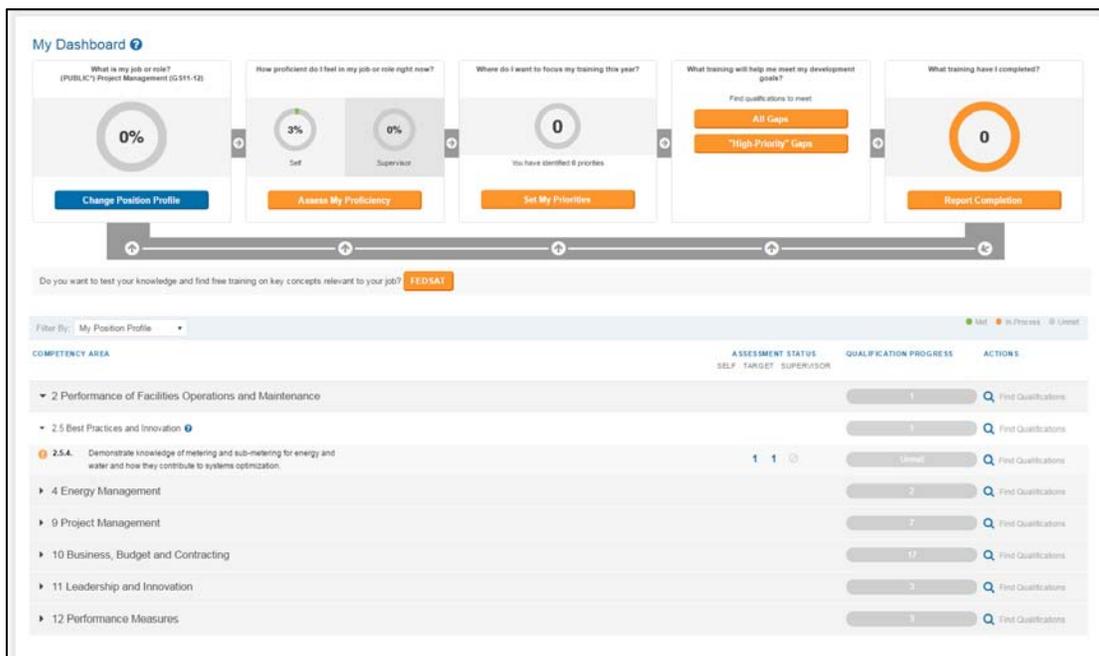


Fig 17 –Initial Dashboard.

Within this page the user can:

- 1) Edit, search, and review progress using the tool set (Fig. 18) at the top portion of the dashboard. The tool set will allow the user to:
 - Change Position Profile by clicking on the blue “Change Position Profile” link. This step can be completed at any time.
 - Assess My Proficiency: the user will be able to rate himself on a scale from zero to five on each of the performances in the selected position profile. It’s also encouraged that the supervisor rate the user.
 - Set My Priorities: this will identify performances that the user would like to focus on his/her training efforts.
 - Find qualifications that will help meet the development plan goals. You can either search by addressing “All Gaps” in the performances, or to focus the search on “My Priority Gaps,” which are based on the set priorities discussed above.
 - Report Completion: provides the user a view of what training has been completed to date.
 - Go to the FEDSAT site to assess knowledge of the high priority performances, identify areas where additional training is needed, and locate free training resources available from the Federal government, industry associations, and other sources, to fill gaps in the recognized high priority FBPTA performances.

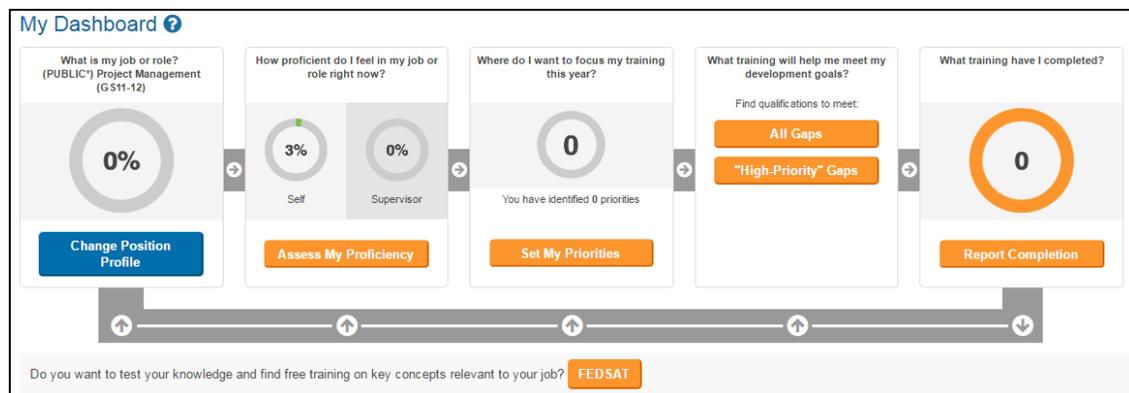
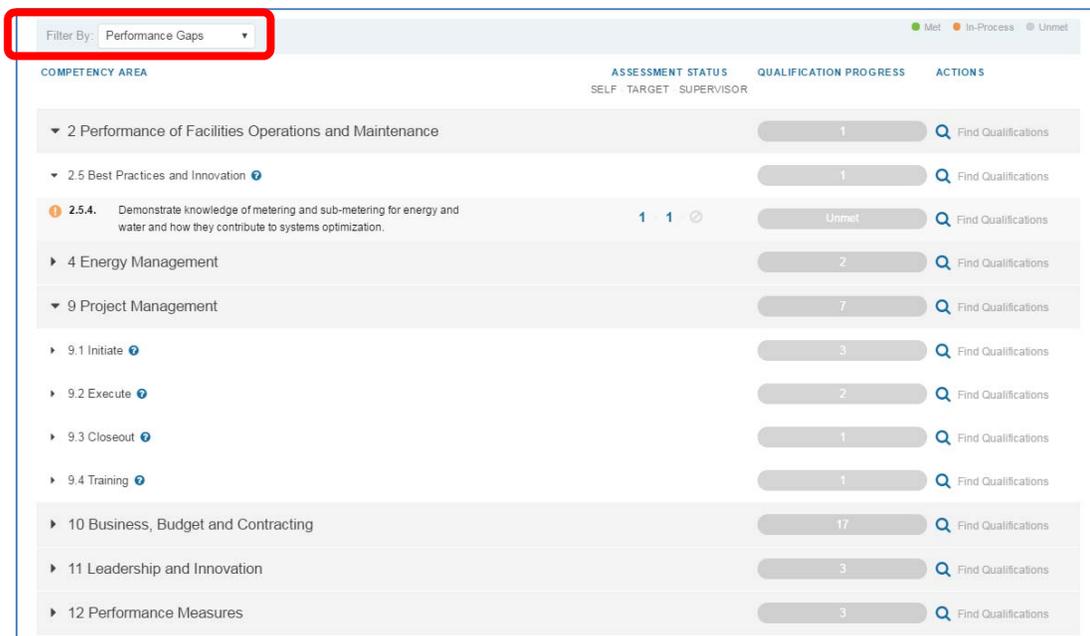


Fig 18 –Tool Set at the Top of the Dashboard.

2) Filter the dashboard view (Fig. 19) by clicking on the “Filter By” drop down menu’ on the left top corner to show:

- Entire Model: shows all the competency areas and performances in the model. The performances not associated with the selected position profile will have a progress status of “Not Required, ” and no status will be given for those performances. Note that if credit was received for a performance through a qualification its status will show as completed only if the said performance is associated with the selected position profile.
- High Priorities: shows only the High Priority performances associated with the selected position profile. It will include performances that have progress status as complete, incomplete or in-process.
- High Priority Gaps: filters by the High Priority performances that have not been fulfilled. Therefore, only High Priority performances with the progress status of in-process and incomplete will show.
- My Position Profile: filters by the performances associated with your profile only.
- My Priorities: filters by the performances that the user or his/her supervisor have identified as a priority, and on those which the user would like to focus his/her training efforts.
- Performance Gaps: filters by the performances that are identified within the selected position profile that has not been fulfilled yet.



| COMPETENCY AREA | ASSESSMENT STATUS | | | QUALIFICATION PROGRESS | ACTIONS |
|---|-------------------|--------|------------|------------------------|---------------------|
| | SELF | TARGET | SUPERVISOR | | |
| 2 Performance of Facilities Operations and Maintenance | | | | 1 | Find Qualifications |
| 2.5 Best Practices and Innovation | | | | 1 | Find Qualifications |
| 2.5.4 Demonstrate knowledge of metering and sub-metering for energy and water and how they contribute to systems optimization. | 1 | 1 | | Unmet | Find Qualifications |
| 4 Energy Management | | | | 2 | Find Qualifications |
| 9 Project Management | | | | 7 | Find Qualifications |
| 9.1 Initiate | | | | 3 | Find Qualifications |
| 9.2 Execute | | | | 2 | Find Qualifications |
| 9.3 Closeout | | | | 1 | Find Qualifications |
| 9.4 Training | | | | 1 | Find Qualifications |
| 10 Business, Budget and Contracting | | | | 17 | Find Qualifications |
| 11 Leadership and Innovation | | | | 3 | Find Qualifications |
| 12 Performance Measures | | | | 3 | Find Qualifications |

Fig 19 –Lower Portion of Dashboard.

Tip: The orange circle with an exclamation mark next to a performance name indicates that the performance is a High Priority performance.

- 3) Review the performances proficiency targets. The proficiency is the level of knowledge required per the position profile for a specific performance.
- 4) Check progress on meeting overall requirements. The progress bar is a visual representation of the user status and indicates if a performance has been fulfilled or if it still needs to be addressed.

MODULE #3: How to add Qualifications to a Professional Development Plan

Within this module, the user will learn how to search, identify, and add, modify, or delete qualifications within his/her professional development plan.

Learning Objectives:

- Identify Qualifications
- Review/Delete/Modify Qualifications

Identify Qualifications

If no qualifications are added to the plan the My Qualifications section (Fig 20) will be empty. Click on the “Add Qualifications not listed below” button to select qualifications to be applied to your profile.

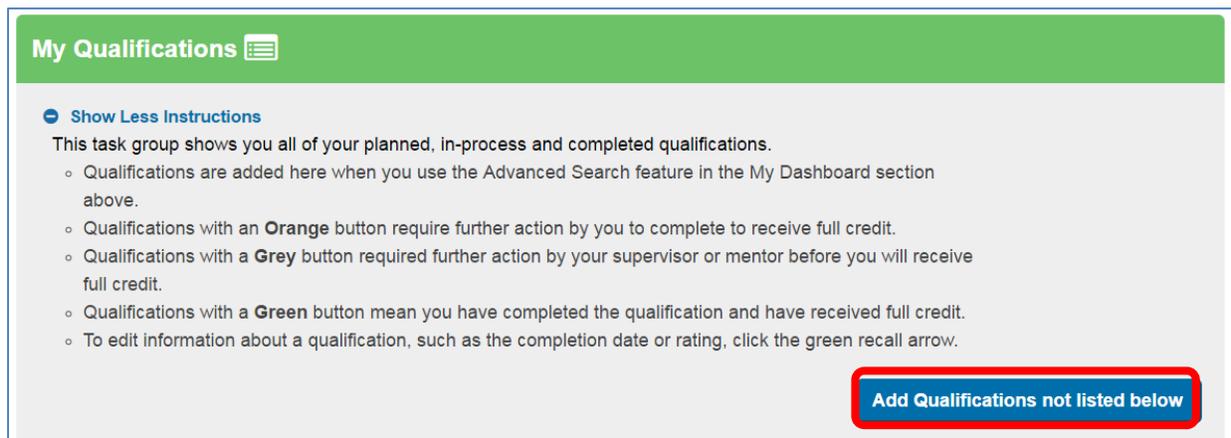


Fig 20 –My Qualifications Section

The Select Qualifications for My Qualifications window (Fig 21) will then appear and allow the user to browse a list of aligned qualifications. Alternatively, the user can type the qualification they are searching for in the keyword box and click on the “search” button. This will yield a search of all qualifications, regardless of type. Clicking on the plus sign to the left of a qualification’s name will provide a description of that qualification. The “+ Add” button to the right of a qualification name will add it to the My Qualifications section.

Select Qualification for My Qualifications
✕

- Search by **Keyword** to find specific qualifications you have completed or want to complete.
- Click the [+] icon to see details about each qualification.
- Filter by **Qualification Type** to find qualifications based on their type.
- To find qualifications to close gaps and perform other advance searches, use the search options available in the My Dashboard section above.

Keyword:

Qualification Type:

- Certificates
- Certification / Accreditation
- Courses - Government
- Courses - Private
- FedSat
- Registrations & Licenses

Search

Close

Search Results

| Title | Provider | Qualification Type | Hours | Contact Length | |
|---|--|-------------------------------|-------|----------------|--|
| ➤ Certified Building Commissioning Professional (CBCP) | AEE - Association of Energy Engineers | Certification / Accreditation | 0.00 | | <div style="background-color: #0070c0; color: white; padding: 5px 10px; border-radius: 3px;">+ Add</div> |
| ➤ Certified Energy Auditor (CEA) | AEE - Association of Energy Engineers | Certification / Accreditation | 0.00 | | <div style="background-color: #0070c0; color: white; padding: 5px 10px; border-radius: 3px;">+ Add</div> |
| ➤ Certified Energy Manager (CEM) | AEE - Association of Energy Engineers | Certification / Accreditation | 0.00 | | <div style="background-color: #0070c0; color: white; padding: 5px 10px; border-radius: 3px;">+ Add</div> |
| ➤ Certified Professional Maintenance Manager (CPMM) | AFE - Association of Facility Engineers | Certification / Accreditation | 0.00 | | <div style="background-color: #0070c0; color: white; padding: 5px 10px; border-radius: 3px;">+ Add</div> |
| ➤ Air Force AFIT Facility Energy Manager Course | Air Force Institute of Technology (AFIT) | Courses - Government | 0.00 | | <div style="background-color: #0070c0; color: white; padding: 5px 10px; border-radius: 3px;">+ Add</div> |
| ➤ Building Energy Assessment Professional (BEAP) Certification | ASHRAE | Certification / Accreditation | 0.00 | | <div style="background-color: #0070c0; color: white; padding: 5px 10px; border-radius: 3px;">+ Add</div> |
| ➤ Commissioning Process Management Professional (CPMP) Certification | ASHRAE | Certification / Accreditation | 0.00 | | <div style="background-color: #0070c0; color: white; padding: 5px 10px; border-radius: 3px;">+ Add</div> |
| ➤ Fundamentals of Building Operation, Maintenance and Management | ASHRAE | Courses - Private | 0.00 | | <div style="background-color: #0070c0; color: white; padding: 5px 10px; border-radius: 3px;">+ Add</div> |
| ➤ Operations And Performance Management Professional (OPMP) Certification | ASHRAE | Certification / Accreditation | 0.00 | | <div style="background-color: #0070c0; color: white; padding: 5px 10px; border-radius: 3px;">+ Add</div> |

Fig 21 - Select Qualifications for My Qualifications window

You can narrow your qualifications search by using the Qualification Type filter along with a keyword. For example, typing "IFMA" and selecting the Certification/Accreditation certification type will return Certifications like the Certified Facility Manager (CFM) and the Sustainability Facility Professional (SFP).

The figure below shows the My Qualification section with three different types of qualifications recently added (Fig 22).

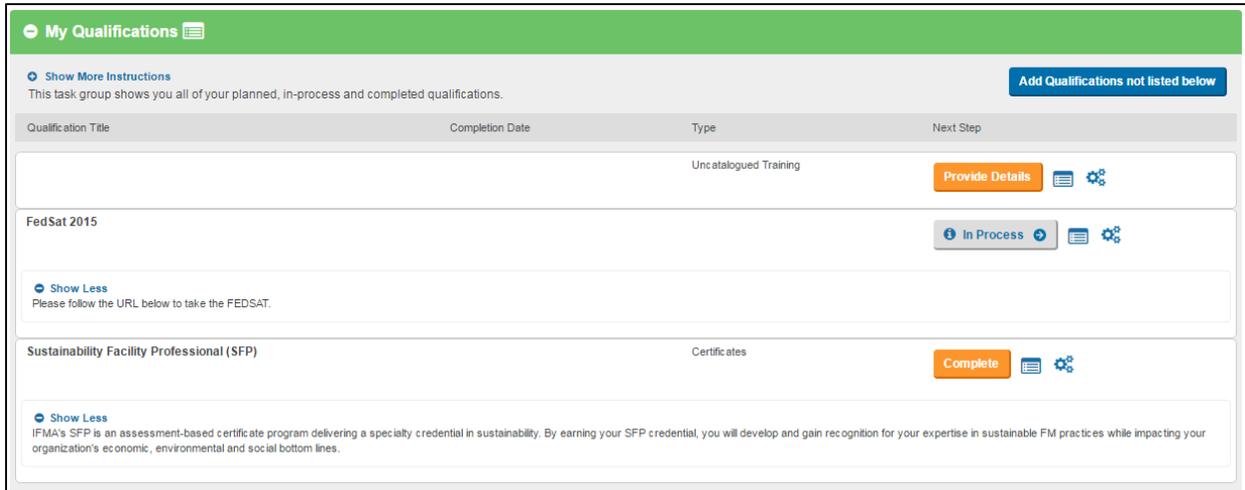
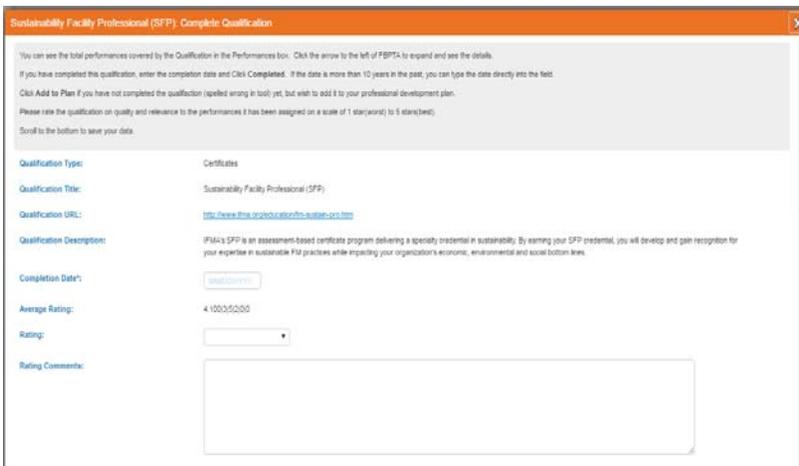


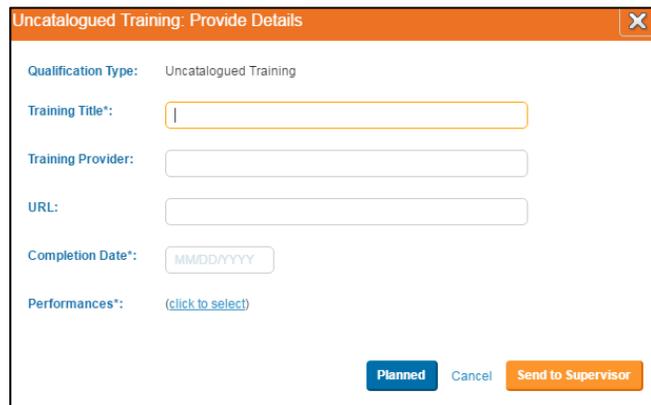
Fig 22 – Complete qualifications.



1) Sustainability Facility Professional (SFP): If the SFP has been achieved, the user now needs to click on the **“Complete”** button to finish adding the qualification. The user has two choices available: Add the qualification as Planned or as Completed. If completed, you will be required to add the Completion Date on the form. Also, the user will be prompted to provide a rating for the qualification as well as

comments. Comments on content (as they pertain to meeting the qualification expectations) and/or quality of the content will enable others to make informed decisions on selecting the rated qualifications in the future.

2) The Uncatalogued Training: this is any type of training the user has taken or had to take that is not available in the AFM catalog. To add uncatalogued training, the user needs to click on the **“Provide Details”** button to provide training details for the training. Details should include information such as title for the training, the name of the training provider, a URL if the training was online (or a URL to provide additional information about the training), the completion date, and which performances does the training fulfill. If the user has already taken the training, he/she can send it to the supervisor for approval.



If the user has not taken the training yet, he/she can add it to the professional development plan as Planned or send to Supervisor to ask for supervisor approval. The supervisor will need to confirm the completion of the training in order for the user to get full credit for it.

3) FEDSAT: The Federal Facilities Skills Assessment Tool (FEDSAT) is a low cost, online skills assessment tool for personnel that is affected by the FBPTA to demonstrate knowledge of recognized high priority performances, which are defined as typical job function for facilities personnel. Upon successful demonstration of applicable high priority performances, users will receive a FEDSAT Certificate of Completion. A FEDSAT Certificate of Completion is the first step on a path towards additional training that can lead towards full FBPTA compliance. After competition of the FEDSAT assessment, the status will automatically change into complete (the figure currently lists it as “in progress”).

Review/Delete/Modify qualifications

If the qualification is added as planned, this will add the qualification to the My Qualification Section with an orange in-progress status “**Complete**” (orange button, see LEED AP O&M in the example). Once the user has completed the qualification, clicking on the orange “**Complete**” button beside the qualification will turn the button to green “**Completed**” (green button, see SFP in the example below) (Fig. 23). The user can go back anytime to the **Complete Qualification** window to add the date and to add the qualification to the professional development plan as completed.

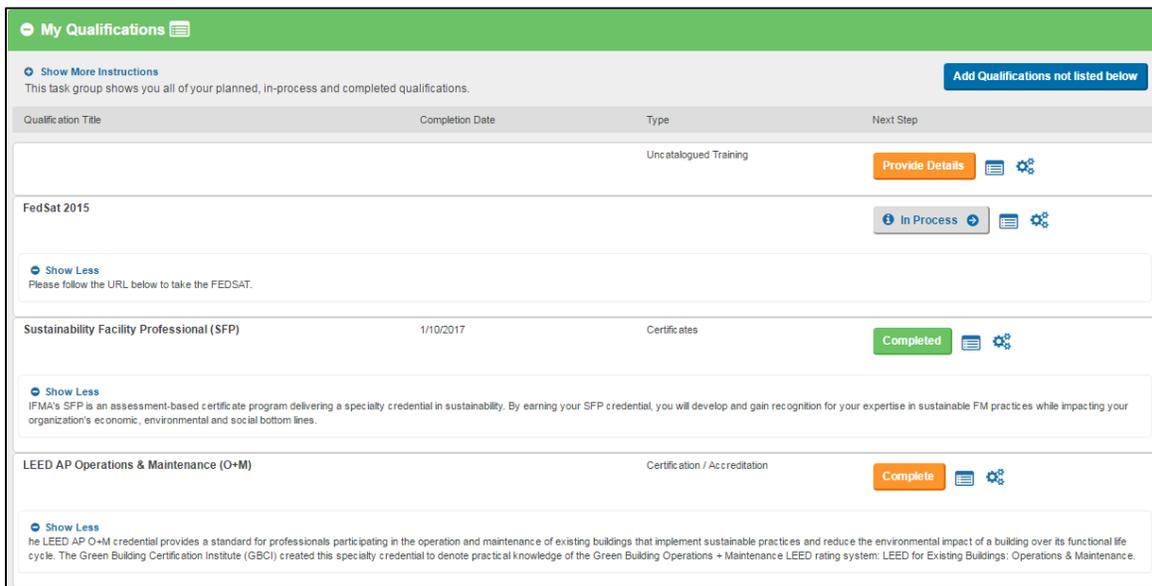


Fig 23 – My Qualification tab after qualifications are added

From the My Qualifications Section, the user can review the qualification’s general description, the completion date, and the type of qualification. Qualifications with the orange button require further action by the user to complete and to receive full credit. Qualifications with the gray button require further action by the user’s supervisor or mentor before the user receives full credit. Qualifications with the green button indicate that the user has received full credit for that qualification.

Clicking on the first icon to the right of each button will provide information on the qualification such as type, title, provider, description, etc. The gear icon is used to recall the status of a completed qualification or to delete a planned qualification. In order to delete a completed certification, the user needs to change the qualification status to planned.

After adding a qualification to the My Qualifications Section, the performances will start showing progress on the dashboard. In the example below (Fig 23), the orange bar will indicate the performances that are **In-Process**, these performances are the ones that will be fulfilled by the IFMA FMP once it is submitted as completed. In the same example, the green bar indicates a **Completed** performance; these performances are the ones that are fulfilled by the completed IFMA SFP certification.

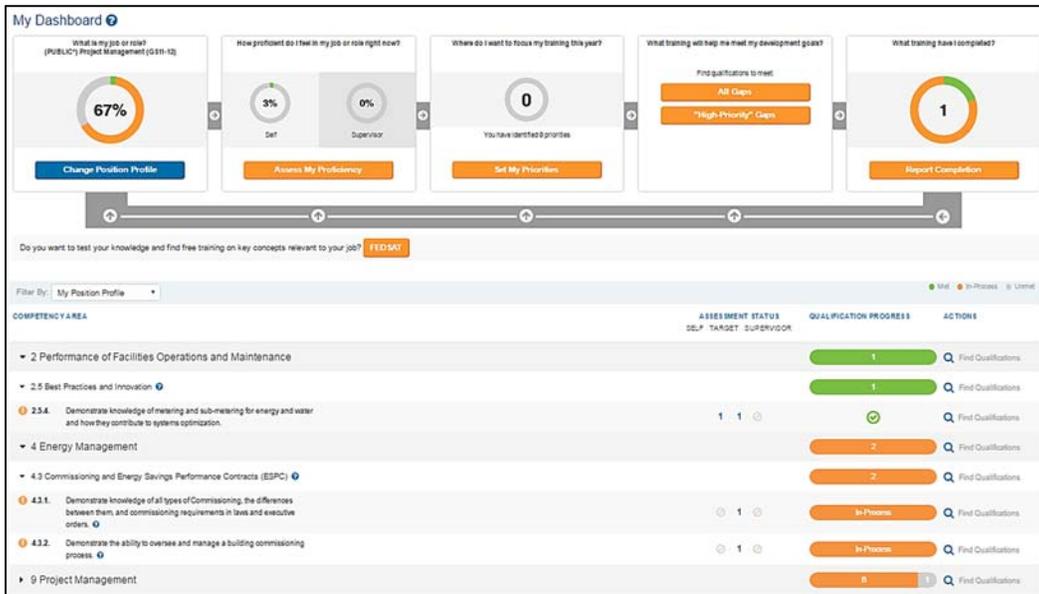


Fig 23 – Dashboard.

MODULE #4: Self-Assessment

Within this module, the user will learn how to perform an assessment of his/her proficiency levels and how to set priorities in the professional development plan. The user will also learn how to plan future qualifications based on the development plan status and his/her priorities.

Learning Objectives:

- Perform proficiency assessment
- Set priorities
- Plan your next Qualifications

Proficiency assessment

The proficiency level indicates the degree of skill at which an employee performs. Within the position profile, agencies can assign a suggested proficiency level target to each performance that will become the user’s goal by the Agency through the position profile.

Clicking, from the dashboard, on the **Assess My Proficiency** button (Fig 24), it will open the self-assessment window (Fig 25).

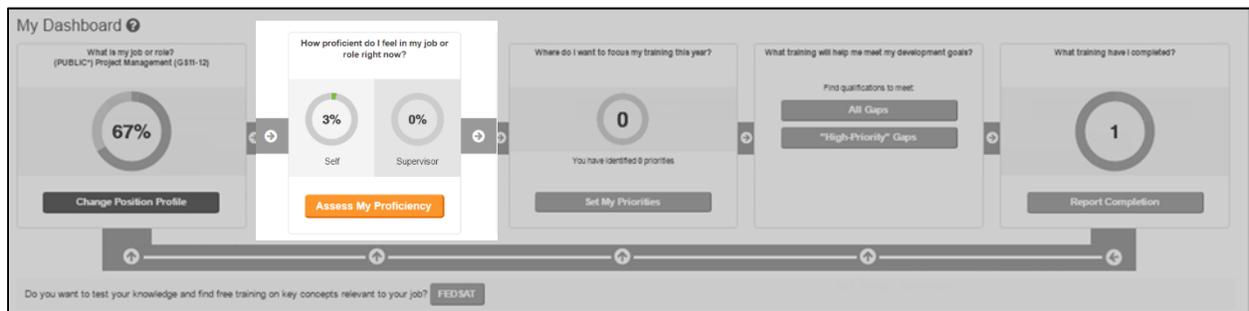


Fig 24 – “Asses My Proficiency” Button

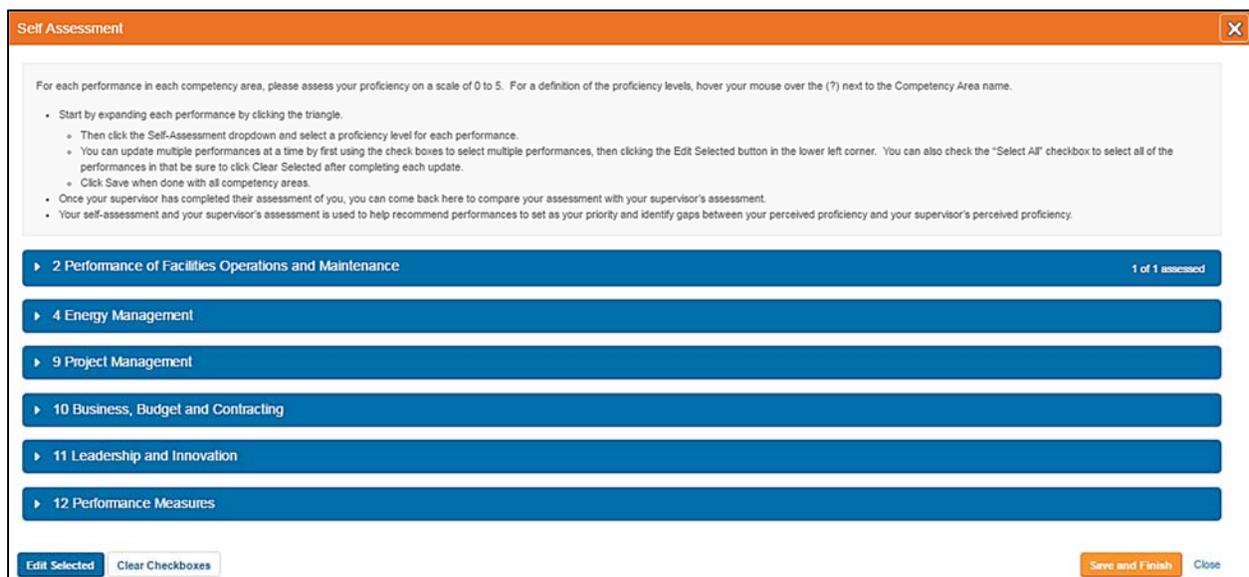


Fig 25 – “Asses My Proficiency” Window

Clicking on the triangle to the right of the competency area name, will expand and show the core competencies, their associated performances, and their set proficiency targets. The user should assess his/her proficiency for each required performance by choosing a level from zero to five (Fig 26)

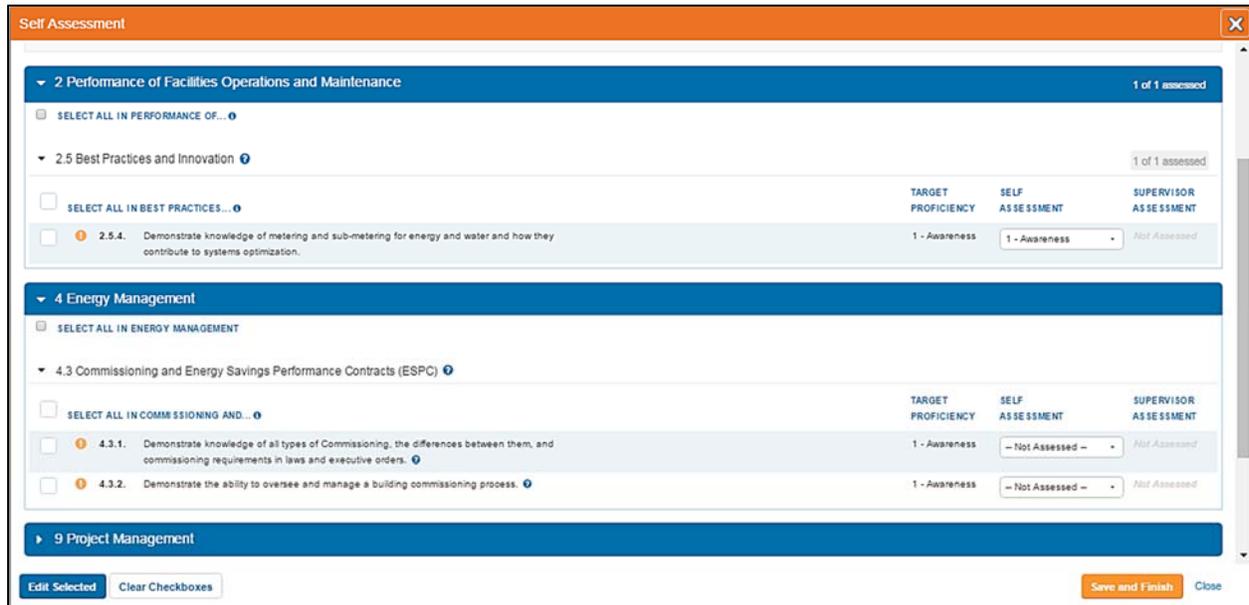


Fig 26 – “Asses My Proficiency” Window

The target proficiency levels are described below:

- Level 1: Awareness – Applies the competency in the simplest situations. Requires close and extensive guidance.
- Level 2: Basic - Applies the competency in somewhat difficult situations. Requires frequent guidance.
- Level 3: Intermediate – Applies the competency in difficult situations. Requires occasional guidance.
- Level 4: Advanced - Applies the competency in considerably difficult situations. Generally, requires little or no guidance.
- Level 5: Expert - Applies the competency in exceptionally difficult situations. Serves as a key resource and advises others.

When the self-assessment window opens, all the competencies are collapsed where you only see the competency area (ex. 9 Project Management area in Fig 26). By Clicking on the triangle, to the left of the competency name, the list of the performances will expand, and the user will be able to view the ones of his/her interest. Performances can be assessed one at a time by clicking on the drop-down menu under **Self-Assessment** and choosing the proficiency for that performance. The supervisor will conduct his/her assessment under the **Supervisor Assessment** drop-down menu (Fig 26).

If all the performances within a Core Competency have the same proficiency, they can be selected all at once by checking the box below the Core Competency name. The same process applies at the Competency Area level by checking the “Select All box” under the Competency Area name. After one of those boxes are selected, and clicking on the “Edit Selection” box, a window will come up to prompt the user to choose the proficiency level desired (Fig 27). Clicking on “Update Selected” button will take the user back to the self-assessment window (Fig 26).

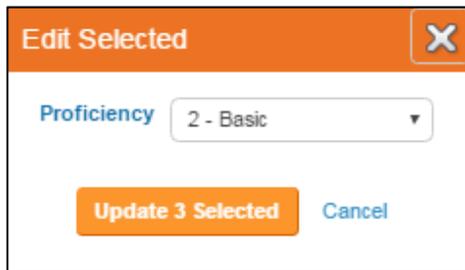


Fig 27 – Window to set proficiency for several performances under the same Competency

After saving the changes, the user is done. It will be now up to the supervisor to complete their assessment after which the user can return to look at how they were rated and how it stacks against the self-assessment.

TIP: The performances with an orange circle with an exclamation point to the left of the name are High Priority performances.

Set Priorities

The **Set My Priority** tool allows the user to select the performances he/she would like to focus on for their professional development plan. From the dashboard, click on the Set “My Priority” button (Fig 28), which will open the My Priorities window (Fig 29).

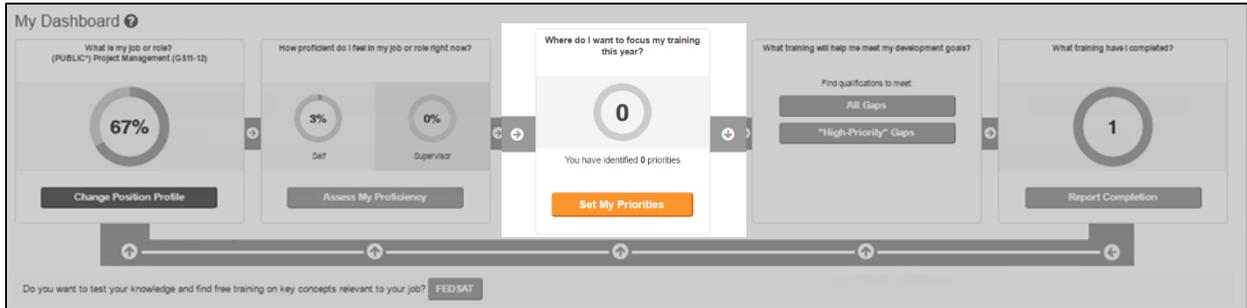


Fig 28 - “Set My Priorities” Button

Expanding each competency area, by clicking on the triangle, will expand the performances within each competency area. The user will be able to review: 1) the target proficiency, 2) the user self-assessment, 3) the supervisor assessment, and 4) the performances that are recommended to set as priorities (which are listed on the top portion of the window).

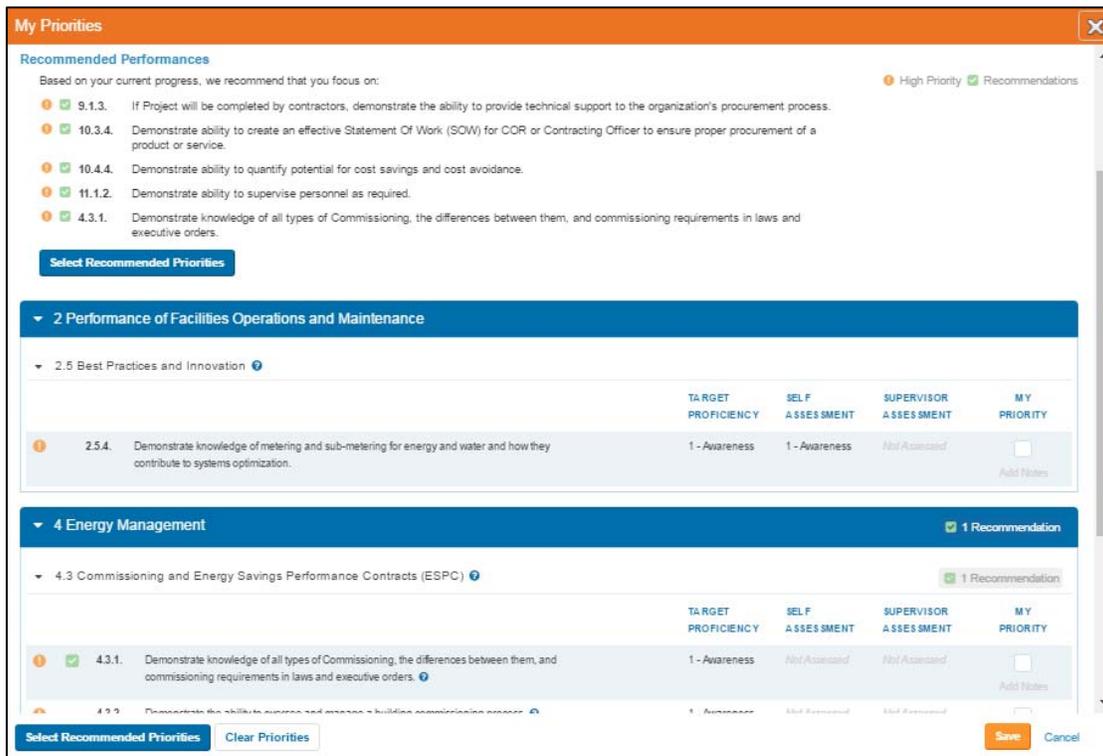


Fig 29 – My Priorities Window

If the listed recommendations are in line with what the user wants to focus his/her training on, he/she can select all these performances by clicking on the **Select Recommended Priorities** button

and make them all a priority. The user may identify additional performances that he/she wants to make a learning priority by scrolling down the list of performances and selecting the “My Priority” box to the right of the performance. Underneath the box there is an **Add Notes** link the user can utilize to make notes on why he/she chose (or didn’t choose) the selected performance. The “Save” button needs to be clicked when done reviewing all competency areas and to exit the “My Priority” window.

Now that the user has selected the priorities, the new search menu’ **My Priorities** is added to the dashboard, and the user will be able to search for qualifications based on those priorities and filter the dashboard to just those priorities. (Fig. 30)

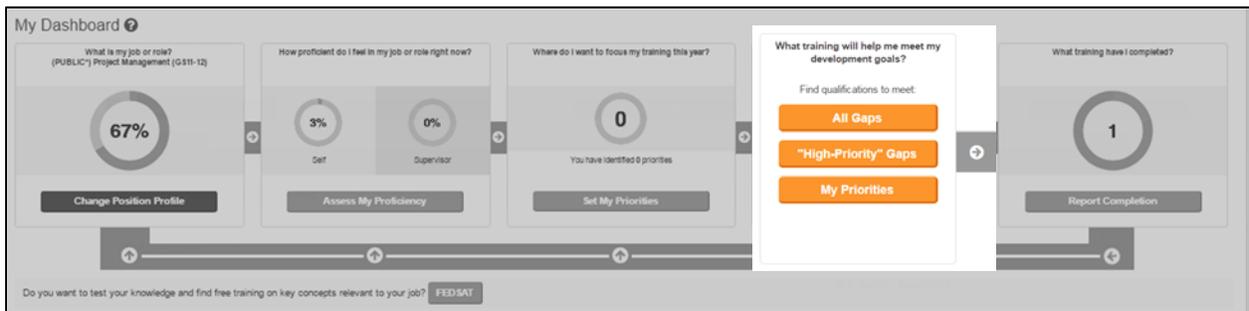


Fig 30 – New Search Button “My Priorities” Added to the Search Filter

Search / Add Qualifications from the Dashboard

We have shown how to add existing or planned qualifications from the My Qualifications Section. There are also ways to search/add qualifications via the dashboard using the **All Gaps**, the **High Priority Gaps**, and the **My Priorities** searches (which will show only after the user has selected performances as priorities) links.

When searching qualifications from the My Qualification Section, the search doesn't take into consideration the professional development plan, selected position profile, or the performances that need to be fulfilled. When the search for qualifications is conducted from the Dashboard, depending on where the search starts, the performances may be preselected as the user's priorities, gaps, or high priority gaps.

Clicking on the **All Gaps** search from the Dashboard allows the user to see the list of the qualifications available based on all the unmet performances within the selected position profile (Fig 30). They are listed in order of how many gaps are addressed by the qualification, with the qualification meeting the most performance gaps listed at the top. This window allows the user to compare qualifications to see which one he/she should pursue based on needs and priorities.

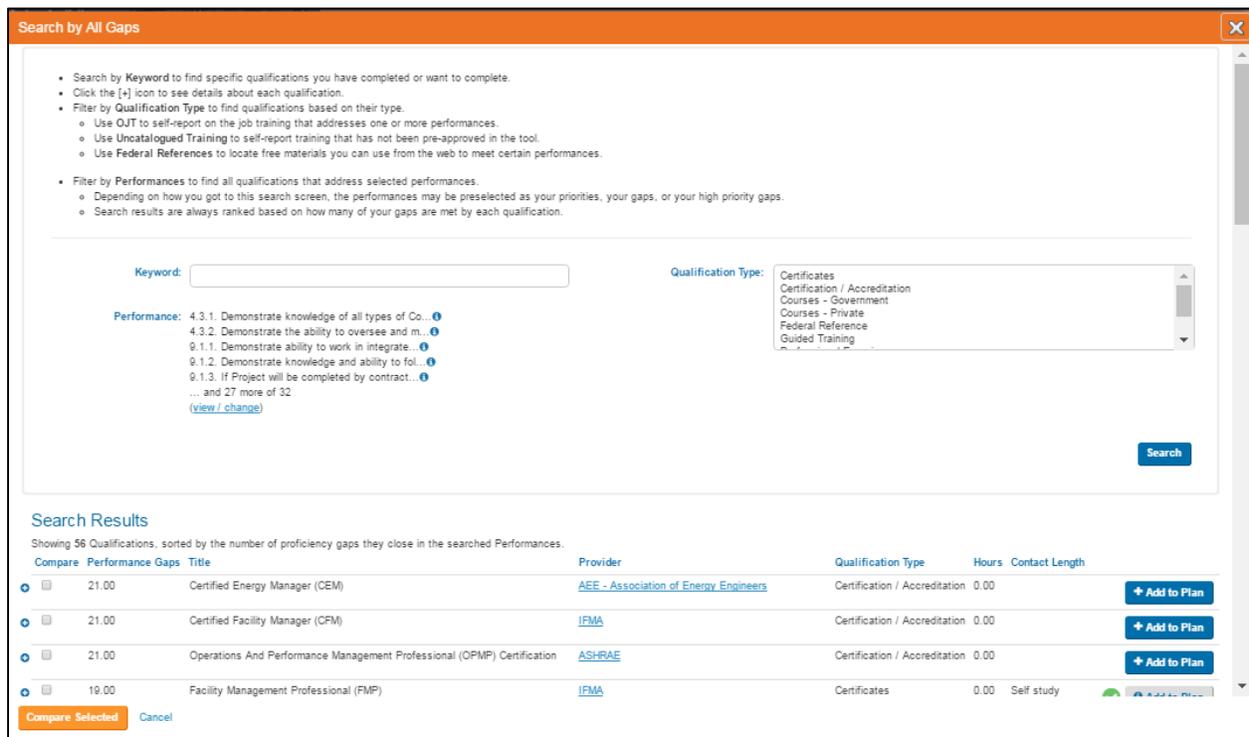


Fig 30 – Search for Qualification by “All Gaps.”

The **High-Priority** performances are those who are deemed to have the greatest impact on cost and operating efficiency. They provide focus to help agencies and staff prioritize training efforts. From the **High Priority Gaps** search window (Fig 31), filtering by **Qualification Type** the user will be able to find qualifications that address the unmet High Priority performances. This search looks for the gaps within the High Priorities performances selected by the user's position profile. The performances listed by the user as priorities will be listed first. Like in the previous discussion, the search results are ranked based on how many of the gaps are met by the performance, with the highest one at the top.

Search by "High Priority" Gaps

- Search by **Keyword** to find specific qualifications you have completed or want to complete.
- Click the [+] icon to see details about each qualification.
- Filter by **Qualification Type** to find qualifications based on their type.
 - Use OJT to self-report on the job training that addresses one or more performances.
 - Use **Uncatalogued Training** to self-report training that has not been pre-approved in the tool.
 - Use **Federal References** to locate free materials you can use from the web to meet certain performances.
- Filter by **Performances** to find all qualifications that address selected performances.
 - Depending on how you got to this search screen, the performances may be preselected as your priorities, your gaps, or your high priority gaps.
 - Search results are always ranked based on how many of your gaps are met by each qualification.

Keyword:

Qualification Type: Certificates, Certification / Accreditation, Courses - Government, Courses - Private, Federal Reference, Guided Training

Performance: 4.3.1. Demonstrate knowledge of all types of Co...
4.3.2. Demonstrate the ability to oversee and m...
9.1.3. If Project will be completed by contract...
10.3.4. Demonstrate ability to create an effect...
10.4.4. Demonstrate ability to quantify potenti...
... and 1 more of 8
[\(view / change\)](#)

Search Results
Showing 37 Qualifications, sorted by the number of proficiency gaps they close in the searched Performances.

| Compare | Performance Gaps | Title | Provider | Qualification Type | Hours | Contact Length | |
|--------------------------|------------------|---|---|-------------------------------|-------|----------------|---|
| <input type="checkbox"/> | 8.00 | Certified Energy Manager (CEM) | AEE - Association of Energy Engineers | Certification / Accreditation | 0.00 | | + Add to Plan |
| <input type="checkbox"/> | 6.00 | Operations And Performance Management Professional (OPMP) Certification | ASHRAE | Certification / Accreditation | 0.00 | | + Add to Plan |
| <input type="checkbox"/> | 4.00 | Facility Management Professional (FMP) | IFMA | Certificates | 0.00 | Self study | <input checked="" type="checkbox"/> + Add to Plan |

[Compare Selected](#) [Cancel](#)

Fig 31 – Search for Qualification by “High Priority.”

My Priorities is the list of those performances that the user has selected as priorities during the “Set My Priorities” exercise.

Search by My Priorities

- Search by **Keyword** to find specific qualifications you have completed or want to complete.
- Click the [+] icon to see details about each qualification.
- Filter by **Qualification Type** to find qualifications based on their type.
 - Use OJT to self-report on the job training that addresses one or more performances.
 - Use **Uncatalogued Training** to self-report training that has not been pre-approved in the tool.
 - Use **Federal References** to locate free materials you can use from the web to meet certain performances.
- Filter by **Performances** to find all qualifications that address selected performances.
 - Depending on how you got to this search screen, the performances may be preselected as your priorities, your gaps, or your high priority gaps.
 - Search results are always ranked based on how many of your gaps are met by each qualification.

Keyword:

Qualification Type: Certificates, Certification / Accreditation, Courses - Government, Courses - Private, Federal Reference, Guided Training

Performance: 4.3.1. Demonstrate knowledge of all types of Co...
9.1.3. If Project will be completed by contract...
10.3.4. Demonstrate ability to create an effect...
10.4.4. Demonstrate ability to quantify potenti...
11.1.2. Demonstrate ability to supervise person...
[\(view / change\)](#)

Search Results
Showing 35 Qualifications, sorted by the number of proficiency gaps they close in the searched Performances.

| Compare | Performance Gaps | Title | Provider | Qualification Type | Hours | Contact Length | |
|--------------------------|------------------|---|---|-------------------------------|-------|----------------|---|
| <input type="checkbox"/> | 5.00 | Certified Energy Manager (CEM) | AEE - Association of Energy Engineers | Certification / Accreditation | 0.00 | | + Add to Plan |
| <input type="checkbox"/> | 5.00 | Operations And Performance Management Professional (OPMP) Certification | ASHRAE | Certification / Accreditation | 0.00 | | + Add to Plan |
| <input type="checkbox"/> | 4.00 | Facility Management Professional (FMP) | IFMA | Certificates | 0.00 | Self study | <input checked="" type="checkbox"/> + Add to Plan |

[Compare Selected](#) [Cancel](#)

Fig 32 – Search for Qualification by “My Priorities.”

From the **My Priorities Gap** search window (Fig 32), filtering by **Qualification Type** will allow the user to find qualifications based on their type and priorities. The search will provide the user with the list of qualifications that fulfill the unmet performances giving priority to the performances selected during the self-assessment.

Tip: This search choice will only appear on the dashboard if the user has gone through the Set My Priority exercise.

Clicking on the plus sign to the left of each qualification’s name will show the qualification’s description, the number of performances it covers within the whole model and how many are specific to the selected position profile (Fig. 33). The user can review these performances by clicking on the triangle by the word FBPTA (Fig. 33) and expanding the drop-down menus. Click on the **ADD to Plan** button to add the selected qualification to the plan.

Showing 34 Qualifications, sorted by the number of proficiency gaps they close.

| Compare | Performance Gaps | Title | Qualification Type | Provider | |
|---|------------------|---|-------------------------------|--------------------------------------|--|
| <input type="checkbox"/> | 75 | Certified Facility Manager (CFM) | Certification / Accreditation | IFMA | <input type="button" value="Add to Plan"/> |
| <p>Hours: 0 Contact Length:</p> <p>Description: The CFM Exam is competency-based, testing what a person can do compared to standards that define the practice of facility management. One cannot take a course or a simple knowledge-based exam to earn the credential. IFMA's competency-based program is at a higher level than a knowledge-based program, reflecting the growing importance of facility management in the international business world.</p> <p>Performances: Covers 135 Performances total / 75 are unmet Performance Requirements on your Position</p> <div style="border: 1px solid #ccc; padding: 5px; margin: 5px 0;"> <p>▼ FBPTA (135)</p> <ul style="list-style-type: none"> ▶ 1: Management of Facilities Operations and Maintenance (17) ▶ 2: Performance of Facilities Operations and Maintenance (30) ▶ 3: Technology (11) ▶ 4: Energy Management (11) ▶ 5: Safety (13) ▶ 6: Design (1) ▶ 7: Sustainability (5) ▶ 8: Water Efficiency (2) ▶ 9: Project Management (6) ▶ 10: Business, Budget and Contracting (15) ▶ 11: Leadership and Innovation (14) </div> <p>Profile</p> | | | | | |
| <input type="checkbox"/> | 41 | Operations And Performance Management Professional (OPMP) Certification | Certification / Accreditation | ASHRAE | <input type="button" value="Add to Plan"/> |
| <input type="checkbox"/> | 40 | Facilities Management Administrator (FMA) | Certification / Accreditation | IFMA - International | <input type="button" value="Add to Plan"/> |

Fig 33 – Qualifications Details View by Clicking on the Triangle

MODULE #5: How to add facilities

Within this module, you will learn the importance of adding your facility and your facility's information to your plan, as well as how to accomplish both tasks.

Learning Objectives:

- How to add/modify Facilities information
- Identify what type of information is needed and why

Add Facilities

The My Facilities section is most relevant to Property Managers, Energy Managers, and Operations & Maintenance staff. Data collected in this tab includes building utility consumption data (energy and water), customer satisfaction scores, and service ticket information. The information collected will help correlate professional development efforts with the impact on building efficiency. To add a facility, click on the “Enter Facility” button. (Fig 34)

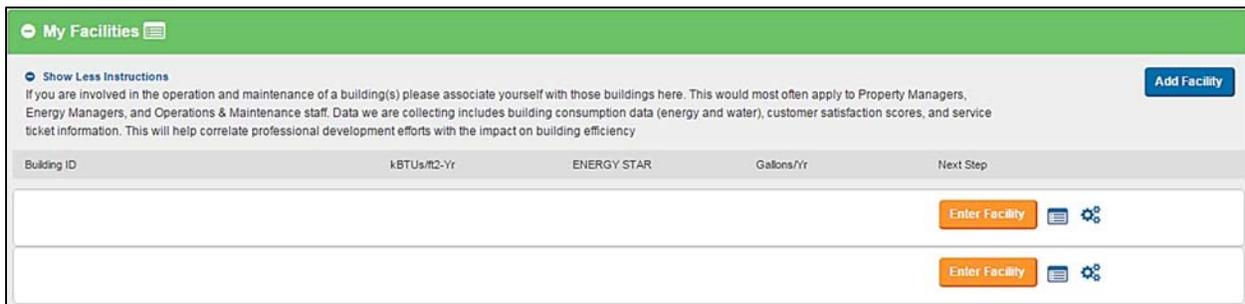


Fig 34 – How to insert Your Facility information

Modify facilities

The user can review and modify the facilities information from the “My Facilities Section.” The green and orange buttons will tell the user if the facility information has been saved or if it needs your attention, respectively. To edit or delete facility details, the user can click on the tool gear symbol. Clicking on the bulleted symbol will show a summary of the facility information (Fig 35) and allow the user to make the necessary changes to the selected facility data.



Fig 35 – Modifying Facility Information

Glossary

Building Automation System (BAS) - An integrated, automated system that controls several aspects of building operation, such as HVAC, elevators, fire suppression, and security. Referenced in Performance 3.2.1 Source- IFMA

Combine Heat and Power Systems (CHP) - System combining power production with the use of a lower-quality heat byproduct of power generation for district heating. Source- ASHRAE

Competency Area - The Professional Development Plan is separated into Twelve (12) sections that contain all of the requirements assigned to the user. These sections are referred to as Competency Areas. Each competency area is further separated into subsections and individual performances.

Computer Assisted Facilities Management (CAFM) - Use of computer-assisted methodologies including drawings, database reporting tools and spreadsheets to manage large amounts of facility-related information. Referenced in Performance 3.3.1. Source- IFMA

Computerized Maintenance Management System (CMMS) - A term used for a computer system for measuring, managing, and analyzing the maintenance process at a facility. Includes MRO (Maintenance Repair Operations) task planning and scheduling, inventory control and management, and labor and material cost accounting. Referenced in Performance 3.3.1. Source- IFMA

Condition Assessment (CA) - A condition assessment has been defined as the "process of systematically evaluating an organization's capital assets in order to project repair renewal, or replacement needs that will preserve their ability to support the mission or activities they were assigned to serve" Referenced in Performance 1.1.1a. Source- Rugless 1992, Page 42, "Stewardship of Federal Facilities" (Stewardship of Federal Facilities: A Proactive Strategy for Managing the Nation's Public Assets, by Committee to Assess Techniques for Developing Maintenance and Repair Budgets for Federal Facilities, National Research Council) ISBN: 0-309-59231-3, 128 pages, 6 x 9, (1998) This PDF is available from the National Academies Press at: <http://www.nap.edu/catalog/6266.html>

Contracting Officer Representative (COR) - Qualified individuals appointed by the Contracting officer to assist in the technical monitoring or administration of a contract. Referenced in Performance 10.3.1. Source- Federal Acquisition Institute

Deep Energy Retrofits (DER) - Deep Energy Retrofits achieve much greater energy efficiency by taking a whole-building approach, addressing many systems at once. It is most economical and convenient to take this approach on buildings with overall poor efficiency performance, with multiple systems nearing the end of useful life. A deep energy retrofit combines energy-efficiency measures such as ventilation, insulation and solar control so that dramatic energy savings are achieved alongside optimal building performance. Referenced in Performance 6.1.4. Source- IFMA

Energy Information System (EIS) - Performance monitoring software, data acquisition hardware, and communication systems used to store, analyze, and display building energy data. At a minimum, an EIS provides hourly whole-building electric data that are web-accessible, with analytical and graphical capabilities. Referenced in Performance 4.1.5. Source- Lawrence Berkeley National Laboratory, Paper LBNL-49977

Energy Management Control System (EMCS) - A computer/processor based hardware and software system with sensors, control devices, and all the necessary components that perform some or all of the following functions: measures conditions related to the use of various forms of energy by HVAC systems; controls these conditions at selected set-points; monitors and/or controls the energy use; provides status reports on the HVAC system's performances; provides information for the management of a building's environment, and/or its energy efficiency, and/or HVAC system maintenance. Referenced in Performance 4.5.6. Source- ASHRAE

Energy Management System (EMS) - A system of computer applications used by building engineering staff to monitor, control, and optimize the building's operating performance (e.g., energy consumption, occupant comfort levels). EMS optimizes building operating performance through supervisory control programs that utilize core building management system functionality. Referenced in Performance 4.1.5. Source- ASHRAE

Energy Management System (EnMS) - A set of interrelated or interacting elements to establish an energy policy and energy objectives, and processes and procedures to achieve those objectives. Referenced in Section 13. Source – ISO 50001

Energy Savings Performance Contracting (ESPC) - Energy savings performance contracts (ESPCs) allow Federal agencies to complete energy savings projects without up-front capital costs and special Congressional appropriations. An ESPC is a partnership between a Federal agency and an energy service company (ESCO). The ESCO conducts a comprehensive energy audit of Federal facilities and identifies improvements to save energy. In consultation with the Federal agency, the ESCO designs and constructs a project that meets the agency's needs and arranges the necessary funding. The ESCO guarantees that the improvements will generate energy cost savings to pay for the project over the term of the contract (up to 25 years). After the contract ends, all additional cost savings accrue to the agency. Referenced in Performance 4.3. and 4.5.8. Source- US Energy Department, Federal Energy Management Program (FEMP)

Enhance Automation (EA) - Technologies that increase the capability of your existing energy or building management system. Referenced in Performance 4.1.4. Source- California Energy Commission

Enhanced Use Leases (EUL) - Long-term agreements with public and private entities for the use of federal property, resulting in cash and/or in-kind consideration from the agency—or to retain the proceeds from the sale of real property. Referenced in Performance 4.3.4. Source- United States Government Accountability Office

Federal References - federally-specific requirements that apply to building operations and maintenance, energy and water efficiency and sustainability.

Furniture, Fixtures, and Equipment (FFE) - Movable furniture, fixtures, and equipment that have no permanent connection to a building structure. Examples of FFE include desks, chairs, computers, electronic equipment, medical equipment, tables, bookcases, and partitions. Referenced in Performance 1.2.4. Source- University of Houston Plant Operations: FFE Guidelines

Geographic Information System (GIS) - GIS is the computerized mapping system that links visual display with location-based databases permitting sophisticated analysis and mapping display. Refers not just to software, but also the management processes, people and data storage policies. Referenced in Performance 6.1.7. Source- IFMA

High Priorities Performances: The High-Priority performances are those which are deemed to have the greatest impact on cost and operating efficiency. They provide focus to help agencies and staff prioritize training efforts.

Key Performance Indicators (KPI) - Indices derived from specific measurement of data relating to performance. Indicators are concerned with variables such as: efficiency, effectiveness and financial return. Referenced in Performance 12.3.3. Source- IFMA

Life-Cycle Cost Analysis (LCCA)

- An engineering economic analysis tool that quantifies the differential costs of alternative investment options for a given project. Referenced in Performance 10.1 and 10.2.1. Source- IFMA

- A method for assessing the total cost of facility ownership. It takes into account all costs of acquiring, owning, and disposing of a building or building system. Referenced in Performance 10.1 and 10.2.1. Source- WBDG

Life Cycle Assessment (LCA)

- A process of evaluating the effects of a product or its designated function on the environment over the entire period of the product's life in order to increase resource-use efficiency and decrease liabilities; commonly referred to as 'cradle-to-grave' analysis. Referenced in Performance 10.2. Source- IFMA

- A formal process of examining the environmental impacts of material, product, or service through its entire life-cycle. Instead of a single-attribute analysis of a material's environmental impact, such as its recycled content, LCA takes a holistic approach to assessing the possible impacts of materials throughout their respective life-cycles. Referenced in Performance 10.2. Source- WBDG

FBPTA Performance - Performances are the specific skills within a Competency Area that the user is required to complete. Performances are considered complete when the user demonstrates their proficiency of the subject matter.

Power Purchase Agreements (PPA) - Private entity purchases, installs, owns, operates and maintains customer-sited renewable equipment. Referenced in Performance 4.3.4. Source- US Department of Energy, Federal Energy Management Program

Power Utilization Efficiency (Power Usage Effectiveness) (PUE) - PUE is defined as the ratio of total facilities energy to IT energy. Total facility energy is defined as the energy dedicated solely to the data center. The IT equipment energy is defined as the energy consumed by equipment that is used to manage, process, store, or route data within the computer space. Referenced in Performance 4.5.14. Source- The Green Grid

Practitioner - A practitioner is an individual that has an account with the FMI tool, and that has created a development plan to fulfill the FBPTA requirements.

Predictive Maintenance - Aims to detect equipment degradation and address problems as they arise. The result indicates potential issues, which are controlled or eliminated prior to any significant system deterioration. Referenced in Performance 1.1.7. Source- US Energy Department, Federal Energy Management Program (FEMP)

Preventive Maintenance - consists of a series of maintenance requirements that provide a basis for planning, scheduling, and executing scheduled maintenance, planned versus corrective for the purpose of improving equipment life and to avoid any unplanned maintenance activity/minimize equipment breakdowns. [Referenced in Performance 1.1.7. Source- WBDG](#)

Reliability Centered Maintenance - is the optimum mix of reactive, time- or interval-based, condition-based, and proactive maintenance practices. [Source- WBDG](#)

Shared Savings Contract (Energy Performance Contracting) (EPC) - EPC is a turnkey service, sometimes compared to design/build construction contracting. It provides customers with a comprehensive set of energy efficiency, renewable energy, and distributed generation measures and often is accompanied with guarantees that the savings produced by a project will be sufficient to finance the full cost of the project. [Referenced in Performance 4.3.4. Source- Energy Star](#)

Statement of Work (SOW) - A narrative describing what services are to be provided, how the services are to be provided, measurable objectives, products to be delivered, and schedules of performance. [Referenced in Performance 10.3.4. Source- IFMA](#)

Thermal Energy Storage System - Thermal energy storage may refer to a number of technologies that stores energy in a thermal reservoir for later reuse. They can be employed to balance energy demand between day time and night time. The thermal reservoir may be maintained at a temperature above (hotter) or below (colder) than that of the ambient environment. The principal application today is the production of ice, chilled water, or eutectic solution at night, which is then used to cool environments during the day. [Referenced in Performance 4.1.3. Source- ASHRAE](#)

Total Cost of Ownership (TCO) - A financial estimate designed to help facility managers assess the total cost of planning, designing, constructing, operating and maintaining a building. [Referenced in Performance 10.1. Source- IFMA](#)

Frequently Asked Questions (FAQs)

I chose the wrong job position, how can I change it? Locate the link next to the position profile at the top of the Dashboard to change the position profile.

I had an account with FMI 1.0 would I lose my information in the transition to ACCELERATE FM? No, information has been migrated from one tool to another. To access Accelerate FM, navigate to the website (<https://afm.fmi.gov>) and follow the link to request a password.

I'm a supervisor. How do I create an account within ACCELERATE FM? If you don't have an account as a practitioner, you will be prompted to create an account once an employee has identified you as their supervisor during their registration process. If you have not received an email from the system, make sure that your employee used the correct email address or check your spam folder.

I'm on the www.fmi.gov site, but I can't find where to put the login information. To access, Accelerate FM navigate to the web address linked to the menu selection "Accelerate FM," <https://afm.fmi.gov>. If you need additional assistance you can contact the Help Desk at (202) 558-2203 or toll-free at (888) 804-4510 between 8:30 AM EST and 6 PM EST between Monday and Friday. They will redirect to the right web page.

What does it mean to Filter by Performance Gaps? Performance gaps are the performances that are required by your position profile but are currently unfulfilled. Use performance gaps filters to show only the performance gaps that have not been met in your dashboard.

What does search by Performance Gaps do? When you search by performance gaps, the system will display only the qualifications that will fulfill the unsatisfied performances.

What are High Priority Gaps? The high priority gaps search only filters qualifications that fulfill unsatisfied High Priority performances that are required by an individual's Professional Development Plan. Use this tool to determine where the most important unsatisfied competency areas lie or discover qualifications that will fulfill these High Priority competencies.

How can I change my demographic information? – You can change your demographic information at any time by clicking on the "My Account" link located on the top right of the page. This will allow you to access your account information, finish your registration, change your password, or make modifications to your demographic information. While in My Account, click on the link "Edit Profile" to modify your name and address. You can change your primary email by clicking on the edit symbol to the left of your email. At any time you can click on the Edit Role link to change your status as a federal employee or your current role (position).

I forgot my Password – If you cannot remember your password, navigate to the main page and click on the Forgot Password link. A new window will prompt you for your login User ID or email address. Once you submit the request, the system will send you an email immediately with additional instructions on how to set a new password.