

## THE FACILITHON - Facility Management Demonstration Event 2019-20

### PURPOSE

To assess the contestant's critical problem-solving skills, ability to quickly execute the best response to challenges and ability to accurately digest complex situations and convey related solutions.

### GENERAL REGULATIONS

People entering this contest must follow all rules listed below as well as. The technical standards, referenced on the SkillsUSA website at: <https://www.skillsusa.org/competitions/skillsusa-championships/technical-standards/>. You will be held accountable for knowing and following all rules and guidelines of the Skills Championships.

### CLOTHING REQUIREMENT

**For men:** Official red blazer, windbreaker or sweater; black dress slacks; white dress shirt; plain black tie with no pattern or SkillsUSA tie; black socks and black shoes. *If student is participating in an additional skills-based event, Official SkillsUSA Khaki shop attire is acceptable.*

**For women:** Official red blazer, windbreaker, or sweater; black dress slacks or skirt; white collarless blouse or white blouse with small, plain collar that may not extend onto the lapels of the blazer; black sheer or skin-tone hose and black shoes. *If student is participating in an additional skills-based event, Official SkillsUSA Khaki shop attire is acceptable.*

### OBSERVER RULE

No observers beyond Faciliton and SkillsUSA staff will be permitted to view the contest in progress.

### EQUIPMENT AND MATERIALS - Supplied by Technical Committee

1. 50 question Multiple Choice Quiz (Scantron)
2. Role Play Scenario sheet & scoring rubric
3. FM Challenge Scenario (live) and scoring rubric
4. Whiteboard/flipchart or optional video appliance for FM challenge conveyance
5. Timers for testing area, Scenario preparation area, and judging rooms (might use cell phone timers)

### SCOPE OF CONTEST

1. Contestants should prepare for The Faciliton contest by developing the following skills:
  - a. Comprehend the role play scenario elements and make meaningful recommendations to judges
  - b. Use common-sense decision-making to answer Facility Management-related questions
  - c. Ability to understand and convey building problem solutions
  - d. Demonstrate confidence, positive personal image and understanding
  - e. Be prepared for the unknown, responding quickly to emergency high-priority needs
2. The contest will be divided into three phases:
  - a. **50 question multiple-choice quiz (250 points)**
  - b. **Role-play scenario (200 points)**
  - c. **FM challenge live role-play scenario response (50 points)**
3. The contestants will have 1 hour to complete a 50 question quiz
4. **The Role-Play Scenario** will encompass three time periods:
  - a. **Preparatory period-** The contestants will be supplied the role-play scenario sheet and placed in a holding space for 15 minutes to read and create a recommendation
  - b. **Role-Play-** immediately after the 15 minutes expire, contestant will enter a room with 2-3 judges, who play the role of specified management personnel. Contestant will have 5 minutes to make their presentation to the judges.
  - c. **Questions-** the judges will have 5 minutes to ask follow-up questions
  - d. **Materials** – the Contestant returns all materials to judges upon conclusion of Role-Play

The Faciliton Technical Standards

- e. **Scoring** shall use the State Faciliton Role-Play scoring rubric for consistency.
- f. **Score** represents average of all scores totaled and divided by # of judges.
- g. Judges are encouraged to make notes for contestant feedback

5. **The FM Challenge** represents a live emergency scenario that the contestant must respond to immediately. The exciting element of this portion involves the "what would you do in an emergency?" The contestant will be informed in advance whether the challenge will be presented together with the role play or separately prior to the competitive event in addition to the manner via which the scenario will be conveyed.

a. **Challenge Presentation-** The FM Challenge will be delivered via one of three methods- Paper/whiteboard, Video or Live via paper, creating the situation to respond to. The contestant will be given three consistent questions to respond to:

1. *What action is first and foremost on your list?*
2. *What resources (people, place, things or services) will be used?*
3. *How can we prevent or limit its occurrence or impact in the future?*

b. **Contestant Review/answer Formulation-** Contestant is allowed 3 minutes to review the Challenge and prepare to answer the three questions.

c. **Contestant Response** - The contestant has 2 minutes to present to the judges

- a. The judges have the last 5 minutes to follow-up questions and answers
- b. Contestant returns all materials to judges upon completion of FM Challenge
- c. Scoring will use the State FM Challenge Rubric for consistency
- d. Score represents average of all scores totaled and divided by # of judges
- e. Judges are encouraged to write notes onto the scoring sheets for contestant feedback

6. Dissemination of completed event forms

- a. Technical team coordinator or other volunteer shall score the multiple-choice quiz
- b. Role Play and FM Challenge rubrics shall be tallied by judge(s) for preliminary scores and handed to Technical Team event coordinator

c. Technical Team event coordinator shall review the scores, averaging and ultimately ranking first, second and third place winners.

d. Technical Team event coordinator shall complete the official score sheet provided by SkillsUSA and may place the scores of other Contestants on the same reporting sheet, if allowed. The Technical Team event coordinator will return the official scoring documentation, quiz sheets, and any other feedback materials to the designated Skills official, as directed for that event.

e. Completed scoring sheets and judges' notes may be made available to the contestant and/or their adviser by SkillsUSA technical team after conference awards event.

## **Standards and Competencies**

### **Arrangement of Rooms**

1. Testing area- room or area with tables, chairs, timer and technical team member
2. Holding room – a room or area furnished with a table and chair for the contestant to prepare their presentation, chair for technical team member or volunteer with timer
3. Role-play room - a room will be furnished with chair for the contestant and table and chairs for interviewing committee of two to three judges.
4. FM Challenge area - may be same room as Role-Play or separate area cordoned off for repetitive FM challenge performances, with timer.

**Event documents**

1. 50 question multiple choice quiz & Zipgrade sheet
2. Role Play Scenario sheet
3. Blank paper and pencils for student to use while preparing Scenario response and for judges to make notes
4. Role Play Scoring Rubric
5. FM Challenge Scenario Sheet with standard questions
6. FM Challenge Scoring Rubric



**Facility Management Competencies** (For more detail, see

[https://www.fm.training/sites/collabstore/files/images/Competency\\_Guide\\_Context\\_Public\\_v1\\_7-12-18.pdf](https://www.fm.training/sites/collabstore/files/images/Competency_Guide_Context_Public_v1_7-12-18.pdf))

1. Communication
2. Emergency Preparedness and Business Continuity
3. Environmental Stewardship and Sustainability
4. Finance and Business
5. Human Factors
6. Leadership and Strategy
7. Operations and Maintenance
8. Project Management
9. Quality
10. Real Estate and Property Management
11. Technology


# Appendix

## SCORING RUBRICS:

					
<b><i>Facilithon Scoring Rubric</i></b>					
Student #		Judge Name		Test	
Name		Day/Shift		Role-play	
School		RESUME? Y/N		FM Challenge	
				Penalties	-
Role-Play Interview				Total	
Category	Exemplary 40-32	Accomplished 31-20	Developing 19-12	Beginning 11-1	Score
<b>COMPREHENSION:</b> Understand the problem	<b>EXCELLENT:</b> Presenter demonstrates an excellent understanding of the problem to be solved; demonstrating comprehensive understanding of the subject and task.	<b>COMPETENT:</b> Presenter demonstrates a good understanding of the problem to be solved; demonstrating knowledge of the subject and task.	<b>BASIC:</b> Presenter demonstrates a basic understanding of the problem to be solved; demonstrating basic knowledge of the subject and task.	<b>MINIMAL:</b> Presenter demonstrates no or little understanding of the problem to be solved; seems to not fully grasp the subject and task.	
<b>ANALYSIS:</b> Approach and analysis of the problem (process and tools)	<b>OUTSTANDING:</b> Presenter conveys very strong, clear and concise approach to solving the problem; identifying a variety of processes and analysis tools that could be used to solve the problem.	<b>COMPETENT:</b> Presenter conveys a good approach to solving the problem; identifying good processes and a few analysis tools that could be used to solve the problem.	<b>BASIC:</b> Presenter conveys a basic approach to solving the problem; identifying limited processes and basic analysis tools that could be used to solve the problem.	<b>MINIMAL:</b> Presenter conveys little or no approach to solving the problem; unable to identify reasonable processes and analysis tools that could be used to solve the problem.	
<b>SOLUTION:</b> Solution of the problem (creativity, realism, logical, critical thinking)	<b>COMPREHENSIVE:</b> Solution has excellent feasibility, solution options are offered, demonstrates strong and sound reasoning, realism, logic, creativity and critical thinking.	<b>COMPETENT:</b> Solution has good feasibility, some options are offered, demonstrate good reasoning, realism, logic, creativity and critical thinking.	<b>MARGINAL:</b> Solution has merit but not fully complete; no or limited options are offered, demonstrate basic reasoning, realism, logic and creativity; limited critical thinking.	<b>FRAGMENTARY:</b> Solution is not feasible or is incomplete, is missing key information, no options are offered, little demonstration of reasoning, realism, logic and creativity; no critical thinking.	
<b>PRESENTATION:</b> Presentation Skills (poise, clarity, explanation, communication)	<b>EXCELLENT:</b> The presenter demonstrates excellent verbal skills, poise, confidence and clarity in communicating information.	<b>COMPETENT:</b> The presenter demonstrates good verbal skills, poise and clarity in communicating information.	<b>BASIC:</b> The presenter demonstrates basic verbal skills, struggles with clarity of communicating information.	<b>INADEQUATE:</b> The presenter demonstrates limited verbal skills and is unable to communicate information.	
<b>DIALOG:</b> Thinking on your feet	<b>AGILE:</b> The presenter demonstrates an excellent ability to quickly answer questions thoughtfully, and meaningfully; enhancing their presentation.	<b>COMPETENT:</b> The presenter demonstrates a good ability to answer questions with some thought and meaning; provides good clarity of their presentation.	<b>BASIC:</b> The presenter demonstrates a basic ability to answer questions; provides limited new information about their presentation.	<b>INADEQUATE:</b> The presenter demonstrates a limited ability to answer questions; provides no new information or clarity about their presentation.	
<b>TOTAL OUT OF 200 POSSIBLE</b>					

FM Challenge					
	Exemplary 25-18	Accomplished 17-12	Developing 11-7	Beginning 6-1	Score
<b>ACTION: Decisive Action</b>	<b>CRUCIAL:</b> The presenter immediately took action to determine the possible causes of the emergency and begin the solution.	<b>COMPETENT:</b> The presenter took some time to consider the possible causes of the emergency and begin the solution.	<b>BASIC:</b> The presenter took some time to consider possible causes of the emergency and consider possible solutions.	<b>INADEQUATE:</b> The presenter was uncertain how to begin to address the emergency but developed some ideas.	
<b>RESOLUTION: Best Possible Outcome</b>	<b>CONCLUSIVE:</b> The presenter followed logical steps to determine the most likely causes of the emergency, quickly developed a feasible plan, and called upon available resources to solve the problem.	<b>COMPETENT:</b> The presenter followed logical steps to determine some possible causes of the emergency, developed a sound plan showing some prioritization of actions, and began to work the plan.	<b>BASIC:</b> The presenter considered some possible causes of the emergency and took some steps to address one or more of these.	<b>INADEQUATE:</b> The presenter was uncertain what path to follow or which possible cause to address first and/or failed to take some steps to solve the problem.	
<b>TOTAL OUT OF 50 POSSIBLE</b>					

 <b>Facilithon Master Scoring Sheet</b>					
		TOTALS			AVERAGE TOTALS
Category	Possible	Judge 1 Score	Judge 2 Score	Judge 3 Score	Score
Role-Play	200				
FM Challenge	50				
Exam	250				
SUBTOTAL out of 500 Pts Max					
Inappropriate Dress: -5 Pts Each Element up to - 25, (ENTER AS NEGATIVE NUMBER)					-
No Resume: - 10 points (ENTER AS NEGATIVE NUMBER)					-
<b>TOTAL</b>					

<b>FM Challenge Questions to be answered in presentation:</b>	
1	<b>What action is first and foremost on your list?</b>
2	<b>What resources (people, place, things, services) will be used?</b>
3	<b>How can we prevent or limit its occurrence or impact in the future?</b>