FACILITHON — LEADERSHIP IN FACILITY MANAGEMENT

SkillsUSA Championships Technical Standards

PURPOSE

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

First, download and review the General Regulations at updates.skillsusa.org.

ELIGIBILITY

Open to active SkillsUSA members. Each state may send one high school and one college/postsecondary competitor.

CLOTHING REQUIREMENT

Class A: SkillsUSA Official Attire

- Official SkillsUSA red blazer or official SkillsUSA red jacket
- Button-up, collared, white dress shirt (accompanied by a plain, solid black tie or SkillsUSA black tie), white shirt (collarless or small-collared) or white turtleneck, with any collar not to extend into the lapel area of the blazer, sweater, windbreaker or jacket
- Black dress slacks or black dress skirt (knee-length at minimum)
- Black closed-toe dress shoes

Note: The official SkillsUSA windbreaker, sweater and black Carhartt jacket are no longer available for purchase in the SkillsUSA Store. However, these clothing items are grandfathered in as previous official SkillsUSA clothing and can be worn in SkillsUSA competitions as directed in this document.

Note: Wearing socks or hose is not required. If worn, socks must be black dress socks and hose must be either black or skin-tone and seamless/nonpattern.

These regulations refer to SkillsUSA Championships Clothing Classifications that are pictured and described at: skillsusastore.org. If you have questions about competition uniforms, call the SkillsUSA Store at 888-501-2183.

***Note**:* Competitors must wear their official competition clothing to the competition orientation.

EQUIPMENT AND MATERIALS

1. Supplied by the technical committee:
   a. Roleplay scenario sheet
   b. Facility Management (FM) Challenge Scenario sheet
   c. Scoring rubric
   d. Blank paper and pencils
   e. Timers
2. Supplied by competitor:
   a. All competitors must create and submit online a one-page single sided resume. See "Online Submission Requirements" below for guidelines.

***Note*:** All national competitors must also check for competition-specific updates and/or competitor preparation instructions on the SkillsUSA website at updates.skillsusa.org.

PROHIBITED DEVICES

Cellphones, electronic watches and/or other electronic devices not approved by a competition's national technical committee are ***NOT*** allowed in the competition area. Please follow the guidelines in each technical standard for approved exceptions. Technical committee members may also approve exceptions onsite during the SkillsUSA Championships if deemed appropriate.

Penalties for Prohibited Devices

If a competitor's electronic device makes noise or if the competitor is seen using it at any time during the competition, an official report will be documented for review by the Director of the SkillsUSA Championships. If confirmed that the competitor used the device in a manner which compromised the integrity of the competition, the competitor's scores may be removed.

ONLINE SUBMISSION REQUIREMENTS

All SkillsUSA national competitors must submit their one-page single sided resume online. The deadline and link for online submissions will be published on updates.skillsusa.org.
Failure to submit any of the required document(s) listed below by the established deadline will result in a 10-point penalty.

1. One-page single sided resume

Your submission must be saved as PDF file type using the file name format of "Your Last Name_Your First Name_Resume." For example, "Amanda Smith" would save the individual PDF submissions file as:

- Smith_Amanda_Resume

OBSERVER RULE

The technical committee reserves the right to allow or prohibit observers into competition area(s). If allowed, no observer may enter or exit the competition area while a competitor is presenting. Observers are not allowed to talk to or make gestures to competitors. No videotaping or photography is allowed during the competition. All phones and electronic devices must be silenced and put away. The competition staff reserves the right to request any observer to leave if they are perceived as a distraction.

SCOPE OF COMPETITION

The competition evaluates competitor's SkillsUSA Framework skills with a focus on project management and problem solving. Facility management careers involve supporting people, establishing processes, facilities upkeep and improvement, and technology integration, all of which requires leadership critical to an organization's success.

Career Clusters that are critical for career field include: Architecture and Construction; Business Management and Administration; Health Science; Information Technology; Law, Public Safety, Corrections, and Security; Manufacturing; STEM; and Transportation, Distribution, and Logistics. Competitors should prepare for the competition by developing project management and problem-solving skills, including the following competition-specific skills:

- Comprehend the role-play scenario elements and convey building problem solutions.
- Use common sense decision-making to answer facility management-related questions.
- Demonstrate confidence, positive personal image, and understanding.
- Respond quickly to an emergency scenario and prioritize needs.

KNOWLEDGE PERFORMANCE

The competition will include a test assessing knowledge facility management. Competitors are also required to take the SkillsUSA Professional Development Test.

SKILL PERFORMANCE

1. Competition orientation
    a. Competitors will be assigned appointment times. Appointments may be randomly pre-assigned by the technical committee or drawn during the competition orientation.
2. Knowledge test
    a. Competitors will have one (1) hour to complete the test.
3. Role-play scenario
    a. Preparation
        1.) The competitor will be provided a role-play scenario sheet and placed in a holding space for 15 minutes to read and create a recommendation.
    b. Role-play
        1.) Immediately after the 15 minutes expire, a competitor will report to the judges, who will play the role of specified management personnel.
        2.) The competitor will have five (5) minutes to make their presentation to the judges.

3.) The judges will have five (5) minutes to ask follow-up questions.

4. FM challenge within live role-play scenario response
   a. The FM Challenge represents a live emergency scenario that the competitor must respond to immediately. The exciting element of this portion involves the "what would you do in an emergency?"
   b. Challenge Presentation
      1.) The FM Challenge will be delivered via one of three methods: Paper/whiteboard, video, or live via paper, creating the situation to respond to.
      2.) The competitor will be given three (3) consistent questions to respond to:
         a.) What action is first and foremost on the list?
         b.) What resources (people, places, things, or services) will be used?
         c.) How can the occurrence or future impact be prevented or limited?
      3.) Competitor Review/Answer Formulation – Competitor is allowed three (3) minutes to review the Challenge and prepare to answer the three (3) questions.
      4.) Competitor Response – The competitor has two (2) minutes to present to the judges.
      5.) The judges have five (5) minutes for follow-up questions and answers.

Educational Resources for Students & Educators

FM Pipeline websites:

- fmpipeline.org/students
- fmpipeline.org/instructors

Video series:

- fmpipeline.org/facilitopics

STANDARDS AND COMPETENCIES

FM 1.0 — Facility Management Knowledge Areas

1.1. Communication: Effective communication for coordination and stakeholder engagement.
1.2. Leadership: Strategic planning, team leadership, and goal achievement.
1.3. Operations Management: Day-to-day management and efficiency of facility operations.
1.4. Project Management: Planning and executing facility-related projects.
1.5. Human Factors: Addressing occupant needs and well-being.
1.6. Emergency Preparedness: Planning and response for emergencies to ensure business continuity.
1.7. Sustainability: Environmental stewardship and sustainable practices.
1.8. Technology Utilization: Implementing technology for facility management improvement.
1.9. Financial Management: Budgeting, financial planning, and aligning with business objectives.

FM 2.0 — Plan and develop effective responses for the FM challenge and role play scenarios.

2.1 Brainstorm design ideas, following a problem-solving process.
2.2 Break down project and task with timelines.

2.3 Identify resources and standards.
2.4 Anticipate and plan for possible obstacles and setbacks.
2.5 Establish work priorities.
2.6 Overcome barriers and roadblocks.

FM 3.0 — Create and deliver a presentation and respond to questions.

3.1 Choose an appropriate mode of communication.
3.2 Write and speak effectively.
3.3 Use appropriate body language.
3.4 Check for understanding when articulating complex issues.
3.5 Practice active listening skills.
3.6 Manage presentation time limits.
3.7 Articulate knowledge and understanding of SkillsUSA Framework and how the Personal Skills, Workplace Skills, and Technical Skills Grounded in Academics are applicable to the project.

FM 4.0 — Document the project in a professional manner.

4.1 Identify appropriate activities that meet required standards.
4.2 Design concise and effective written and visual components.
4.3 Describe impact of project.

FM 5.0 — Project a professional self-image through attire and grooming.

5.1 Choose an appropriate mode of communication.
5.2 Write and speak effectively.
5.3 Use appropriate body language.
5.4 Check for understanding when articulating complex issues
5.5 Practice active listening skills
5.6 Manage presentation time limits
5.7 Articulate knowledge and understanding of SkillsUSA Framework and how the Personal Skills, Workplace Skills, and Technical Skills are applicable to the project.

FM 6.0 — SkillsUSA Framework

The SkillsUSA Framework is used to pinpoint the Essential Elements found in Personal Skills, Workplace Skills, and Technical Skills Grounded in Academics. Students will be expected to display or explain how they used some of these Essential Elements. For more, visit: www.skillsusa.org/who-we-are/skillsusa-framework/.

COMMITTEE IDENTIFIED ACADEMIC SKILLS

The technical committee has identified that the following academic skills are embedded in this competition.

Math Skills

- Find surface area and perimeter of two-dimensional objects.
- Find volume and surface area of three-dimensional objects.
- Make comparisons, predictions and inferences using graphs and charts.

- Make predictions using knowledge of probability.
- Organize and describe data using matrices.
- Simplify numerical expressions.
- Use fractions to solve practical problems.

Science Skills

- Describe and recognize elements, compounds, mixtures, acids, bases and salts.
- Describe and recognize solids, liquids and gases.
- Plan and conduct a scientific investigation.
- Use knowledge of heat, light and sound energy.
- Use knowledge of mechanical, chemical and electrical energy.
- Use knowledge of motors and generators.
- Use knowledge of physical properties (shape, density, solubility, odor, melting point, boiling point, color).
- Use knowledge of principles of electricity and magnetism.
- Use knowledge of temperature scales, heat and heat transfer.
- Use knowledge of the nature and technological applications of light.
- Use knowledge of work, force, mechanical advantage, efficiency and power.

Language Arts Skills

- Demonstrate comprehension of a variety of informational texts
- Demonstrate use of such nonverbal communication skills as eye contact, posture and gestures using interviewing techniques to gain information.
- Demonstrate use of such verbal communication skills as word choice, pitch, feeling, tone and voice
- Edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure and paragraphing
- Organize and synthesize information for use in written and oral presentations
- Provide information in conversations and in group discussions
- Provide information in oral presentations.
- Use print, electronic databases and online resources to access information in books and articles.

CONNECTIONS TO NATIONAL STANDARDS

State-level academic curriculum specialists identified the following connections to national academic standards.

Math Standards

- Algebra
- Communication
- Connections
- Data analysis and probability

- Geometry
- Measurement
- Numbers and operations
- Problem solving

***Source**: NCTM Principles and Standards for School Mathematics. For more information, visit: www.nctm.org.*

Science Standards

- Understands the nature of scientific inquiry.
- Understands the nature of scientific knowledge.
- Understands the sources and properties of energy.

Language Arts Standards

- Students adjust their use of spoken, written and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, and graphics).
- Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language and genre to create, critique, and discuss print and nonprint texts.
- Students conduct research on issues and interests by generating ideas and questions and by posing problems. They gather, evaluate and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
- Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
- Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
- Students use spoken, written and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

***Source:** IRA/NCTE Standards for the English Language Arts. To view the standards, visit: www.ncte.org/standards.*