JOB INTERVIEW

SkillsUSA Championships Technical Standards

PURPOSE

To evaluate competitors' understanding of employment procedures they will face in applying for positions in the occupational areas for which they are training.

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

ELIGIBILITY

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

CLOTHING REQUIREMENTS

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 no longer 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 clothing items that are pictured and described at www.skillsusastore.org. If you have questions about clothing or other logo items, call 1-888-501-2183.

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

OBSERVER RULE

No observers will be permitted to view the competition.

EQUIPMENT AND MATERIALS

1. Supplied by the technical committee:
   a. Employment application forms.
   b. Timer.
2. Supplied by the competitor:
   a. All competitors must create a one-page resume. See "Resume Requirement" below for online submission guidelines. Competitors must also provide six (6) hard copies of a one-page, typewritten personal resume for the performance portion of the competition. (One set of three for a preliminary* and one set of three for the final competition)
   b. Employment Portfolio
   c. Pen
   d. Device (laptop or tablet) that can connect to the Internet to be used for online application, if applicable. The device must be sufficiently charged for the competition. Charging in the competition area is not available.

Note: A preliminary round will be conducted only when registrations exceed the capacity of the competition area(s). If conducted, the preliminary round will serve as an eliminator and a finals competition will be conducted.

ARRANGEMENT OF COMPETITION SPACE

1. Receptionist's area: An area will be furnished with a receptionist's desk and necessary tables and chairs at which competitors will complete their employment applications.
2. Interview area: An area will be furnished with a table and chairs for the competitor and interviewing committee.

RESUME REQUIREMENT

Competitors must create a one-page resume to submit online. SkillsUSA national competitors should submit their resume by the deadline published on the competition updates page of our website. The deadline and link for resume submission will be published on http://updates.skillsusa.org. Failure to submit a resume will result in a 10-point penalty.

Your resume must be saved as a PDF file type using file name format of "Last Name_First Name." For example, "Amanda Smith" would save her resume as **Smith_Amanda**. If you need assistance with saving your file as a PDF, visit the Adobe website for more information.

Note: Check the Competition Guidelines and/or the updates page on the SkillsUSA website at http://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.

SCOPE OF THE COMPETITION

KNOWLEDGE PERFORMANCE

There is no written knowledge test required in this competition. Competitors are required to take the SkillsUSA Professional Development Test.

SKILLS PERFORMANCE

This competition evaluates the understanding of employment procedures that a student will face in applying for positions in the occupational area for which he or she is training. The competition consists of three parts. The first is the receptionist's preliminary evaluation. The second portion is the completion of an employment application, and the third portion is an in-depth interview. The competition will use an open interview style found in industry. Open interview, also known as a walk-in interview, is a scheduled event for candidates to attend a formal face-to-face interview screening with potential employers. The technical committee recommends that competitors research actual job listings to select a real-world position found within their occupational training area. Competitors can use the selected position's required skills to focus their answers on both the job application and during the interview. Competitors can use their employment portfolio during the application and interview components.

COMPETITION GUIDELINES

1. Competitors shall apply for positions in keeping with their occupational objectives.
2. In completing the personal resume and employment application, competitors will use their own name, address, school, employment and occupational information. All information must be as accurate as possible.
3. The receptionist will serve as a judge.
4. When called, the competitor will approach the receptionist as though applying for a job in the occupational area consistent with the competitor's training program. Competitors will be given an employment application to complete within 30 minutes in the receptionist's presence. Competitors should be prepared to complete an application as either a hard copy paper version or an electronic version.

5. Competitors will complete the application. The receptionist will note the time the competitor is provided the application and the time the application is completed. One point will be deducted for each minute or fraction thereof over the 30-minute time limit (maximum deduction of 10 points). Information such as the following may be asked on the application:
   a. Employment desired.
   b. Education.
   c. Membership in civic, community, and/or school organizations.
   d. Former employers and work experience.
   e. References.
6. The receptionist will receive the completed application along with the competitor's portfolio and three (3) copies of a one-page, typewritten resume prepared in advance and supplied by the competitors.
7. The following describes the Employment Portfolio component: The portfolio is a hard-copy collection (notebook or other type of binding, not required to be a SkillsUSA notebook) of a competitor's abilities and accomplishments including insights into skills they may have, methods used, the impact of work, along with any relevant outcomes and/or lessons learned. The purpose of the portfolio is to provide another means for the interviewers to learn about the competitor (potential employee). The portfolio should be created as a final product to be used in applying for employment.
   a. Title page — name, address, school, occupational goals or type of job desired
   b. Table of Contents
   c. Career and Technical skills
   d. Resume and Career Objectives: Prepare a current resume. The student should include a written statement, describing his or her career objective and plans to achieve that objective and competencies that have been mastered. All competitors must also submit a hard copy of the resume to the technical committee chair at orientation.
   e. References: Letters of reference from teachers, mentors, supervisors, employers, and/or others who can verify the student's skill ability (limit of three references).
   f. Awards and Recognition: Include copies of certificates, documentation of leadership activities, news articles, and supporting material to serve as proof of the student's achievements. Reflect the highest level of achievement.
   g. Work Sample Documentation: Summary of work site experiences pertaining to chosen occupations. Students should distinguish project documentation that is a result of school-based learning versus work experience. Work experience can be supported with photographs as appropriate.
   h. Community Service: List of activities conducted that provided a benefit to the community. This section should demonstrate excellence and professionalism in the area of community service.
   i. Membership and Affiliations: List of organizations and community groups in which the student is actively involved.
   j. Other: Any other items that reflect the student's abilities and accomplishments (newspaper articles, clippings from other media, acknowledgements, etc.).
8. The following information must also be contained in the one-page resume:
   a. Name, address, and phone number
   b. Career objective
   c. Education and training

    d. Work experience beginning with present employment and listing specific responsibilities
    e. Professional memberships, major accomplishments, awards earned
    f. References are to be on a separate page, not on the one-page resume.

9. After the receptionist evaluates the application, a technical committee member will present the competitor's portfolio and three (3) copies of the personal resume to the interviewing committee (judges).

10. After the judges review the personal resume and portfolio, a technical committee member will direct the competitor to the judges for the interview.

11. The interview with the judges will be approximately 10-15 minutes. This will allow adequate time for four (4) to six (6) questions.

12. All competitors in an interview group will be asked identical questions. Such questions may include the following but will be determined by the judges:
    a. What are your occupational objectives?
    b. What do you like most about this occupation?
    c. What are your hobbies?
    d. What would you like to be doing five years from now? Ten years?
    e. Why do you want to work for our company?
    f. What two accomplishments have given you the most satisfaction?
    g. What are your extracurricular activities?
    h. How would you describe your ideal job?
    i. What do you think determines a person's progress within a company?
    j. What do you consider to be your outstanding job-related personal characteristics or strengths?
    k. What qualifications and characteristics do you have that make you feel you'll succeed in your work?

13. Judges are encouraged to use their own interview techniques and should keep the focus of the interview on the selected questions.

STANDARDS AND COMPETENCIES

JI 1.0 — Create a professional portfolio that effectively describes occupational skills attained and meets the structural guidelines established by the competition technical committee

1.1.   Write a title page that includes the competitor's name, school, grade, training program.
1.2.   List each section and corresponding page numbers in a table of contents.
1.3.   Include components/artifacts that present the competitor's work to potential employers and display the skills that qualify the competitor for a position.

JI 2.0 — Prepare a one-page personal resume.

2.1.   Design a personal layout and structure for the resume.
2.2.   List name, address and phone number.
2.3.   State a specific career objective.
2.4.   List educational and training information.
    2.4.1.   Include areas of study.
    2.4.2.   List any employment-related certifications or licenses.
    2.4.3.   Identify the name and location of academic/training institutions.
2.5.   Discuss work experience beginning with present employment.

2.6.	Outline specific job responsibilities and transferable skills gained, in a bulleted format.
2.7.	List organizational memberships, major accomplishments and awards earned.
2.8.	Edit resume for spelling, grammar and effective design.

JI 3.0 — Complete an employment application that meets industry standards.
3.1.	Complete the employment application within the allotted time limit.
3.2.	Be prepared with all needed information to complete the application.
3.3.	Review employment applications to ensure it is free of errors.
3.4.	Be prepared to complete a paper or online application form.

JI 4.0 — Meet and greet receptionist to meet industry standards.
4.1.	Greet receptionist professionally.
4.2.	Introduce oneself to the receptionist.

JI 5.0 — Complete a job interview that meets industry standards.
5.1.	Professionally introduce yourself.
5.2.	Display good posture and appropriate dress and grooming.
5.3.	Demonstrate knowledge of position applying for and personal history.
5.4.	Respond to four to six questions from the judging panel.
5.5.	Explain work and leadership experiences concisely when applicable.
5.6.	Explain personal strengths and weaknesses to the committee when applicable.
5.7.	Discuss personal and professional short- and long-term goals.
5.8.	Describe two accomplishments and personal satisfaction gained from each when applicable.
5.9.	Explain personal qualifications and characteristics that will lead to professional success.
5.10.	Describe your ideal job when applicable.

JI 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. Please reference the graphic, as you may be scored on specific elements applied to your project. For more, visit: www.skillsusa.org/about/skillsusa-framework/.

COMMITTEE IDENTIFIED ACADEMIC SKILLS

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

Math Skills
None Identified

Science Skills
None Identified

Language Arts Skills

- Provide information in conversations and in group discussions.
- Provide information in oral presentations.
- Demonstrate use of verbal communication skills: word choice, pitch, feeling, tone and voice.
- Demonstrate use of nonverbal communication skills: eye contact, posture and gestures using interviewing techniques to gain information.
- Organize and synthesize information for use in written and oral presentations.
- Edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure and paragraphing.

CONNECTIONS TO NATIONAL STANDARDS

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

Math Standards
None Identified

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

Science Standards

- Understands the scientific enterprise.

Source: McREL compendium of national science standards. To view and search the compendium, visit: www2.mcrel.org/compendium/.

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 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 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 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.