

JOB INTERVIEW (VIRTUAL)



PURPOSE

To evaluate contestants' 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.

CLOTHING REQUIREMENTS

Class A: SkillsUSA Attire:

- Red SkillsUSA blazer, windbreaker or sweater, or black or red SkillsUSA jacket.
- Button-up, collared, white dress shirt. (accompanied by a plain, solid black tie), white blouse (collarless or small-collared) or white turtleneck, with any collar not to extend into the lapel area or the blazer, sweater, windbreaker or jacket.
- Black dress slacks (accompanied by black dress socks or black or skin-tone seamless hose) or black dress skirt (knee-length, accompanied by black or skin-tone seamless hose).
- Black dress shoes.

Contest Clothing Notes (Apply ONLY to Virtual Competitions):

- Official SkillsUSA Competition Clothing recommended but NOT required.
- Contestant clothing options include the following:
 - Official Competition Clothing.
 - Trade Appropriate Clothing.
 - Professional Dress.
 - Business Casual.
- Clothing must meet industry safety standards.
- No identification of the contestant, school or state is allowed on clothing.

- No offensive, vulgar or inappropriate images or text are allowed on contestants clothing.
- No shorts or sleeveless shirts are allowed.
- Skirts must be at least knee-length.
- Proper Personal Protective Equipment (PPE) must be worn by contestant to meet all state, local and school requirements due to COVID-19.

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.

OBSERVER RULE

No observers will be permitted to view the contest.

EQUIPMENT AND MATERIALS

1. Supplied by the technical committee:
 - a. Employment application forms
 - b. Timer
2. Supplied by the contestant:
 - a. Computer for completing application form
 - b. Computer with high speed internet capability and camera to use applications such as Zoom and Teams, etc. The minimum recommended internet bandwidth speeds for joining Zoom meetings, accessing on-demand curriculum and other online operations is 2.0 Mbps up and down. You can test your current internet speeds by following this link: <https://www.speedtest.net/>. Allow the page to load and click on GO.
 - c. A secondary camera(s) may be required to provide judges with the ability to view contestants' from different angles. Additional camera requirements will be located on the SkillsUSA website at <http://updates.skillsusa.org>.
 - d. A contest Proctor will be required to be on site to assist judges. A local industry expert is preferred to serve as the Proctor and shall not be an individual that has been involved with the training of the contestant(s). The Proctor will serve as the onsite "hands and eyes" for

the judges. Proctor will follow instructions from the judges for safety and operations related to the competition. Proctor may be asked by judges to perform several tasks such as operating a portable camera to show specific components or steps, measure parts, or any task that will provide judges with information needed to assist in accurate scoring of the contestant's work or presentation. However, the Proctor shall not serve as a judge nor have any influence in contestant scores.

- e. The contestant's instructor or advisor shall be on site to observe all competition activities to ensure a safe and healthy competition experience for all participants. That instructor or advisor will not be allowed to interact or interfere with the competitor unless a safety issue arises that requires interaction. Any other support or interaction between the contestant and the instructor/advisor will result in disqualification.
- f. All competitors must create a one-page résumé and submit an electronic copy to the technical committee chair at least seven (7) days in advance of the competition. Failure to do so will result in a 10-point penalty. Instructions for submission of the electronic résumé copy will be provided on the SkillsUSA website at <http://updates.skillsusa.org>.

ARRANGEMENT OF ROOMS

1. A Virtual Holding room: An area will be set up in which contestants will assemble to wait their turns.
2. A Virtual Receptionist's waiting area will be furnished. The contestant will complete and submit an electronic application while in the Receptionist waiting room.
3. A Virtual Interview room: A virtual room will be furnished for the contestant and interviewing committee of judges.

SCOPE OF THE CONTEST

Knowledge Performance

There is no written knowledge test required in this contest.

Skills Performance

This contest 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 contest 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.

Contest Guidelines

1. Contestants shall apply for positions in keeping with their occupational objectives. In completing the personal résumé and employment application, contestants will use their own name, address, school, employment and occupational information. All information must be as accurate as possible.
2. The receptionist will serve as a judge.
3. When called from the assembly area, the contestant will approach the receptionist as though applying for a job in the occupational area consistent with the contestant's training program. Contestants will be given an employment application to complete within 30 minutes in the receptionist's presence.
4. Contestants will complete the application electronically. The receptionist will note the time the contestant is handed the application and the time the completed application is returned. 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 or school organizations
 - d. Former employers and work experience
 - e. References

5. The receptionist will receive the completed application from the contestant by electronic submission.
6. Electronic Résumé: Instructions for submission of the electronic résumé copy will be provided on the SkillsUSA website at: <http://updates.skillsusa.org>. The following information must be contained in the one-page résumé:
 - a. Name, address and phone number
 - b. Career objective
 - c. Education and training
 - d. Work experience beginning with present employment listing specific responsibilities
 - e. Professional memberships, major accomplishments, awards earned
 - f. References are to be on a separate page, not on the one-page résumé
7. After the receptionist evaluates the application, a technical committee member will present three copies of the personal résumé to the interviewing committee (judges).
8. After the judges review the personal résumé, a technical committee member will direct the contestant to the judges for the interview.
9. The interview with the judges will be approximately 10 minutes. This will allow adequate time for four to six questions.
10. All contestants in an interview group will be asked identical questions. Such questions might 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?
11. 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 — Prepare a one-page personal résumé

- 1.1 Design a personal layout and structure for the résumé
- 1.2 List name, address and phone number
- 1.3 State a specific career objective
- 1.4 List educational and training information
 - 1.4.1 Provide GPA if currently enrolled in school
 - 1.4.2 Include areas of study
 - 1.4.3 List any employment-related certifications or licenses
 - 1.4.4 Identify name and location of academic/training institutions
- 1.5 Discuss work experience beginning with present employment
- 1.6 Outline specific job responsibilities and transferable skills gained, in a bulleted format
- 1.7 List organizational memberships, major accomplishments and awards earned
- 1.8 Edit résumé for spelling, grammar and effective design

JI 2.0 — Complete an employment application that meets industry standards

- 2.1 Complete the employment application within allotted time limit
- 2.2 Be prepared with all needed information to complete the application
- 2.3 Review employment application to ensure it is free of errors
- 2.4 Complete application form legibly

JI 3.0 — Meet and greet receptionist to meet industry standards

- 3.1 Greet receptionist professionally
- 3.2 Introduce oneself to the receptionist

JI 4.0 — Complete a 10-minute job interview that meets industry standards

- 4.1 Professionally introduce yourself
- 4.2 Display good posture and appropriate dress and grooming
- 4.3 Demonstrate knowledge of position applying for and personal history
- 4.4 Respond to four to six questions from the judging panel
- 4.5 Explain work and leadership experiences concisely when applicable
- 4.6 Explain personal strengths and weaknesses to the committee when applicable
- 4.7 Discuss personal and professional short- and long-term goals
- 4.8 Describe two accomplishments and personal satisfaction gained from each when applicable
- 4.9 Explain personal qualifications and characteristics that will lead to professional success
- 4.10 Describe your ideal job when applicable

JI 5.0 — 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 above, 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 contest.

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: <http://www2.mcrel.org/compendium/browse.asp>.

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.