

PURPOSE

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

ELIGIBILITY

Eligibility in accordance with the SkillsUSA Ohio Program Guidelines.

ORIENTATION

Orientation is at 10:00am. Orientation is for contestants only and is closed to advisors. Lunch follows orientation and is to be completed by 12:00pm.

CLOTHING

Official SkillsUSA attire

Men	Official red blazer, jacket or sweater; black dress slacks; white dress shirt; plain black tie with no pattern or SkillsUSA black tie; black socks and black shoes.
Women	Official red blazer, jacket or sweater; black dress skirt (knee length) or slacks with businesslike 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 seamless hose and black dress shoes.



OBSERVER RULE

No observers are permitted to view the contest.

TOOLS PROVIDED BY CONTESTANTS:

- Four (4) copies of a 1-page typed personal résumé
- Two (2) ink pens blue or black **only**

ITEMS SUPPLIED BY THE COMMITTEE

- Employment application forms
- Timer

ROOM ARRANGEMENT

- Holding room: An area will be set up in which contestants will assemble to wait their turns.
- Receptionist's area: An area will be furnished with receptionist's desk and necessary tables and chairs at which contestants will complete their employment applications.
- Interview room: A room will be furnished with table and chairs for the contestant and interviewing committee.

SPECIAL INFORMATION:

- Beginning 2020 ALL SkillsUSA Ohio State Championships Contests will require a short interview component. Students should be prepared with basic job interview skills.**
- No smart watches or phones are permitted during the contest.
- At the given time (from orientation), student will check in with the receptionist and ask for an application.
- All students must have their own writing utensil (blue or black ink). The receptionist will not provide a writing utensil. The students will also be judged on their dress, professionalism, and communication skills now.
- Contestants will be given an employment application to complete within 20 minutes in a monitor's presence. The monitor 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 20-minute time limit (maximum deduction of 10 points).
- All students will be given an interview in the order that they complete the application.
- Résumé should follow the criteria established in the 2018-2019 SkillsUSA Championships Technical Standards.
- Book/Magazine or smart phone are permitted in the holding area, but not in the competition areas, i.e., office/application room and interview room.

SCOPE OF THE CONTEST

Knowledge Performance

There is no written knowledge test required for the SkillsUSA Ohio Championships.

Skill 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 20 minutes in the receptionist's presence.
4. Contestants will complete the application by printing in ink. 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 20-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 along with four copies of a one-page, typewritten résumé prepared in advance and supplied by the contestants. The following information must be included 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
6. After the receptionist evaluates the application, a technical committee member will present four copies of the personal résumé to the interviewing committee (judges).
7. After the judges review the personal résumé, a technical committee member will direct the contestant to the judges for the interview.
8. The interview with the judges will be approximately 10 minutes. This will allow adequate time for four to six questions.
9. 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?

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

Judging Criteria

The following categories will be used: opening; voice; platform deportment; organization; mechanics; closing; effectiveness; timing; and clothing requirement. See the Rubric for Job Interview for detailed descriptions of each category.

STANDARDS AND COMPETENCIES

Ohio Technical Competencies

1.1.1	Identify the knowledge, skills and abilities necessary to succeed in careers.
1.1.4	Describe the role and function of professional organizations, industry associations and organized labor and use networking techniques to develop and maintain professional relationships.
1.1.5	Develop strategies for self-promotion in the hiring process (e.g., filling out job applications, résumé writing, interviewing skills, portfolio development).
1.1.6	Explain the importance of work ethic, accountability and responsibility and demonstrate associated behaviors in fulfilling personal, community, and workplace roles.
1.2.2	Deliver formal and informal presentations.
1.2.3	Identify and use verbal, nonverbal and active listening skills to communicate effectively.
1.2.5	Communicate information (e.g., directions, ideas, vision, workplace expectations) for an intended audience and purpose.
1.2.6	Use proper grammar and expression in all aspects of communication.
1.2.11	Write professional correspondence, documents, job applications and résumés.
1.2.12	Use technical writing skills to complete forms and create reports.
1.4.2	Select and use software applications to locate, record, analyze and present information (e.g., word processing, e-mail, spreadsheet, databases, presentation, Internet search engines).
1.6.8	Identify the features and benefits that make an organization's product or service competitive.

Ohio Academic Standards

English Language Arts

Writing

Ohio Technical Competencies	ELA Standard	ELA Standard Description
1.1.4	W.9-10.1	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> Establish a clear and thorough thesis to present an argument. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. <p>Provide a concluding statement or section that follows from and supports the argument presented.</p>

1.1.6	W.9-10.2	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> a. Establish a clear and thorough thesis to present information. b. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting b. (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid in comprehension, if needed. c. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. d. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. e. Use precise language and domain-specific vocabulary to manage the complexity of the topic. f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. g. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
1.1.5 1.2.5 1.2.6	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
1.4.2	W.9-10-6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
1.1.4	W.11-12.1	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> a. Establish a clear and thorough thesis to present a complex argument. b. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. c. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. d. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. <p>Provide a concluding statement or section that follows from and supports the argument presented.</p>
1.1.6	W.11-12.2	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> a. Establish a clear and thorough thesis to present and explain information. b. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid comprehension, if needed.

		<ul style="list-style-type: none"> c. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. d. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. e. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. g. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
1.1.5 1.2.5 1.2.6	W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
1.4.2	W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Speaking and Listening

Ohio Technical Competencies	ELA Standard	ELA Standard Description
1.1.1 1.1.6 1.2.3 1.2.5	SL.9-10.1	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
1.2.2	SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
1.2.2 1.4.2	SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
1.2.2 1.2.5 1.2.6	SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)

1.1.1 1.1.6 1.2.3 1.2.5	SL.11-12.1	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
1.2.2	SL. 11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
1.2.2 1.4.2	SL. 11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
1.2.2 1.2.5 1.2.6	SL. 11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)

Language

Ohio Technical Competencies	ELA Standard	ELA Standard Description
1.2.6	L.9-10.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Use parallel structure.* Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
1.2.6	L.9-10.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. Use a colon to introduce a list or quotation. Spell correctly.
1.2.6	L.9-10.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

		<ul style="list-style-type: none"> a. Write work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's <i>Manual for Writers</i>) appropriate for the discipline and writing type. b. Edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.
1.2.6	L.11-12.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.
1.2.6	L.11-12.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Observe hyphenation conventions. b. Spell correctly.
1.2.6	L.11-12.3	<p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> a. Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed. b. Apply an understanding of syntax to the study of complex texts when reading.

Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects

Ohio Technical Competencies	ELA Standard	ELA Standard Description
1.2.12	WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
1.2.12	WHST.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
1.2.12	WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
1.2.12	WHST.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Mathematics

None identified.

Science

None identified.