

# JOB INTERVIEW



## 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

These regulations refer to clothing items that are pictured and described at: [www.skillsusastore.org](http://www.skillsusastore.org). If you have questions about clothing or other logo items, call 800-401-1560 or 703-956-3723.

**Note:** Contestants must wear their official contest clothing to the contest orientation meeting.

## 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. Six copies of a one-page, typewritten personal résumé (one set of three for the preliminary contest and the remaining set of three for the finals). No other material may be submitted by the contestant.
  - b. Pen for completing application form

## ARRANGEMENT OF ROOMS

1. Holding room: An area will be set up in which contestants will assemble to wait their turns.
2. 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.
3. Interview room: A room will be furnished with table and chairs for the contestant and interviewing committee of three 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 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 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 along with three copies of a one-page, typewritten résumé prepared in advance and supplied by the contestants. 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
6. After the receptionist evaluates the application, a technical committee member will present three 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.

## 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/](http://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](http://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](http://www.ncte.org/standards).