

# EMPLOYMENT APPLICATION PROCESS



## PURPOSE

To evaluate contestants' readiness for applying for employment in their occupational areas and understanding the process and procedures required.

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

## ELIGIBILITY

Open to active SkillsUSA members enrolled in career and technical programs with entry-level job skills as the occupational objective. A letter from an appropriate school official on school letterhead stating that the contestant is classified under the provisions of Public Law 105-17, Individuals with Disabilities Education Act, 1997, is required for participation.

State associations having restrictions on release of this information may submit a letter of eligibility that simply states "I certify that (student's name) meets the eligibility requirements for the SkillsUSA Employment Application Process." The letter must be signed by the school official, who must also include his or her title.

The eligibility letter *must* be submitted to the technical committee at the orientation meeting.

## CLOTHING REQUIREMENT

### Class A: SkillsUSA Official Attire

**For men:** Official SkillsUSA blazer or jacket, black dress slacks, white dress shirt, plain black tie with no pattern (or SkillsUSA black tie), black socks, black shoes.

**For women:** Official SkillsUSA blazer or jacket; black dress skirt (knee-length) or black slacks; plain business-like 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 hose; black 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.

## ADVISORS

1. Advisors or instructor *must* attend the orientation meeting with the contestant.
2. Advisor is responsible for obtaining the eligibility letter from the school and submission to the technical committee at orientation.
3. Failure to follow these steps will result in a penalty against the contestant's score.

## KNOWLEDGE PERFORMANCE

No written employability skills knowledge test is required for this contest.

## ORIENTATION

The following are required at the orientation meeting, or a penalty may apply. Refer to Penalties section.

1. Advisor must attend with contestant.
2. Eligibility letter must be submitted.
3. Résumé for SkillsUSA requirement must be submitted.
4. SkillsUSA attire is required.

## OBSERVER RULE

Observers are not be permitted to review the contest.

## TIME LIMITS

The contestant will be allowed 30 minutes to complete the application. The introduction (meet and greet) portion requesting the application is *not* included in the 30 minutes. A penalty will apply for more than 30 minutes spent completing the application.

The interview will last approximately 10 to 20 minutes. No penalties will be given for exceeding this time period, as this portion of the contest is under the judges' control.

## PENALTIES

Penalties apply for the following:

1. No advisor attending the orientation, -1 pt
2. Missing eligibility letter at orientation, -1 pt
3. Attire incorrect at orientation, -1 pt
4. Attire incorrect at contest time, 0 to 5 percent of score
5. Résumé not submitted at orientation (requirement of SkillsUSA), -10 pts
6. Application time, -1 pt for every minute, or fraction thereof, over 30 minutes

## EQUIPMENT AND MATERIALS

1. Supplied by the technical committee:
  - a. Judges
  - b. All necessary information for the judges and technical committee
  - c. Employment application forms
  - d. Table and chair for application completion
2. Supplied by the contestant:
  - a. Three copies of his or her résumé, one to be turned in at orientation, one for preliminary and one for final, if needed
  - b. Pen(s) for completing the employment application form
  - c. The contestant's portfolio, which will be returned to the contestant after the interview

## ARRANGEMENT OF ROOMS

1. An area will be set up for the contestants to assemble and wait their turns.
2. Application room will be set up with tables and chairs for the Personnel Manager (and assistant) for introductions and requesting application forms and for contestants to complete the application.
3. Interview room will be furnished with a table and chairs for the contestant and judges.

## SCOPE OF THE CONTEST

The contest consists of:

1. Preparation and submission of a résumé, completed at home. Three copies will be required.
2. Preparation and submission of a portfolio, completed at home.
3. Completion of an application at contest time. Thirty minutes is allowed (penalty

applies for exceeding the 30-minute limit; refer to the Penalties section). Introduction (meet and greet) with the personnel manager is *not* included in the 30-minute limit, but contestants are judged.

Application will be completed in front of and timed by the personnel manager or assistant (judges).

**Note:** A card (3"x5" or 4"x6") with necessary information may be used to assist in completing the application.

4. The personnel manager (and/or assistant) will evaluate the application and the portfolio.
5. Participate in an in-depth interview with the two interviewers (judges), approximately 15 minutes. There will be two judges for the interview process. Judges will be given a copy of the résumé and the portfolio for their review prior to the interview. After review of the résumé and portfolio, the judges will interview the contestant by asking a series of five questions. Judges are allowed to use their own techniques for the interview.
6. While the actual questions will be determined by the judges prior to the start of the contest, examples of types of questions that may be asked are:
  - a. What's your objective?
  - b. What can you tell us about your future?
  - c. What are your strengths?
  - d. What are your qualifications?

## Résumé

Prepare three copies of a typewritten résumé for submission at the orientation, preliminary and finals, if needed. Included in the résumé must be:

1. Name, address, phone number
2. Career objective
3. Education/training
4. Work experience, listing present employment first, along with specific responsibilities or tasks involved. Volunteering also may be included in work experience.
5. Accomplishments, awards earned, certificates, involvement with school activities, civic organizations or clubs during school years
6. References are to be included

## Portfolio

The portfolio is a hard-copy collection (notebook or other type of binding, not required to be a SkillsUSA notebook) of a contestant's abilities and accomplishments. The purpose of the portfolio is to provide another means for the interviewers to learn about the contestant (potential employee). The portfolio should be created as a final product to be used in applying for future employment.

## Organization of Portfolio

1. Title page — name, address, school, vocational goals or type of job desired
2. Table of contents
3. Vocational skills
4. Work experience
5. Activities: school, community, civic, religious
6. Publicity: copies of awards, newspaper articles, school paper articles, pictures, etc.
7. Pictures or copies of pictures, clippings from other media
8. Other: Any other items that reflect the student's abilities and accomplishments.

**Note:** Pictures may be included throughout the portfolio.

## Preparation for Completing an Application

At home, contestants should practice completing various employment applications, using their reference cards if necessary. Practice printing legibly, using blue or black ink. Much of the information in an application is the same as in the résumé. Typical information requested includes:

1. Type of employment desired, what do you want to do, or what job are you seeking?
2. Education and training
3. Memberships, clubs, community activity, school organizations (include membership in SkillsUSA)
4. Certifications or other awards
5. Work experience (include voluntary jobs)
6. References are to be included

## Preparation for the Interview

In preparation for the interview portion, the contestants should:

1. Understand the importance of first impressions.
2. Practice proper introductions, including handshaking, clearly providing your name and purpose of the interview.
3. Practice informal conversation including:
  - a. Stating your objectives
  - b. Providing information about yourself
  - c. Making yourself understood to the interviewer
  - d. Listening skills to be sure you understand the question
  - e. Learning to ask for clarification if necessary
  - f. Answering questions completely
4. Practice expressing your abilities confidently so that the employer wants to hire you.

## Skills Performance

This contest evaluates the understanding of the employment process a student will face in applying for positions in the occupational area for which he or she is training. The contest consists of two parts. The first is meeting the Personnel Manager and completing the employment application, and the second is the interview. The portfolio is to be submitted at the time of requesting the application from the Personnel Manager.

## Contest Guidelines

1. Contestants shall apply for positions in keeping with their occupational objectives. In completing the résumé, employment application and portfolio, contestants will use their own name, address, school, employment and occupational information, etc. All information must be as accurate as possible.  
**Note:** One 3"x5" or 4"x6" notecard with information to assist in completing the application may be used by the contestant.
2. When called from the assembly area, the contestant will approach the Personnel Manager as though applying for a job. Contestants will be given an employment application to complete within 30 minutes in the presence of the Personnel Manager.

3. Contestants will complete the application. The Personnel Manager will note the time the contestant is handed the application and the time the completed application is returned. The times are entered on the scoring sheet. One point will be deducted for each minute or fraction thereof over the 30-minute time limit (maximum deduction is 10 points).
4. The Personnel Manager will be handed the portfolio at the time of requesting the application. The Personnel Manager (or Assistant) will judge the application and the portfolio.
5. After completing the application and returning it to the Personnel Manager, the contestant will return to the assembly waiting area.
6. A technical committee member will present one copy of the résumé along with the portfolio to the interviewing judges for their perusal prior to the interview.
7. From the assembly area, a technical committee member will inform the contestant which room to enter for the interview.
8. The interview with the judges will be approximately 10 to 20 minutes. No penalty applies as the time required is under the control of the judges.
9. All contestants will be asked five questions. Three questions will be the same for each contestant and two will be about the contestant's portfolio.
10. Judges are encouraged to use their own interview techniques and should keep the focus of the interview on the selected questions.

Check the SkillsUSA website for updates:  
<http://updates.skillsusa.org>.

## Standards and Competencies

### EAP 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 numbers
- 1.3 State a specific career objective
- 1.4 List education 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 List any volunteer (nonpaid) employment
- 1.4.5 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, awards, other notable accomplishments
- 1.8 Edit résumé for spelling, grammar and effective design

### EAP 2.0 — Complete an employment application that meets industry standards

- 2.1 Complete the employment application within the allotted time limit
- 2.2 Be prepared with all needed information to complete the application; a 3"x5" or 4"x6" card may be used as a word bank
- 2.3 Review employment application to ensure it is free of errors
- 2.4 Complete application form legibly

### EAP 3.0 — Meet and greet Personnel Manager to meet industry standards

- 3.1 Greet Personnel Manager professionally
- 3.2 Introduce oneself appropriately

### EAP 4.0 — Complete an approximately 15-minute interview that meets industry standards

- 4.1 Introduce self professionally
- 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 questions from the interviewing judges
- 4.5 Explain work and leadership experiences concisely when applicable
- 4.6 Explain personal strengths and weaknesses if and when asked
- 4.7 Discuss personal and professional short- and long-term goals, if requested
- 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 the ideal job when applicable

### EAP 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
- Provide information through oral presentation

- 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 to 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).