



BARBERING



SkillsUSA Championships Technical Standards

PURPOSE

To evaluate each competitor's preparation for employment and to recognize outstanding students for excellence and professionalism in the field of Barbering.

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

ELIGIBILITY

Open to active SkillsUSA members enrolled in programs with Barbering and/or Cosmetology as the occupational objective.

Class E: Business Casual:

- Official SkillsUSA white polo shirt.
- 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 leather closed-toe dress shoes.

Note: Competitors may wear an apron during the competition.

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 should wear their official competition clothing to the competition orientation to participate in the oral assessment.

EQUIPMENT AND MATERIALS

1. Supplied by the technical committee:
 - a. Mirror and table
 - b. Blood spill kit
 - c. Manikins are provided during the national competition only.
 - 1). If this changes in any given year, competitors will be responsible for supplying their own manikins.
 - d. All pictures or literature of haircuts and creative instructions. There will be preselected haircuts at the SkillsUSA Championships (national competition).
 - 1). Will be given to the competitor at the time of the competition – they will not be published anywhere prior to the national competition.
 - 2). Competitor will replicate steps a barber will take after an effective client consultation. Competitor will be expected to duplicate a clients desired length and shape within a hair design.
 - 3). Photos and competition instructions given at the regional or state competition are specific to that competition only.

2. Supplied by the competitor (checked during kit check):
 - a. Cutting shears
 - b. Thinning shears
 - c. Razor and spare blade
 - d. Clipper
 - e. Trimmer
 - f. Blow dryer
 - g. Combs
 - h. Brushes
 - i. Spray bottle filled with water
 - j. Hair color of choice (professional temporary: examples are pencils, chalks, spray or hair paint. Any type of temporary color not requiring water to rinse is acceptable)
 - k. Towels (minimum of 6)
 - l. Neck strips
 - m. Clippies or hair clips
 - n. Labeled spray hospital-grade disinfectant
 - o. Hand sanitizer
 - p. Protective cape (any style)
 - q. Tripod
 - r. One roll of tape
 - s. One roll of paper towels
 - t. First aid kit
 - u. Blue or black pen
 - v. Typed description of the inspiration and method used to create the creative design. Must be at least ½ page.
 - w. Competitors must create a drawing of their creative design with color application and beard design with color application. Be sure to use colored pencils to show the color applications.

- 1). Competitors will need two copies of their design theme. Design themes must be hand drawn and no bigger than an 8x10 drawing.
- 2). All competitors must create a one-page resume. See “Resume Requirement” below for guidelines.

RESUME REQUIREMENT

Competitors must create a one-page resume to submit online. SkillsUSA national competitors should submit their resume by June 1. The link for resume submission will be published on <http://updates.skillsusa.org> on May 1. 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

Cell phones 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 SkillsUSA Championships director. If confirmed that the competitor used the device in a manner which compromised the integrity of the competition, the competitor’s scores may be canceled.

SCOPE OF THE COMPETITION

The competition is defined by industry standards as identified by SkillsUSA National Technical Committee, which includes The Burmax Company, WAHL, Pivot Point, and National Barber Association.

KNOWLEDGE PERFORMANCE

The contest will include a written exam assessing general knowledge of barbering. Competitors are also required to take the SkillsUSA professional development test.

SKILL PERFORMANCE

The four separate skill performance tasks include haircutting, hair styling, hair color, beard design and coloring. An oral communication (Interview and Creative Design). Creativity is assessed in the creative cut and beard design, while haircutting is evaluated in the recreation of men's haircuts from a photograph. The competition will include an interview which consist of creating a mini resume with completion of a job application and actual interview. Time frame for interview: 15 minutes.

COMPETITION GUIDELINES

1. All competitors must keep their working area clean and organized throughout the competition.
2. All competitors must follow sanitation and safety procedures throughout the competition.
3. A professional attitude and communication are expected throughout the competition.
4. Once time is called, the competitor must stop working. Touching the hair of the manikin after time is called will result in 10 penalty points.
5. Cell phones are not allowed during the competition at any time. They must stay in bag, turned off and out of sight. See "Prohibited Devices" section above.
6. Additional items that are needed to complete any portion of haircut, flat-top cut and creative design cut may be added to kit. They will not be part of the kit check.
 - a. Extra blades for clippers (if needed)
 - b. Attachments for blow dryer (if needed)
 - c. Styling products of choice
 - d. Headlamp is allowed (if needed)
7. Items that are **not** allowed during the competition for any cut/style: stencils, ornaments, hairpieces, leveling devices, guards, additional free-standing lighting, neck dusters, or additional extension cords.
8. **No** alterations to clippers or trimmers are allowed. Failure to abide by this guideline could be a cause for dismissal from the competition. This is a safety and sanitation issue.
9. Competitors should not wear any jewelry that could interfere with services.
10. Be aware of your personal hygiene and wearing strong perfumes or colognes could affect others with allergies.
11. Instructors talking/signaling to judges or competitors once the competition has started could cause their student to be dismissed from the competition.
12. The competitor must clean their station completely at the end of the competition as part of the sanitation grade.
13. Make sure to check www.updates.skillsusa.org and the [SkillsUSA Barbering Page on Facebook](#) for any updates prior to the competition.

STANDARDS AND COMPETENCIES

BA 1.0 — Interview and Communication Skills: Follow oral and written instructions, respond to oral questions, and demonstrate skill and career readiness by participation in a 15-minute mock interview

- 1.1. Complete employment application
- 1.2. Complete mini resume
- 1.3. Use a pleasant voice

- 1.4. Properly introduce yourself
- 1.5. Respond to oral questions
- 1.6. Verify resume information
- 1.7. Demonstrate critical thinking skills

BA 2.0 —Duplicate a haircut and style that has been selected by the SkillsUSA National Technical Committee within a 45-minute time

- 2.1. Duplicate the haircut using shears, thinning shears, texturizing shears, razor, trimmers and/or clippers.
- 2.2. Demonstrate blending, sectioning, lining and finishing.
- 2.3. Duplicate the length, design line and textured look of the selected cut.
- 2.4. Duplicate the finished design using blow dryer or thermal tools such as curling iron, flat iron, etc., as needed.
- 2.5. Use appropriate styling products to duplicate the selected haircut.
- 2.6. Duplicate the balance of form, control of texture and the control of the hair direction.
- 2.7. Follow all safety and sanitation procedures and always maintain a clean area.

BA 3.0 — Flat Top Cut: Execute a haircut that has been selected by the SkillsUSA National Technical Committee within a 45-minute time

- 3.1. Execute the haircut using shears, thinning shears, texturizing shears, razor and/or clipper and trimmers as needed.
- 3.2. Demonstrate the correct techniques for cutting a flat top.
- 3.3. Demonstrate fading, blending, sectioning, lining and finishing.
- 3.4. If needed, competitor may apply a styling aid to help fine-tune the flat top.
- 3.5. Style to enhance the look.
- 3.6. Follow all safety and sanitation procedures and always maintain a clean area.

BA 4.0 — Create a Creative Freestyle Design: Including a Cut and Beard Design with hair color for both. Hair color of your choice can be used. Must be completed within 1 hour, 30 mins. When completed, a 5-to-10-minute oral presentation of the Creative Design will be completed with the judge.

- 4.1. Identify the theme of the creative freestyle design cut and beard design including hair color on paper and turn in hard copy to the technical committee chairperson at orientation. A second copy of the freestyle design should be with the competitor during the skill portion of the competition.
- 4.2. Demonstrate fading, blending, sectioning, lining and finishing.
- 4.3. Create a creative freestyle design cut and beard design including hair and beard color. Any type of temporary hair color can be used. The haircut and beard should flow together for an all-over look.
- 4.4. Use appropriate styling products to duplicate the selected hair design.
- 4.5. Demonstrate balance, proportion and form in the finished creative cut and beard design.
- 4.6. Show control of texture and control of hair direction in the finished design.
- 4.7. Incorporate current trends in both haircut, hair color and beard design.
- 4.8. Follow all safety and sanitation procedures and always maintain a clean area.
- 4.9. Competitor will give a 5-to-10-minute speech on their design to the judge.

BA 5.0 — Working Portfolio – no bigger than a standard 8.5x11 binder is to be used

- 5.1. Table of contents
- 5.2. Career and professional development goals, and a biography
- 5.3. Work philosophy statement, personal mission statement
- 5.4. List of areas of expertise
- 5.5. Works in progress (activities and projects)
- 5.6. Samples of your best work from academic, employment and internship settings
- 5.7. Resume, references, transcripts, letters of recommendation
- 5.8. Evaluations from work/volunteer experiences, agendas of meetings you conducted
- 5.9. Certificates, diplomas, licenses, awards, letters of appreciation you received
- 5.10. Records of community service/volunteer work
- 5.11. Professional memberships and service activities
- 5.12. Newspaper clippings featuring you, media clips of your work, promotional materials you designed
- 5.13. Photographs of you in a professional setting
- 5.14. Printouts/links to websites, web pages, or blogs you created
- 5.15. Certificates of attendance from seminars or workshops
- 5.16. Documentation of leadership experience

BA 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 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 competition.

Math Skills

- Use fractions to solve practical problems.
- Use proportions and ratios to solve practical problems.
- Solve practical problems involving percentages.
- Measure angles
- Find volume and surface area of three-dimensional objects.
- Apply transformations (rotate or turn, reflect or flip, translate or slide and dilate or scale) to geometric figures.
- Construct three-dimensional models.
- Make predictions using knowledge of probability.
- Solve problems using proportions, formulas and functions.
- Use basic math skills for purpose of marketing and bookkeeping: addition, subtraction, multiplication, division and percentages.

Science Skills

- Describe and recognize elements, compounds, mixtures, acids, bases and salts.
- Describe and recognize solids, liquids and gases.
- Describe characteristics of types of matter based on physical and chemical properties.
- Use knowledge of physical properties (shape, density, solubility, odor, melting point, boiling point, color).
- Use knowledge of chemical properties (acidity, basicity, combustibility, reactivity).
- Describe and demonstrate simple compounds (formulas and the nature of bonding).
- Predict chemical changes to matter (types of reactions, reactants and products; and balanced equations).
- Use knowledge of potential and kinetic energy.
- Use knowledge of mechanical, chemical and electrical energy.
- Use knowledge of heat, light and sound energy.
- Use knowledge of temperature scales, heat and heat transfer.
- Use knowledge of the nature and technological applications of light.
- Use knowledge of simple machines, compound machines, powered vehicles, rockets and restraining devices.
- Use knowledge of principles of electricity and magnetism.
- Use knowledge of static electricity, current electricity and circuits.

Language Arts Skills

- Demonstrate use of such verbal communication skills as word choice, pitch, feeling, tone and voice.
- Demonstrate use of such nonverbal communication skills as eye contact, posture, and gestures using interviewing techniques to gain information.
- Demonstrate comprehension of a variety of informational texts.
- Use text structures to aid comprehension.
- Understand source, viewpoint and purpose of texts.
- Demonstrate knowledge of appropriate reference materials.
- Use print, electronic databases and online resources to access information in books and articles.

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

CONNECTIONS TO NATIONAL STANDARDS

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

Math Standards

- Geometry
- Measurement
- Problem solving
- Communication

- Connections
- Representation

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

Science Standards

- Understands the principles of heredity and related concepts.
- Understands relationships among organisms and their physical environment.
- Understands the nature of scientific inquiry.

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

Language Arts Standards

- Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
- 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 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.