



## CUSTOMER SERVICE



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 customer service.

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

### ELIGIBILITY

Open to active SkillsUSA members. Each state may send one high school and one college/postsecondary competitor.

### CLOTHING REQUIREMENTS

#### **Class A: SkillsUSA Official Attire**

- Official SkillsUSA red blazer or official SkillsUSA red jacket
- Button-up, collared, white dress shirt (accompanied by a plain, solid black tie or SkillsUSA black tie), white shirt (collarless or small-collared) or white turtleneck, with any collar not to extend into the lapel area of the blazer, sweater, windbreaker or jacket
- Black dress slacks or black dress skirt (knee-length at minimum)
- Black dress shoes

**Note:** The official SkillsUSA windbreaker, sweater and black Carhartt jacket are no longer available for purchase in the SkillsUSA Store. However, these clothing items are grandfathered in as previous official SkillsUSA clothing and can be worn in SkillsUSA competitions as directed in this document.

**Note:** Wearing socks or hose is no longer required. If worn, socks must be black dress socks and hose must be either black or skin-tone and seamless/nonpattern.

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 1-888-501-2183.

**Note:** Competitors must wear their official competition clothing to the competition orientation meeting.

## EQUIPMENT AND MATERIALS

1. Supplied by the technical committee:
  - a. Simulated workspace with customer reception area which can include table, chair, computer, and/or telephone.
  - b. Flip chart and markers
  - c. Telephone log, telephone directory
2. Supplied by the competitor:
  - a. Pencil and ballpoint pen
  - b. Paper (legal pad or spiral notebook)
  - c. Calculator (non-programmable)
  - d. 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

### KNOWLEDGE PERFORMANCE

The competition involves a written knowledge test. Knowledge of the competencies outlined below will be assessed during the written knowledge test. Written assessments may also be given during the skill performance portion of the competition. Competitors are required to take the SkillsUSA professional development test.

### SKILL PERFORMANCE

The competition involves live, role-playing situations that demonstrate the ability to perform customer service skills selected from the following list of competencies as determined by the SkillsUSA Championships technical committee.

### COMPETITION GUIDELINES

1. Each competitor will be given the same scenario(s) and the same amount of time. Total time will be 15 to 20 minutes.
2. Competitors will be required to attend an orientation meeting where a written test will be given. At this meeting, competitors will draw for reporting times.
3. Competitors must report to the competition area 30 minutes prior to their scheduled reporting time to check in with competition officials and receive final instructions.
4. Competitors should expect to use all aspects of the skills listed in Standards and Competencies. A scenario will likely involve multiple situations occurring simultaneously (e.g., one customer may be engaged in a telephone conversation with the competitor while another customer is walking through the door for face-to-face interaction).
5. Judges will serve in the role of the customer(s).

### STANDARDS AND COMPETENCIES

#### **CUS 1.0 – Demonstrate ability to communicate effectively**

- 1.1. Display effective written communication
- 1.2. Demonstrate effective verbal communication
- 1.3. Employ basic computer keyboarding and computer skills in Microsoft Word
- 1.4. Exhibit good listening skills and show sincere interest
- 1.5. Speak in a clear, understandable manner

#### **CUS 2.0 – Exhibit professional demeanor and business etiquette in customer service scenarios**

- 2.1. Display a confident handshake, proper greeting, and personal introductions
- 2.2. Show confidence and a positive personal image
- 2.3. Show good grooming in dress and personal hygiene
- 2.4. Make a formal introduction
- 2.5. Use proper diction, grammar and pronunciation
- 2.6. Maintain politeness at all times
- 2.7. Exhibit poise, eye contact and professional mannerisms
- 2.8. Show enthusiasm in meeting customer needs

- 2.9. Display self-confidence and persuasiveness
- 2.10. Answer questions maturely

**CUS 3.0 – Solve problems common in customer service work**

- 3.1. Demonstrate brainstorming techniques
- 3.2. Discuss implementation of solutions and costs involved with choosing a solution
- 3.3. Explain the need for follow-up and modification
- 3.4. Apply conflict resolution skills

**CUS 4.0 – Act out proper telephone operating techniques in roleplay scenarios**

- 4.1. Demonstrate ability to receive incoming calls
- 4.2. Handle basic customer service functions
- 4.3. Use basic phone functions
  - 4.3.1. Answer telephone properly
  - 4.3.2. Transfer calls successfully
  - 4.3.3. Participate in a conference call
  - 4.3.4. Place callers on hold
  - 4.3.5. Terminate calls professionally
  - 4.3.6. Complete login and logout procedures accurately
- 4.4. Apply skills to role-play service applications
  - 4.4.1. Respond to a request for information
  - 4.4.2. Manage a customer complaint
  - 4.4.3. Schedule appointments
  - 4.4.4. Respond to account inquires and problems
  - 4.4.5. Respond to product/service information requests
  - 4.4.6. Address any customer issues or concerns

**CUS 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 competition.

**Math Skills**

None Identified

**Science Skills**

None Identified

## **Language Arts Skills**

- Provide information in conversations and in group discussions.
- 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.
- Understand source, viewpoint and purpose of texts.
- Organize and synthesize information for use in written and oral presentations.
- Use print, electronic databases and online resources to access information in books and articles.
- Demonstrate informational writing.
- 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 nature of scientific inquiry

*Source: McREL Compendium of National Science Standards. To view and search the compendium, visit: [www2.mcrel.org/compendium/browse.asp](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 participate as knowledgeable, reflective, creative and critical members of a variety of literacy communities.
- 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).*