CUSTOMER SERVICE (VIRTUAL)

PURPOSE
To evaluate each contestant'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 all active SkillsUSA members.

CLOTHING REQUIREMENTS
Class A: SkillsUSA Official 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 to extend into the lapel area of the blazer, sweater, windbreaker or jacket.
- Black dress slacks (accompanied by black slacks or black or skin-tone seamless hose) or black dress skirt (knee-length, accompanied by black or skin-seamless hose).
- Black dress shoes.

Contest Clothing Notes (Apply ONLY to Virtual Competitions):
- Official SkillsUSA Competition Clothing recommended but NOT required.
- Contestant clothing options include the following:
  o Official Competition Clothing.
  o Trade Appropriate Clothing.
  o Professional Dress.
  o Business Casual.
- Clothing must meet industry safety standards.
- No identification of the contestant, school or state is allowed on clothing.

- No offensive, vulgar or inappropriate images or text are allowed on contestants clothing.
- No shorts or sleeveless shirts are allowed.
- Skirts must be at least knee-length.
- Proper Personal Protective Equipment (PPE) must be worn by contestant to meet all state, local and school requirements due to COVID-19.
- Scoring deductions may only be given and/or disqualification of contestant if clothing safety standards are not met.

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.

EQUIPMENT AND MATERIALS
Supplied by the contestant:
1. Computer with high-speed internet capability and camera to use applications such as Zoom, Teams, etc. The minimum recommended internet bandwidth speeds for joining Zoom meetings, accessing on-demand curriculum and other online operations is 2.0 Mbps up and down. You can test your current internet speeds by following this link: https://www.speedtest.net/. Allow the page to load and click on GO.
2. A secondary camera(s) may be required to provide judges with the ability to view contestants from different angles. Additional camera requirements will be located on the SkillsUSA website at http://updates.skillsusa.org.
3. A contest Proctor will be required to be on site to assist judges. A local industry expert is preferred to serve as the Proctor and shall not be an individual that has been involved with the training of the contestant(s). The Proctor will serve as the onsite "hands and eyes" for the judges. Proctor will follow instructions from the judges for safety and operations related to the competition. Proctor may be asked by judges to perform several tasks such as operating a portable camera to show specific components or steps, measure parts, or any task that will provide judges with information needed to assist in

accurate scoring of the contestant's work or presentation. However, the Proctor shall not serve as a judge nor have any influence in contestant scores.

4. The contestant's instructor or advisor shall be on site to observe all competition activities to ensure a safe and healthy competition experience for all participants. That instructor or advisor will not be allowed to interact or interfere with the competitor unless a safety issue arises that requires interaction. Any other support or interaction between the contestant and the instructor/advisor will result in disqualification

5. All competitors must create a one-page résumé and submit an electronic copy to the technical committee chair at least seven (7) days in advance of the competition. Failure to do so will result in a 10-point penalty. Instructions for submission of the electronic résumé copy will be provided on the SkillsUSA website at http://updates.skillsusa.org.

6. Pencil and ballpoint pen
7. Paper (legal pad or spiral notebook)
8. Calculator (nonprogrammable)

Note: Your contest may also require a hard copy of your résumé as part of the actual contest. Check the Contest Guidelines and/or the updates page on the SkillsUSA website at: http://updates.skillsusa.org.

SCOPE OF THE CONTEST

Knowledge Performance
The contest 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 contest.

Skill Performance
The contest 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.

Contest Guidelines
1. Each contestant will be given the same scenario(s) and the same amount of time. Total time will be 15 to 20 minutes.
2. Contestants will be required to attend an orientation meeting where a written test will be given. At this meeting, contestants will draw for reporting times.
3. Contestants must report to the contest area 30 minutes prior to their scheduled reporting time to check in with contest officials and receive final instructions.
4. Contestants 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 contestant 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
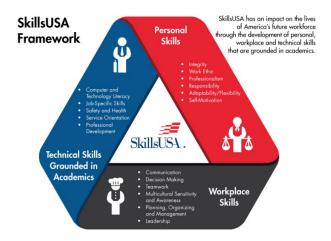2.10   Answer questions maturely

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/.

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
- 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: 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: 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.