

## Introduction:

The SkillsUSA Championships has been called the showcase of career and technical education. The SkillsUSA Championships recognizes career and technical students who excel in their occupational areas, as well as in the leadership and employability skills development areas that are such an integral part of the career and technical education frameworks as well as the SkillsUSA program in the classroom.

The involvement of business and industry in the SkillsUSA Championships program is essential. Leadership, employment, health occupations, trade, industrial, and technical experts donate their time to serve as contest judges and as management team members. They assume responsibility for selecting the skills which are to be judged, determining the format of the contests and establishing the standards by which contestants will be judged.

Besides showcasing students' skills, the SkillsUSA Championships, by the very nature of competition, urges students to take pride in their work and provides a platform for CTE students to work toward the acquisition of a certificate of occupational proficiency. It also provides prospective employers with an opportunity to see dedicated, motivated potential employees at work.

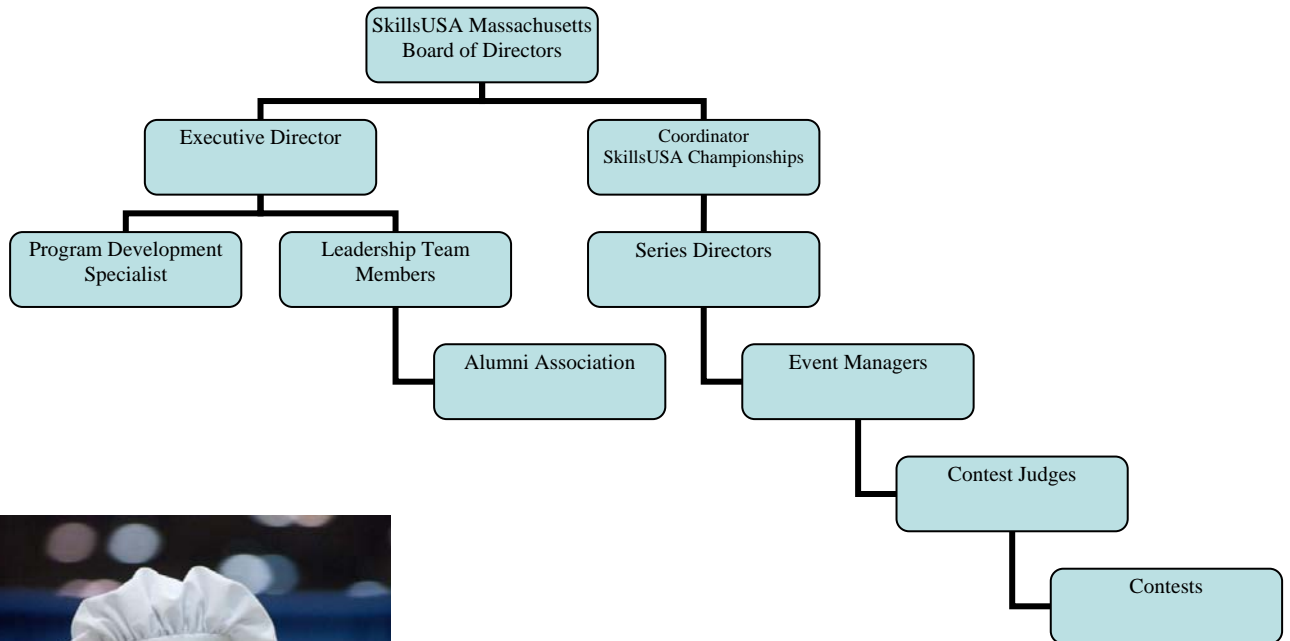
To continue to meet the needs of both potential employees and prospective employers, the line of communication between career and technical education schools and business and industry must be kept open. Educators need to be able to identify industry's needs and, in turn, develop appropriate curricula. SkillsUSA Massachusetts has developed this guide as a tool to help advisors and students better understand the competition structure and provide the needed resources for competition and career success.



## SkillsUSA Championships Organization:

The SkillsUSA Championships is governed by policies established by the Board of Directors of SkillsUSA Massachusetts. These policies cover donations and awards, SkillsUSA Championships committee composition and responsibilities, and host site responsibilities.

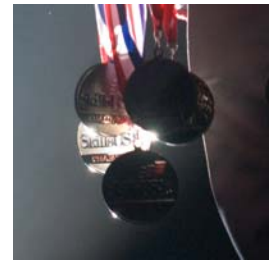
The SkillsUSA Massachusetts Championships are organized as follows:



## General Competition Overview:

1. The SkillsUSA state and national technical standards are written as guidelines for the administration of state and national contests. They should serve as models for administration of local, district, state, and national contests.
2. All problems and exercises mentioned in the SkillsUSA Championships state and national technical standards are sample exercises only.
3. A careful and thoughtful analysis of the skills and knowledge required for successful employment in technical, skill and service occupations, including health occupations, will identify a core of technical and scientific principals that students should understand. Knowing these principles will increase their chance of succeeding and progressing in their fields. Competitors are expected to understand such principles as they apply to their skill areas. They will be expected to know and demonstrate the following:
  - a. Mathematics
  - b. Engineering drawing/print interpretation and schematics related to specific areas of training.
  - c. Reading comprehension/interpreting technical manuals.
  - d. Completion of a job application form
  - e. Making an appointment for a job interview
  - f. Proper interviewing techniques
  - g. Safety Knowledge





## **SkillsUSA Massachusetts Competition Levels:**

### *Local Competition:*

Local competitions are held within respective schools to help determine the students who will represent the school at the district level. Competitions should include employability skills assessment, hands-on technical assessment, and written technical and safety assessments.

### *District Competition:*

District competitions are held within the geographical regions of the state of Massachusetts identified by the Board of Directors. Competitors at this level will be tested through a series of written exams including an employability skills test which will include information from Levels 1 & 2 from the SkillsUSA Professional Development Program. In conjunction a technical skills related written test will be given to each contestant covering the appropriate math, technology, schematic/engineering drawing/print interpretation, safety, problem solving and specific technical knowledge needed for employment. In addition a 10 question general industry safety test will serve as the tie-breaker for all district level competition.

### *State Competition:*

State competitors will be tested at the state conference held annually through both technical knowledge and hands-on skills assessment. Competitors are expected to review both the state and national technical standards for detailed information on the contest scope and the methods of competition. Competitors will be tested on appropriate industry related material to prepare them for the next level of competition.

### *National Competition:*

National competitors will be tested at the national conference held annually through both technical knowledge and hands-on skill assessment. Competitors are expected to review the national technical standards for detailed information on the contest scope and methods of competition. Each individual contestant in both leadership and skill contests will be given an employability skills test from Levels 1 & 2 and the SkillsUSA Professional Development Program. The tests will be administered by the state director at the National Conference before the SkillsUSA Championships begin, the results of this test will serve as a tie-breaker to determine first, second, and third place finishers.

## SkillsUSA Massachusetts District Testing Resource Materials:

### *Employability Skills Testing*

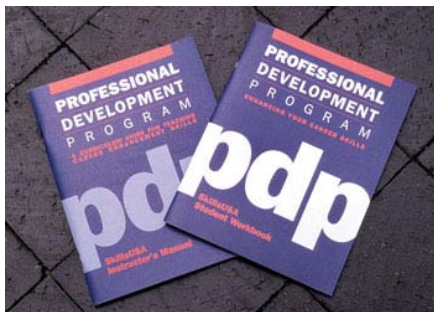
Competitors at the District, State, and National level of the SkillsUSA Championships will be tested on an employability skills test covering material essential to employment within the skilled area. Competition tests are formulated from Levels 1 & 2 and the SkillsUSA Knowledge booklet of the SkillsUSA Professional Development Program. Sample test questions can be found on the next several pages of this manual. Additional information can also be found at [www.skillsusa.org](http://www.skillsusa.org) & [www.mskillsusa.org](http://www.mskillsusa.org)

### *Industry Specific Skills Testing*

Competitors at the District level of the SkillsUSA Championships will be tested through an industry specific written test covering material essential to employment within the skilled area. Competition tests are formulated by (NOCTI) and are specific to the competitors training area. Additional information regarding the Blue Print Assessments and Sample Questions for these tests are available on the next several pages of this manual. Additional information can also be found at [www.nocti.org](http://www.nocti.org).

### *General Industry Safety Tie Breaker Testing*

Competitors at the District level of the SkillsUSA Championships will be given a general industries safety test which will be used in the event of a tie. This test is centered on the 10 hour safety card through the CareerSafe online curriculum which partners with SkillsUSA. This test will serve as a tie breaking test to determine 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> place finishers. Reference material and sample areas of testing can be found on the next several pages of this manual. Additional information can also be found at [www.careersafeonline.com](http://www.careersafeonline.com).



# SkillsUSA Massachusetts Reference Material and Study Bank

## SkillsUSA Knowledge Sample Questions

1. When reciting the SkillsUSA pledge, you are making a promise to prepare \_\_\_\_\_ as a productive worker and citizen.
  - A. you instructors
  - B. yourself
  - C. your chapter president
  - D. your local chapter
  
2. "I believe in the American Way of life" is part of the SkillsUSA
  - A. motto
  - B. theme
  - C. pledge
  - D. creed
  
3. When did the organizations name change from SkillsUSA-VICA to SkillsUSA?
  - A. July 4, 1999
  - B. January 1, 2000
  - C. June 1, 2000
  - D. September 1, 2004
  
4. What is NOT part of the SkillsUSA dress code?
  - A. black skirt or black dress slacks
  - B. white dress shirt
  - C. back dress shoes
  - D. white socks
  
5. What is the SkillsUSA motto?
  - A. Quality at Work
  - B. Fostering a Deep Respect for the Dignity of Work
  - C. Preparing for Leadership in the World of Work
  - D. None of the above

*More SkillsUSA Questions Based Knowledge can be founding the SkillsUSA Knowledge booklet of the Professional Development Program and at [www.skillsusa.org](http://www.skillsusa.org) and [www.maskillsusa.org](http://www.maskillsusa.org)*

## Employability Skills Sample Questions

1. When assembling your portfolio for employment in your profession, which of the following should NOT be included?
  - A. resume
  - B. letters of recommendation
  - C. job application
  - D. samples of your best work
  
2. Which information should NOT be included in a resume?
  - A. religious beliefs
  - B. full legal name
  - C. awards
  - D. former employees
  
3. What color pen should be used when filling out a job application?
  - A. pencil
  - B. blue or black pen
  - C. red
  - D. green
  
4. Which term describes a person's income before any deduction?
  - A. interest
  - B. gross
  - C. net
  - D. viability
  
5. What is the term given to an unpaid experience in which you observe and participate in a specific occupation?
  - A. coop
  - B. internship
  - C. apprenticeship
  - D. job shadowing

*Additional Employability Skills Questions can be found in Levels I & II of the Professional Development Program*

### Parliamentary Procedure Sample Questions

1. To make a motion at a meeting, you must state your motion by saying
  - A. "I state that"
  - B. "I move that"
  - C. "I make the motion that"
  - D. "I observe that"
  
2. If there is no second to a motion, the motion
  - A. is passed
  - B. is carried
  - C. is tabled to the next meeting
  - D. dies
  
3. Minute of a meeting are a record of
  - A. what was said
  - B. the opinion of the secretary
  - C. business transacted
  - D. all of the above
  
4. Who has the right to speak first on a motion?
  - A. president
  - B. person who made the motion
  - C. member in favor of the motion
  - D. member opposed of the motion
  
5. A basic rule of business meeting is
  - A. rules are enforced by the membership
  - B. a maximum of two subjects can be discussed at one time
  - C. rights of the majority are protected
  - D. each member may express opinions

*Additional Employability Skills Questions can be found in Levels I & II of the Professional Development Program and in Roberts Rules of Order, Newly Revised, which can be ordered through SkillsUSA's Educational Materials Department at [www.skillsusa.org](http://www.skillsusa.org).*

### *Business Etiquette Sample Questions*

1. In family style dinners, the salt and pepper should be passed
  - A. separately
  - B. together
  - C. salt before pepper
  - D. pepper before salt
  
2. What is the accepted gratuity for good service in a restaurant?
  - A. 5-10%
  - B. 15-20%
  - C. 25-50%
  - D. 50-60%
  
3. Remember, you never get a second chance to make a \_\_\_\_\_ impression.
  - A. second
  - B. last
  - C. first
  - D. respectful
  
4. Taking hotel "souvenirs" such as ashtrays, towels, and glasses is
  - A. fun
  - B. expected
  - C. unethical
  - D. all of the above
  
5. Develop a \_\_\_\_\_ handshake so a person's first impression of you will be a good one.
  - A. bone crushing
  - B. firm
  - C. limp
  - D. dead fish

*Additional Business Etiquette Skills Questions can be found in Levels I & II of the Professional Development Program*

## *NOCTI Reference Material*

Blue Print Assessments and Sample Questions are available in the following career clusters:

### **Category: Agriculture, Food & Natural Resources**

[Agriculture Mechanics](#)  
[Commercial Food](#)  
[Floriculture-Greenhouse](#)  
[Food Production, Management & Services](#)  
[Forestry Products & Processing](#)  
[Horticulture - Landscaping option](#)  
[Horticulture - Olericulture option](#)  
[Production Agriculture](#)  
[Retail Commercial Baking](#)  
[Workplace Readiness](#)

### **Category: Architecture & Construction**

[Architectural Drafting](#)  
[Building Construction Occupations](#)  
[Building Trades Maintenance](#)  
[Cabinetmaking](#)  
[CAD](#)  
[Carpentry](#)  
[Construction Electricity](#)  
[Construction Masonry - Blocklaying option](#)  
[Construction Masonry - Bricklaying option](#)  
[Construction Masonry - Stone option](#)  
[Electrical Construction](#)  
[Electrical Occupations](#)  
[General Drafting and Design](#)  
[Heating, Ventilation & Air Conditioning](#)  
[Heating, Ventilation, Air Conditioning and Refrigeration](#)  
[Industrial Maintenance Mechanic - Written Only](#)  
[Painting & Decorating](#)  
[Plumbing](#)  
[Technical Drafting](#)  
[Workplace Readiness](#)

### **Category: Arts, Audio-Visual Technology and Communication**

[Audio-Visual Communications](#)  
[Graphic Communication Technology](#)  
[Television Broadcasting](#)  
[Visual Communication](#)  
[Workplace Readiness](#)

## **Category: Business, Management & Administration**

[Accounting Basic](#)  
[Accounting Complete](#)  
[Administrative Assisting](#)  
[Business Information Processing](#)  
[Workplace Readiness](#)

## **Category: Health Science**

[Dental Assisting](#)  
[Dental Lab Technology](#)  
[Health Assisting with Dental](#)  
[Health Assisting without Dental](#)  
[Home Health Aide](#)  
[Medical Assisting](#)  
[Nursing Assisting](#)  
[Practical Nursing](#)  
[Workplace Readiness](#)

## **Category: Hospitality & Tourism**

[Hospitality Mgmt. - Food & Beverage Option](#)  
[Hospitality Mgmt. - Lodging Option](#)  
[Workplace Readiness](#)

## **Category: Human Services**

[Appliance Repair](#)  
[Cosmetology](#)  
[Workplace Readiness](#)

## **Category: Information Technology**

[Computer Networking Fundamentals](#)  
[Computer Programming](#)  
[Computer Repair Technology](#)  
[Computer Technology](#)  
[Workplace Readiness](#)

## **Category: Law, Public Safety & Security**

[Criminal Justice-General](#)  
[Criminal Justice-Law Enforce.](#)  
[Workplace Readiness](#)

## **Category: Manufacturing**

CAD/CAM  
Clothing & Textiles Management & Production  
Manufacturing Technology  
Metalworking & Fabrication  
Precision Machining  
Robotics Technology (written only)  
Sheet Metal  
Welding  
Workplace Readiness

## **Category: Marketing, Sales & Service**

Advertising and Design  
Retail Trades  
Workplace Readiness

## **Category: Science, Technology, Engineering & Mathematics**

Electronic Product Servicing  
Electronic Technology  
Electronics  
Industrial Electricity  
Industrial Electronics  
Pre-Engineering/Engineering Technology  
Workplace Readiness

## **Category: Transportation, Distribution & Logistics**

Air Cooled Gas Engine Repair  
Auto Diesel Mechanics  
Automotive Technician Basic  
Automotive Technician Complete  
Collision Repair  
Collision Repair/Refinishing Technology (Combination)  
Diesel Engine Mechanics  
Heavy Equipment Maintenance Repair  
Marine Mechanics  
Motorcycle Mechanics  
Refinishing Technology  
Truck & Bus Mechanics  
Warehousing Services  
Workplace Readiness

*Additional NOCTI information can be found online at [www.nocti.org](http://www.nocti.org).  
including full blue prints and sample test questions*

## *CareerSafe Reference Material*

Every five days, one teen is killed on the job. According to the National Institute of Occupational Safety, there are about 70 work related fatalities per year among this youth population. More than 200,000 young workers are injured on the job, and 70,000 of them require emergency room or hospital treatment. Further, youth workers continue to have the highest rates of work-related deaths, injuries and illnesses easily double and in some cases triple that for any other age category.

The goal of the CareerSafe program is to teach younger workers how to stay safe in the workplace and begin to prepare these young men and women for a safe and prosperous future in their chosen career. By providing entry-level workers, particularly high school and college students, with fundamental safety knowledge needed in the workplace, this program brings the significance of safety to the forefront. Additionally, it seeks to challenge society to affirm the value of life by joining efforts to reduce the workplace injuries and fatalities suffered by this at risk working population.

### **CareerSafe Online Youth Safety Curriculum**

The CareerSafe online program is the first of its kind. It is an interactive (Youth Teaching Youth) online program that addresses the high-priority safety training needs of young workers. Throughout the program, students explore a wide range of topics including laws, guidelines, behaviors and equipment intended to help them Start Safe and Stay Safe.

Once a student successfully completes the 10 hour online CareerSafe course, he or she receives a wallet card that demonstrates that the student has fundamental safety knowledge needed in the workplace.

Course Outline:

#### **I. Start Safe Stay Safe**

This module will serve as an introduction to the CareerSafe program and provide an overview of OSHA and the "StartSafe. StaySafe." Philosophy.

This module covers:

- What is CareerSafe?
- What is safety?
- Why safety matters to you
- Your legal rights
- What is OSHA?
- The "StartSafe. StaySafe." Philosophy
- What it means to StartSafe
- What it means to StaySafe

## **II. Preventing Falls**

This module helps you to identify, avoid, and eliminate hazards that could cause you or someone else to fall.

This module covers:

- Why preventing falls matters
- Why falls occur
- Safety on elevated work surfaces
  - Floor and wall openings
  - Fixed industrial stairs
  - Ladders
  - Scaffolds
- How to StartSafe and StaySafe to prevent falls

## **III. Personal Protective Equipment (PPE)**

The purpose of this module is to provide an overview of Personal Protective Equipment (PPE) designed to protect your head, face, eyes, ears, hands, feet, respiratory tract, and body from injury and discuss the importance of selecting the PPE that is right for the job you may perform.

This module covers:

- Why PPE matters
- Eye and face protection
- Head protection
- Hearing protection
- Hand protection
- Foot protection
- Respiratory protection
- Full body protection
- How to StartSafe and StaySafe

## **IV. Bloodborne Pathogens**

In this module you will learn what bloodborne pathogens are as well as discover ways in which you can StartSafe and StaySafe around blood and other bodily fluids that could be carrying a harmful disease.

This module covers:

- Understanding pathogens
- Hazards of bloodborne pathogens
- How bloodborne pathogens are transmitted
- Who is at risk
- Reducing your risk of exposure
- OSHA requirements
- How to StartSafe and StaySafe

## **V. Electrical Safety**

This module is designed to help you StartSafe and StaySafe with electricity. It enables you to improve your understanding of how electricity works, raise your awareness of how electricity can hurt you, and discuss ways to protect yourself from electrical hazards.

This module covers:

- Why electrical safety matters
- How electricity works
- The danger of electricity
- Electrical safety
  - Electrical safety devices
  - Electrical safety procedures
- How to StartSafe and StaySafe around electricity

## **VI. Machine Guarding**

The purpose of this module is to help you be as safe as possible when you are working with machines or in areas where machines are being operated.

This module covers:

- Why machine guarding matters
- Types of mechanical hazards
- Methods of machine guarding namely
  - Guards
  - Devices and
  - Location or Distance
- Safety aids
- Safe work practices
- Proper training
- How to StartSafe and StaySafe

## **VII. Hazard Communication**

The purpose of this module is to help you be aware of the potential hazards of chemicals that you may encounter in the workplace.

This module covers:

- Why chemical safety matters
- Chemical safety overview
- The "Right-to-Know" Law
- HAZCOM Program
- Material safety data sheets
- Warning labels
- Employee training
- How to StartSafe and StaySafe

## **VIII. Ergonomics**

The purpose of this module is to help you understand the science of ergonomics and how to prevent ergonomic-related injuries and illnesses.

This module covers:

- What is ergonomics?
- Why ergonomics matters
- Risk factors affecting ergonomics
- Posture
- Biomechanics
- Lifting techniques
- Applying ergonomics and
- How to StartSafe and StaySafe

## **IX. Preventing Workplace Violence**

The purpose of this module is to raise your awareness about workplace violence and help you to StartSafe and StaySafe by providing you some tips on how you can prevent or avoid violent incidents both in your personal life *and* in the workplace.

This module covers:

- What is violence?
- Who is at risk?
- Prevention strategies:
  - Employer and employee involvement
  - Warning signs
  - Coping skills
- How to StartSafe and StaySafe.

## **X. Emergency Action**

The purpose of this module is to help you StartSafe and StaySafe in case you are faced with an emergency situation. This module helps demonstrate the importance of planning for any emergency that might occur.

This module covers:

- The importance of emergency planning
- General emergency preparedness
- What is an Emergency Action Plan (EAP)?
- Emergency guidelines
  - Tornados
  - Earthquakes
  - Hurricanes
  - Fires
  - Chemical Release
  - Hostile Act
- How to StartSafe and StaySafe

*Additional CareerSafe information can be found online at  
[www.careersafeonline.com](http://www.careersafeonline.com)*