



COSMETOLOGY



SkillsUSA Championships Technical Standards

PURPOSE

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

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

ELIGIBILITY

Open to active SkillsUSA members enrolled in programs with Cosmetology as the occupational objective.

CLOTHING REQUIREMENT

Class F: Competition Specific — Barbering, Cosmetology, Esthetics, Nail Care

- Official SkillsUSA white dress shirt or official white polo
- Black dress slacks
- Black leather work or dress shoes

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.

Note: The Official SkillsUSA white cosmetology smock or apron can be worn with the official white dress shirt.

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 must wear their official contest clothing to the contest orientation meeting.

EQUIPMENT AND MATERIALS

1. Supplied by the technical committee:
 - a. Shampoo bowls, mirrors and tables, and mannequin head stands
 - b. All pictures or literature of styles, haircuts and techniques and/or specialized process details related to the competition's tasks. *Note:* Pictures will not be provided until competition time.
 - c. First aid kit
 - d. Blood spill kit
2. Supplied by the contestant:
 - a. Cutting shears
 - b. Thinning shears
 - c. Razor and spare blade
 - d. Clipper
 - e. Thermal tools (flat iron and/or curling iron)
 - f. Blow dryer
 - g. Styling product(s) of choice
 - h. Combs
 - i. Brushes
 - j. Spray bottle (filled with water)
 - k. Towel
 - l. Hair clips
 - m. Hair color bowl and brush
 - n. Hair color applicator bottle
 - o. Hair color/highlighting products
 - p. Gloves
 - q. Foil
 - r. Protective cream
 - s. Plastic wrap
 - t. Shampoo and conditioner
 - u. Coil cotton
 - v. All competitors must create a one-page resume. See "Resume Requirement" below for guidelines.
 - w. All competitors will prepare a sketch sheet and identify the color pattern design they will be using in the hair color competition. It will be turned in during orientation.

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 contest is defined by industry standards as identified by SkillsUSA technical committee, which includes Burmax Co. Inc., Fantastic Sam's, Marianna, Milady, Regis Corp./Supercuts, SportsClips and Pivot Point International.

The competition is divided into four separate skill performance tests, one written examination and a verbal communications competition.

KNOWLEDGE PERFORMANCE

The competition will include a written knowledge test assessing knowledge of cosmetology.

SKILL PERFORMANCE

A verbal communications test will assess competitors' verbal presentation skills. The four separate skill performance tests assess skills in haircutting, hair styling, hair color and long hair design at multiple performance stations. Creativity is assessed in the long hair and hair color design test, while haircutting is tested in the re-creation of one long haircut and one short haircut working from a picture (which will be provided at the time of the competition). The technical skills are assessed through a uniform layered haircut.

COMPETITION GUIDELINES

1. The competition rules will be reviewed during orientation. After the review session, competitors, in their required dress code, will take the verbal communications and written test. Competitors will then be escorted to the competition site to receive final instructions.
2. The long hair mannequin will be colored and judged on site.
3. All competitors must keep their work area clean and organized.
4. All competitors must follow sanitation and safety procedures throughout the contest.
5. Professional attitude and communication are expected throughout the contest.

6. Once time is called, competitors must stop working. Touching the hair of the mannequin or model after time is called will result in three penalty points.
7. Cell Phones must be turned off during the contest.
8. For the parade finale, the contestant's name, school, city, state and advisor will be announced. Competitors will present their completed mannequins to the audience.
9. The technical committee will supply mannequins and holders for all areas of this contest. If this changes in any given year, competitors will be responsible for supplying their own mannequins and holders.
10. For the long hair design station, no ornaments, hairpieces or any type of enhancements made of hair are allowed. No eyelashes are allowed.

STANDARDS AND COMPETENCIES

CO 1.0 — Long Hair Design: Create a long hair design of your choice within a one-hour period

- 1.1. Style hair to produce a range of special effects in an upswept position
- 1.2. Incorporate applicable techniques such as braiding, twisting, rolls, loops, etc.
- 1.3. Secure hair with hair pins, bobby pins and bands as applicable. Volume base inserts (donut bun) are allowed.
- 1.4. Create a design that is clean, smooth, showing no back combing, and back brushing under the finished style
- 1.5. Check that hair pins, bobby pins and bands are not exposed
- 1.6. Demonstrate balance, proportion and form in the finished design
- 1.7. Show control of texture and control of hair direction in the finished design
- 1.8. Long hair design should be complimented by the color design
- 1.9. Incorporate current trends

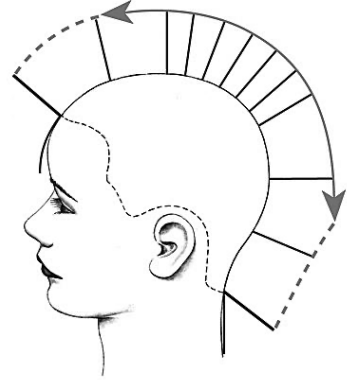
CO 2.0 — Long-Hair Cut and Design: Duplicate a haircut and style that has been selected by the national technical committee within a 45-minute time period

- 2.1. Duplicate the haircut using shears, thinning shears, texturizing shears, razor and/or clippers as needed
- 2.2. Duplicate the length, design line and textured look of the selected cut
- 2.3. Duplicate the finished design using blow dryer or thermal tools such as curling iron, flat iron, etc., as needed
- 2.4. Use appropriate styling products to duplicate the selected haircut
- 2.5. Duplicate the balance of form, control of texture and the control of the hair direction

CO 3.0 — Short Hair Cut and Design: Duplicate a determined haircut and design that has been selected by the national technical committee within a 45-minute time period

- 3.1. Duplicate the haircut using shears, thinning shears, texturizing shears, razor and/or clipper, as needed
- 3.2. Duplicate the length and design line of the selected cut
- 3.3. Duplicate the finished design using blow dryer, or thermal tools such as curling iron, flat iron, etc., as needed
- 3.4. Use appropriate styling products to duplicate the selected haircut
- 3.5. Duplicate the balance of form, control of texture and the control of hair direction

**CO 4.0 — Uniform Layer Haircut (90 Degree) (see drawing at end)
Haircut Procedure: Create a uniform layer (90 degree) haircut and design with criteria selected by the national technical committee within a 45-minute time period, styling the hair with hair dryer and fingers only**



- 4.1. Assemble tools (shears, comb and blow dryer) and prepare station
- 4.2. Part and clip hair into a four-section
- 4.3. Drop a ½-inch hairline guide around the entire perimeter
- 4.4. Establish the design length around the back perimeter
- 4.5. Establish the design length around the front perimeter
- 4.6. Check to ensure that the front and back design lines are connected
- 4.7. Establish the same length interior guide at the top of head (apex, crown)
- 4.8. Continue cutting from the apex to the front design line to established interior guide at the top of the head
- 4.9. Continue cutting from the apex to the center back design line to complete the interior guide
- 4.10. Use vertical partings to connect guides to complete the cut
- 4.11. Maintain a constant 90-degree elevation throughout the procedure
- 4.12. Follow a traveling guide to maintain uniformly layered lengths
- 4.13. Perform a cross check of procedure for accuracy and finish if necessary
- 4.14. Finished cut is uniformly blended
- 4.15. Blow hair dry to frame face
- 4.16. Clean and organize station

CO 5.0 — Hair color and Highlighting: Demonstrate application procedures for hair coloring and/or highlighting on the long hair mannequin design within a 3-hour time period

- 5.1. You may highlight/color your mannequin as desired
- 5.2. You must use at least one color. There is no limit on the number of colors you use
- 5.3. Apply color using either bowl and brush or application
- 5.4. Color design must compliment the long-hair design
- 5.5. Identify the color pattern used by drawing on a sketch sheet (create ahead of time and turn in during orientation)

CO 6.0 — Verbal Communication Skills: Follow verbal and written instructions, respond to questions, and demonstrate customer service skills by phone in a two-minute simulated work scenario

- 6.1. Identify the salon by name
- 6.2. Introduce yourself to client
- 6.3. Ask for clients first and last name
- 6.4. Use client's name during call
- 6.5. Ask for client's phone number
- 6.6. Offer additional salon services or special services
- 6.7. Ask client if they need directions to the salon
- 6.8. Verify date and time of haircut appointment
- 6.9. Ask client if they have any questions

6.10. Thank the client for calling

6.11. Use a pleasant voice; be friendly, helpful and sincere.

COMMITTEE IDENTIFIED ACADEMIC SKILLS

The technical committee has identified that the following academic skills are embedded in this contest.

Math Skills

- Use fractions to solve practical problems
- Use proportions and ratios to solve practical problems
- Solve practical problems involving percents
- 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 gasses
- 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

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 for 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.