



**SCNC**  
**SKILLS CANADA**  
**NATIONAL**  
**COMPETITION**



**OCMT**  
**OLYMPIADES**  
**CANADIENNES**  
**DES MÉTIERS**  
**ET DES**  
**TECHNOLOGIES**

  
**skillsCompétences**  
**Canada**  
Halifax2019

CONTEST DESCRIPTION / DESCRIPTION DE CONCOURS

**JOB SKILL**  
**DEMONSTRATION**  
**PRÉSENTATION :**  
**APTITUDES**  
**PROFESSIONNELLES**

SECONDARY / NIVEAU SECONDAIRE



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## **1 THE ESSENTIAL SKILLS FOR CAREERS IN THE SKILLED TRADES AND TECHNOLOGY**

SCC is currently working with Employment and Social Development Canada (ESDC) in order to bring awareness to the importance of Essential Skills that are absolutely crucial for success in the workforce. Part of this ongoing initiative requires the integration and identification of Essential Skills in contest descriptions, projects, and project documents. The next phase and very important aspect of our Essential Skills (ES) initiative is to provide an ES report card to each competitor at the Skills Canada National Competition. The purpose of the ES report card is to inform the competitor about their current level of essential skills based on their competition scores. With this knowledge, the competitor will be made aware which essential skill may require improvement. Full implementation is expected in the next Skills Canada National Competition.

The following 9 skills have been identified and validated as key essential skills for the workplace in the legend below:

<sup>1</sup>Numeracy, <sup>2</sup>Oral Communication, <sup>3</sup>Working with Others, <sup>4</sup>Continuous Learning, <sup>5</sup>Reading Text, <sup>6</sup>Writing, <sup>7</sup>Thinking, <sup>8</sup>Document Use, <sup>9</sup>Digital

These essential skills have been identified in section 2.4 and/or 3.2 of your Contest Description and if applicable, in your Project and all other supporting project documents.

## **2 CONTEST INTRODUCTION**

### **2.1 Description of the associated work role(s) or occupation(s).**

<http://skillscompetencescanada.com/en/careers/employment/job-skill-demonstration/>

### **2.2 Purpose of the Challenge**

The purpose of the competition is to evaluate each competitor's ability to demonstrate and fully communicate the process of the job skill. The skill demonstrated must reflect a skill area that is a component of the Canadian or a Provincial Skills Competition. See the list below for the Skills Canada Contests. Provinces may, however, offer contests not listed. Job Skill demonstrations performed at the provincial level will be accepted at the national competition. Please refer to Skills/Compétences Canada Website for a continuously evolving list <https://www.skillscompetencescanada.com/en/scnc-2019-competition-documents/>

## 2.3 Duration of contest

**2.3.1** The number of days of the contest will be based on the number of competitors. Each competitor has up to 50 minutes for this demonstration, which includes set-up, demonstration and take down. Judges will ask questions following the demonstration. Time used during questioning will not count as demonstration time. Visual aids such as props or models may be used to demonstrate the topic.

- Time Format:
  - Set-Up – Up to 10 minutes
  - Demonstration - At least 20 minutes, not more than 30 minutes
  - Questions - will have no bearing on the demonstration time
  - Take Down - Up to 10 minutes

## 2.4 Skills and Knowledge to be tested

- Each competitor must prepare for the Job Skills Demonstration by:
  - Providing a detailed health and safety plan with a description of the demonstration, along with a Safety Data Sheet (SDS) if applicable, identification of skills, and the relation of the demonstration to the specific skill area (see section 2.2)<sup>6,7</sup>
  - Preparing a 20-30 minute demonstration<sup>7,8</sup>
  - Following the competition judging criteria provided in section 6.1 of this document.<sup>8</sup>
  - Identification and explanation of essential skills that will be used during the demonstration<sup>2,7</sup>
- Specific Information:
  - Competitors must prepare their own digital and non-digital visual aids (signs, charts, slides and diagrams)<sup>8,9</sup>
  - This contest is an individual demonstration; however, one assistant may be used to set-up and take-down, or to be a model during the demonstration. The model and assistant may be different individuals, but only one may be in the demonstration area at any given time, or penalties could apply.
  - The demonstration must be at least 20 minutes in length and must not exceed 30 minutes<sup>7</sup>
  - Competitors must present/demonstrate, without reading from a script<sup>2</sup>
  - Competitors must follow the current occupational health and safety standards relating to the demonstration.<sup>7</sup> Demonstrations that represent imminent danger may result in intervention by the National Technical Committee (NTC) members.
  - There must be no coaching/assisting from teachers, instructors, mentors or audience members once the demonstration has begun. Any interference or assistance may result in disqualification of the competitor.
- Competitors should assume that their demonstrations will be viewed by the general public, other competitors, and may be photographed or videotaped.

Competitors should be aware of and prepared for distractions in and around the skill area.

*Essential Skills – 2Oral Communication, 6Writing, 7Thinking (Critical, Job Task Planning & Organizing, Significant Use of Memory), 8Document Use, 9Digital*

### 3 CONTEST DESCRIPTION

**3.1** List of documents produced and timeline for when competitors have access to the documents.

DOCUMENT	DATE OF DISTRIBUTION VIA WEBSITE
Safety Plan	January 2019

**3.2** Tasks that may be performed during the contest. Some examples of job skills that may be demonstrated include, but are not limited to the following.

- Installing/repairing dry wall
- Installing a lock set on a door
- Servicing small engines
- Installing a light and switch
- Soldering copper tubing
- Creating a visual element for a video production
- Hairstyling
- Baking/Cooking
- Constructing a webpage
- Constructing a brick wall

### 4 EQUIPMENT, MATERIAL, CLOTHING

**4.1** Equipment and material provided by Skills/Compétences Canada.

- A space appropriate for conducting a demonstration
- 2 110/120 volt (15 amp) electrical outlets
- 2 power bars
- 2 extension cords (minimum 10' length)
- Two heavy duty tables approximately 0.75 m by 1.5 m.
- Large waste container for cleanup
- A broom and dust pan
- Projection Screen (9' X 12')
- 60-inch TV or monitor with HDMI input and minimum 10' cable
- Portable microphone system with lapel mic.
- Wi-fi accessibility

**4.2** Equipment and material provided by the competitor.

- All other equipment, including data projector, laptop, extension cords and remote must be provided by the competitor

#### 4.3 Required clothing provided by the competitor.

- Competitors must wear clothing appropriate for the demonstration

## 5 SAFETY REQUIREMENTS

### 5.1 Personal protective equipment (PPE)

PPE must be worn by all parties involved during the set-up, job skill demonstration, and take-down if necessary. Some examples of this are: the use of safety glasses, gloves, appropriate clothing and head coverings, antistatic wrist bands and steel toed boots. Competitors who do not have the appropriate PPE may not be allowed to continue with their demonstration. Assistants or models will not be able to enter the skill area without the proper PPE.

### 5.2 Safety Plan

Competitors are responsible for ensuring that health and safety requirements are in compliance with the legislation of the host province;

see <https://www.novascotia.ca/lae/healthandsafety> for your particular demonstration.

A safety plan including a description of the demonstration and the skill area must be submitted by **May 17, 2019**. The Health and Safety form can be found on the Skills/Compétences Canada national website. Competitors will not be allowed to compete unless they have submitted a Health and Safety form along with a Safety Data Sheet (SDS) if applicable, and a description of the demonstration by the selected date. For information on Safety Data Sheets, please see:

[http://www.ccohs.ca/oshanswers/chemicals/whmis\\_ghs/sds.html](http://www.ccohs.ca/oshanswers/chemicals/whmis_ghs/sds.html).

## 6 ASSESSMENT

### 6.1 Points breakdown

POINT BREAKDOWN	WEIGHT	TOTALS
Opening		
Introduces the skill to be demonstrated	2	10
Explains link to competition area	2	
Identifies and explains essential skills to be used in the demonstration	3	
Outlines the process to be followed in the demonstration	3	
Demonstration and Explanation		
Steps of the demonstration follow a logical progression:		10
Initial steps lay out the groundwork of the demonstration	3	
Subsequent steps expand upon and develop out of these	4	
Final steps in the demonstration lead to a logical conclusion	3	
Demonstration shows thoroughness		



Details in the explanation help to support each step of the process	3	32
Each step makes the process clearer	2	
Although thorough and detailed, steps are easy to follow and understand	3	
Complexity of the demonstration	5	
Demonstration space is organized	3	
Demonstration space is effectively used	3	
Materials and resources are used effectively	3	
Essential skills have been demonstrated as identified	2	
Demonstration is within the 20-30 minute time limit	2	
Setup is within the required time limit and with only one assistant/model in the skill area at a time	1	
Take-down is within the required time limit and with only one assistant/model in the skill area at a time	1	
Competitor adheres to current occupational health and safety standards in accordance with the submitted, approved Safety Plan	4	
<b>Presentation</b>		
The competitor uses trade-appropriate language in the demonstration	3	36
The competitor explains any skills-specific terminology used in the demonstration	3	
The competitor uses voice appropriately: Tempo	4	
The competitor uses voice appropriately: Pitch	3	
The competitor uses voice appropriately: Projection	3	
The competitor conveys enthusiasm	5	
The competitor conveys confidence	5	
The competitor establishes audience rapport through both verbal and non-verbal elements.	4	
The competitor does not read from prepared script	2	
The competitor addresses safety procedures during the presentation	4	
<b>Closing and Application</b>		
Closing summarizes the presentation	2	6
Closing explains the practical uses of the skill demonstrated	4	
<b>Response to Questions</b>		
Question 1: Competitor answers the question providing depth and insight	3	6
Question 2: Competitor answers the question providing depth and insight	3	
<b>Totals</b>	<b>100</b>	<b>100</b>

## 7 ADDITIONAL INFORMATION

### 7.1 Consecutive translation

If consecutive translation is required on site, the Skills/Compétences Canada Provincial/Territorial offices must advise Skills/Compétences Canada National Secretariat a minimum of 1 month prior to the competition or this service might not be guaranteed

### 7.2 Ties

- Tiebreaker #1: The competitor with the highest score in the demonstration and explanation criteria combined will be declared the winner.
- Tiebreaker #2: The competitor with the highest score in the presentation criteria will be declared the winner.
- Tiebreaker #3: The competitor with the highest score in the opening criteria will be declared the winner.

### 7.3 Competition rules

Please refer to the [competition rules](#) of the Skills Canada National Competition which can be found on the Skills/Compétences Canada website.

## 8 NATIONAL TECHNICAL COMMITTEE MEMBERS

Member Organization	Name
Alberta	Fred Mensch
Saskatchewan – Chair	Janet Uchacz-Hart
Newfoundland and Labrador	Tony Hillier
Manitoba – Co-Chair	Brenda Giesbrecht
Ontario	Roseanne Toronchuk
Nova Scotia	James MacDonald
Nunavut	Deatra Walsh

Contact the Skills/Compétences Canada national secretariat for any questions or concerns: Nathalie Maisonneuve ([nathaliem@skillscanada.com](mailto:nathaliem@skillscanada.com)).