



SET OF ALL ROLE-PLAYS

ROLE-PLAYS USED IN DECA'S
INDIVIDUAL SERIES EVENTS



2018



APPAREL AND ACCESSORIES MARKETING

ROLE-PLAYS USED IN DECA'S
INDIVIDUAL SERIES EVENTS



2018



APPAREL AND ACCESSORIES MARKETING SERIES

2018 ROLE-PLAYS

INCLUDES:

INTEGRATE DECA'S ROLE-PLAYS AND CASE STUDIES INTO YOUR CLASSROOM

ROLE-PLAY 1: PROMOTION

ROLE-PLAY 2: MARKETING

ROLE-PLAY 3: CHANNEL MANAGEMENT



INTEGRATE DECA'S ROLE-PLAYS AND CASE STUDIES INTO YOUR CLASSROOM

With its connection to National Curriculum Standards, DECA's Competitive Events Program is designed to be integrated into classroom instruction to help members apply learning and connect to business. As teaching tools, DECA's role-plays and case studies provide relevant, meaningful problems for students to solve, provide a standards-based evaluation, increase rigor of the instruction, result in evidence of student learning and expose students to DECA – all as part of classroom instruction.

STEP 1: FAMILIARIZE YOURSELF WITH EVENT GUIDELINES AND PERFORMANCE INDICATORS.

Use the DECA Guide to familiarize yourself with event guidelines that explain how each competitive event will operate – time limits, exam specifications, interactions with a judge, etc.

Role-plays and case studies are developed using performance indicators – key concepts from national curriculum standards that students should learn during the school year. DECA uses five lists of performance indicators which are organized by career cluster – business administration core, business management and administration, finance, hospitality and tourism, and marketing, as well as personal financial literacy.

Each performance indicator list is arranged by instructional areas to assist advisors with planning units of instruction. Advisors teaching accounting courses, for example, can use the Finance Career Cluster performance indicator list to plan their curriculum while advisors teaching marketing courses can use the Marketing Career Cluster performance indicator list.

STEP 2: UNDERSTAND HOW ROLE-PLAYS AND CASE STUDIES ARE DESIGNED.

The career cluster and primary instructional area for role-plays and case studies are identified at the top of the first page of the event.

Role-plays used for DECA's Principles of Business Administration Events measure four performance indicators from the business administration core.

Case studies used for DECA's Team Decision Making Events measure seven performance indicators. Usually, at least four of the seven performance indicators have been selected from the case study's instructional area. Therefore, if the event situation is asking the participant to develop a promotion plan, most of the performance indicators will be from the promotion instructional area.

Role-plays used for DECA's Individual Series Events measure five performance indicators. Usually, at least three of the five performance indicators have been selected from the event situation's instructional area. The career pathway is also identified on the role-play, which may include performance indicators from that specific pathway as well.

Role-plays used for DECA's Personal Financial Literacy event measure three performance indicators from the National Standards in K-12 Personal Finance Education, created and maintained by the Jump\$tart Coalition® for Personal Financial Literacy.

STEP 3: START ORGANIZING SAMPLE EVENTS.

Each year, DECA posts sample role-plays and case studies on deca.org. Shop DECA also sells previously used events each year. Gather these samples and begin to categorize them by instructional area.

STEP 4: USE SAMPLE EVENTS AS A CLASSROOM ACTIVITY.

As you teach different instructional areas during the year, use corresponding role-plays and case studies as learning tools. While the traditional competitive event setting requires interaction with judges, many advisors have used role-plays and case studies as:

- warm-up activities at the beginning of classes.
- writing exercises that require students to write their ideas for solving the problem presented in the role-play or case study.
- public speaking exercises that require students to deliver an oral report or recorded video that presents their ideas for solving the problem presented in the role-play or case study.
- assessment tools in lieu of a multiple-choice quiz/test.

Since the evaluation form for each role-play and case study assesses the performance indicators, you are assessing students' performance according to national curriculum standards which are industry validated and aligned to career clusters.

ADDITIONAL RESOURCES

Event guidelines, performance indicator lists, sample events and sample exam questions are available at www.deca.org/competitiveevents. Sample role-play presentations can be viewed at www.deca.org. Advisors may wish to show the videos and ask students to evaluate the presentations using the evaluation forms. Shop DECA sells many items to assist advisors with integrating DECA into curriculum at shopdeca.org.



CAREER CLUSTER

Marketing

CAREER PATHWAY

Merchandising

INSTRUCTIONAL AREA

Promotion

APPAREL AND ACCESSORIES MARKETING SERIES EVENT

PARTICIPANT INSTRUCTIONS

- The event will be presented to you through your reading of the 21st Century Skills, Performance Indicators and Event Situation. You will have up to 10 minutes to review this information and prepare your presentation. You may make notes to use during your presentation.
- You will have up to 10 minutes to make your presentation to the judge (you may have more than one judge).
- You will be evaluated on how well you meet the performance indicators of this event.
- Turn in all of your notes and event materials when you have completed the event.

21st CENTURY SKILLS

- Critical Thinking – Reason effectively and use systems thinking.
- Problem Solving – Make judgments and decisions, and solve problems.
- Communication – Communicate clearly.
- Creativity and Innovation – Show evidence of creativity.

PERFORMANCE INDICATORS

1. Identify components of a retail image.
2. Explain the nature of effective communications.
3. Identify the elements of the promotional mix.
4. Describe word-of-mouth channels used to communicate with targeted audience.
5. Explain types of advertising media.

EVENT SITUATION

You are to assume the role of promotional director for DRESSED, a national apparel and accessories retailer. The global brand president (judge) wants you to create a promotional plan that will best publicize and communicate an unusual new endeavor for the company.

DRESSED markets branded casual wear, undergarments, outerwear and accessories to both male and female college students in its 900 stores across the nation. DRESSED also sells merchandise on its website. The majority of DRESSED locations are in suburban shopping malls, although many large metropolitan areas have stand alone stores in downtown shopping districts.

In an attempt to entice shoppers to spend more time at DRESSED stores, executives have decided to open smaller stores, named RE-DRESSED, in busy college neighborhoods in New York City, Los Angeles, Houston and Chicago. The RE-DRESSED stores will feature only one product, DRESSED branded denim jeans, but will offer additional services. Along with an assortment of denim jeans and fitting rooms, RE-DRESSED stores will offer study spaces and a small laundromat for patrons.

While the combination of a DRESSED branded store with study spaces and a laundromat is extremely unusual, executives feel it is exactly the type of combination that will drive foot traffic among young shoppers. Executives feel that providing the unique services will allow young shoppers to spend more time at the RE-DRESSED location and provide a feeling of goodwill toward the DRESSED brand. Executives hope shoppers feel RE-DRESSED is innovative and exciting.

The global brand president of DRESSED (judge) wants you to create a promotional plan that will best publicize and communicate RE-DRESSED as something new and different. The global brand president (judge) wants your promotional plan to include effective communication for for all promotional channels.

You will present the promotional plan to the global brand president (judge) in a role-play to take place in the global brand president's (judge's) office. The global brand president (judge) will begin the role-play by greeting you and asking to hear your ideas. After you have presented the plan and have answered the global brand president's (judge's) questions, the global brand president (judge) will conclude the role-play by thanking you for your work.

JUDGE'S INSTRUCTIONS

DIRECTIONS, PROCEDURES AND JUDGE'S ROLE

In preparation for this event, you should review the following information with your event manager and other judges:

1. Procedures
2. 21st Century Skills and Performance Indicators
3. Event Situation
4. Judge Role-play Characterization
Participants may conduct a slightly different type of meeting and/or discussion with you each time; however, it is important that the information you provide and the questions you ask be uniform for every participant.
5. Judge's Evaluation Instructions
6. Judge's Evaluation Form
Please use a critical and consistent eye in rating each participant.

JUDGE ROLE-PLAY CHARACTERIZATION

You are to assume the role of global brand president for DRESSED, a national apparel and accessories retailer. You want the promotional director (participant) to create a promotional plan that will best publicize and communicate an unusual new endeavor for the company.

DRESSED markets branded casual wear, undergarments, outerwear and accessories to both male and female college students in its 900 stores across the nation. DRESSED also sells merchandise on its website. The majority of DRESSED locations are in suburban shopping malls, although many large metropolitan areas have stand alone stores in downtown shopping districts.

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toward the DRESSED brand. Executives hope shoppers feel RE-DRESSED is innovative and exciting.

You want the promotional director (participant) to create a promotional plan that will best publicize and communicate RE-DRESSED as something new and different. You want the promotional plan to include effective communication for for all promotional channels.

The participant will present the plan to you in a role-play to take place in your office. You will begin the role-play by greeting the participant and asking to hear about his/her ideas.

During the course of the role-play you are to ask the following questions of each participant:

1. Will RE-DRESSED employees need different training than DRESSED employees?
2. Are denim jeans the best choice for the one type of merchandise to carry? If not, what would be a suitable alternative?
3. What is the best method to determine if RE-DRESSED stores are successful?

Once the promotional director (participant) has presented the plan and has answered your questions, you will conclude the role-play by thanking the promotional director (participant) for the work.

You are not to make any comments after the event is over except to thank the participant.

JUDGE'S EVALUATION INSTRUCTIONS

Evaluation Form Information

The participants are to be evaluated on their ability to perform the specific performance indicators stated on the cover sheet of this event and restated on the Judge's Evaluation Form. Although you may see other performance indicators being demonstrated by the participants, those listed in the Performance Indicators section are the critical ones you are measuring for this particular event.

Evaluation Form Interpretation

The evaluation levels listed below and the evaluation rating procedures should be discussed thoroughly with your event chairperson and the other judges to ensure complete and common understanding for judging consistency.

Level of Evaluation	Interpretation Level
Exceeds Expectations	Participant demonstrated the performance indicator in an extremely professional manner; greatly exceeds business standards; would rank in the top 10% of business personnel performing this performance indicator.
Meets Expectations	Participant demonstrated the performance indicator in an acceptable and effective manner; meets at least minimal business standards; there would be no need for additional formalized training at this time; would rank in the 70-89 th percentile of business personnel performing this performance indicator.
Below Expectations	Participant demonstrated the performance indicator with limited effectiveness; performance generally fell below minimal business standards; additional training would be required to improve knowledge, attitude and/or skills; would rank in the 50-69 th percentile of business personnel performing this performance indicator.
Little/No Value	Participant demonstrated the performance indicator with little or no effectiveness; a great deal of formal training would be needed immediately; perhaps this person should seek other employment; would rank in the 0-49 th percentile of business personnel performing this performance indicator.



APPAREL AND ACCESSORIES MARKETING SERIES, 2018

Participant: _____

I.D. Number: _____

JUDGE'S EVALUATION FORM

INSTRUCTIONAL AREA

Promotion

Did the participant:

		Little/No Value	Below Expectations	Meets Expectations	Exceeds Expectations	Judged Score
PERFORMANCE INDICATORS						
1.	Identify components of a retail image?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
2.	Explain the nature of effective communications?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
3.	Identify the elements of the promotional mix?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
4.	Describe word-of-mouth channels used to communicate with targeted audience?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
5.	Explain types of advertising media?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
21st CENTURY SKILLS						
6.	Reason effectively and use systems thinking?	0-1	2-3	4	5-6	
7.	Make judgments and decisions, and solve problems?	0-1	2-3	4	5-6	
8.	Communicate clearly?	0-1	2-3	4	5-6	
9.	Show evidence of creativity?	0-1	2-3	4	5-6	
10.	Overall impression and responses to the judge's questions	0-1	2-3	4	5-6	
TOTAL SCORE						



CAREER CLUSTER

Marketing

CAREER PATHWAY

Merchandising

INSTRUCTIONAL AREA

Marketing

APPAREL AND ACCESSORIES MARKETING SERIES EVENT

PARTICIPANT INSTRUCTIONS

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- You will have up to 10 minutes to make your presentation to the judge (you may have more than one judge.)
- You will be evaluated on how well you meet the performance indicators of this event.
- Turn in all of your notes and event materials when you have completed the event.

21st CENTURY SKILLS

- Critical Thinking – Reason effectively and use systems thinking.
- Problem Solving – Make judgments and decisions, and solve problems.
- Communication – Communicate clearly.
- Creativity and Innovation – Show evidence of creativity.

PERFORMANCE INDICATORS

1. Explain the nature of marketing plans.
2. Describe marketing functions and related activities.
3. Explain factors that influence customer/client/business buying behavior.
4. Demonstrate connections between company actions and results.
5. Identify components of a retail image.

EVENT SITUATION

You are to assume the role of director of marketing for JAMESON BRIDAL, a retailer that specializes in wedding gowns and other formalwear. The senior vice president (judge) wants you to create a marketing plan that will target customers of a recently bankrupt competitor.

JAMESON BRIDAL has 500 shops that specialize in providing bridal parties with amazing dresses. The chain is considered mid range, with most wedding gowns falling between the \$2,000 - \$10,000 price point. Like other bridal retailers, each shop has a limited number of samples available for customers to try on. Once a specific dress is chosen, it is ordered in the customer's size. As a rule, dresses can take up to four months to be shipped to the store. JAMESON BRIDAL offers customers two different options for rush delivery: a \$500 rush fee that guarantees the dress will arrive in four weeks and a \$1,000 rush fee that guarantees the dress will arrive in two weeks.

An 80-year-old bridal boutique, CARTER TAN, recently declared bankruptcy and closed all 60 stores. CARTER TAN is an upscale boutique, located only in large metropolitan areas that caters to wealthy clients. CARTER TAN shut down operations on April 15th, leaving hundreds of customers angry and frustrated. There are many customers with weddings in the late summer and fall that have paid deposits and ordered dresses through CARTER TAN before the bankruptcy. Now, the company spokesperson is communicating that none of the ordered dresses will be delivered, and the company is not ready to announce if deposits will be returned. This has left many brides-to-be scrambling to find other accommodations.

The senior vice president of JAMESON BRIDAL (judge) feels that the unfortunate CARTER TAN situation could not only lead to potential sales for JAMESON, but also to feelings of goodwill. The senior vice president (judge) wants you to create a marketing plan targeting the CARTER TAN customers left without wedding dresses. The marketing plan must focus on bringing those customers to JAMESON BRIDAL. As part of the marketing plan, the senior vice president would like for you to alter JAMESON BRIDAL'S rush delivery fees.

You will present the marketing plan to the senior vice president (judge) in a role-play to take place in the senior vice president's (judge's) office. The senior vice president (judge) will begin the role-play by greeting you and asking to hear your ideas. After you have presented the plan and have answered the senior vice president's (judge's) questions, the senior vice president (judge) will conclude the role-play by thanking you for your work.

JUDGE'S INSTRUCTIONS

DIRECTIONS, PROCEDURES AND JUDGE'S ROLE

In preparation for this event, you should review the following information with your event manager and other judges:

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6. Judge's Evaluation Form
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JUDGE ROLE-PLAY CHARACTERIZATION

You are to assume the role of senior vice president for JAMESON BRIDAL, a retailer that specializes in wedding gowns and other formalwear. You want the director of marketing (participant) to create a marketing plan that will target customers of a recently bankrupt competitor.

JAMESON BRIDAL has 500 shops that specialize in providing bridal parties with amazing dresses. The chain is considered mid range, with most wedding gowns falling between the \$2,000 - \$10,000 price point. Like other bridal retailers, each shop has a limited number of samples available for customers to try on. Once a specific dress is chosen, it is ordered in the customer's size. As a rule, dresses can take up to four months to be shipped to the store. JAMESON BRIDAL offers customers two different options for rush delivery: a \$500 rush fee that guarantees the dress will arrive in four weeks and a \$1,000 rush fee that guarantees the dress will arrive in two weeks.

An 80-year-old bridal boutique, CARTER TAN, recently declared bankruptcy and closed all 60 stores. CARTER TAN is an upscale boutique, located only in large metropolitan areas that caters to wealthy clients. CARTER TAN shut down operations on April 15th, leaving hundreds of customers angry and frustrated. There are many customers with weddings in the late summer and fall that have paid deposits and ordered dresses through CARTER TAN before the bankruptcy. Now, the company spokesperson is communicating that none of the ordered dresses will be

delivered, and the company is not ready to announce if deposits will be returned. This has left many brides-to-be scrambling to find other accommodations.

You feel that the unfortunate CARTER TAN situation could not only lead to potential sales for JAMESON, but also to feelings of goodwill. You want the director of marketing (participant) to create a marketing plan targeting the CARTER TAN customers left without wedding dresses. The marketing plan must focus on bringing those customers to JAMESON BRIDAL. As part of the marketing plan, the senior vice president would like for you to alter JAMESON BRIDAL'S rush delivery fees.

The participant will present the plan to you in a role-play to take place in your office. You will begin the role-play by greeting the participant and asking to hear about his/her ideas.

During the course of the role-play you are to ask the following questions of each participant:

1. What is the best method to communicate with the targeted market?
2. Do we need to offer our current JAMESON BRIDAL customers the changed rush delivery fee? Why or why not?
3. Are there any potential negative consequences to this plan?

Once the director of marketing (participant) has presented the plan and has answered your questions, you will conclude the role-play by thanking the director of marketing (participant) for the work.

You are not to make any comments after the event is over except to thank the participant.

JUDGE'S EVALUATION INSTRUCTIONS

Evaluation Form Information

The participants are to be evaluated on their ability to perform the specific performance indicators stated on the cover sheet of this event and restated on the Judge's Evaluation Form. Although you may see other performance indicators being demonstrated by the participants, those listed in the Performance Indicators section are the critical ones you are measuring for this particular event.

Evaluation Form Interpretation

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Exceeds Expectations	Participant demonstrated the performance indicator in an extremely professional manner; greatly exceeds business standards; would rank in the top 10% of business personnel performing this performance indicator.
Meets Expectations	Participant demonstrated the performance indicator in an acceptable and effective manner; meets at least minimal business standards; there would be no need for additional formalized training at this time; would rank in the 70-89 th percentile of business personnel performing this performance indicator.
Below Expectations	Participant demonstrated the performance indicator with limited effectiveness; performance generally fell below minimal business standards; additional training would be required to improve knowledge, attitude and/or skills; would rank in the 50-69 th percentile of business personnel performing this performance indicator.
Little/No Value	Participant demonstrated the performance indicator with little or no effectiveness; a great deal of formal training would be needed immediately; perhaps this person should seek other employment; would rank in the 0-49 th percentile of business personnel performing this performance indicator.



APPAREL AND ACCESSORIES MARKETING SERIES, 2018

Participant: _____

I.D. Number: _____

JUDGE'S EVALUATION FORM

INSTRUCTIONAL AREA

Marketing

Did the participant:

		Little/No Value	Below Expectations	Meets Expectations	Exceeds Expectations	Judged Score
PERFORMANCE INDICATORS						
1.	Explain the nature of marketing plans?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
2.	Describe marketing functions and related activities?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
3.	Explain factors that influence customer/client/business buying behavior?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
4.	Demonstrate connections between company actions and results?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
5.	Identify components of a retail image?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
21st CENTURY SKILLS						
6.	Reason effectively and use systems thinking?	0-1	2-3	4	5-6	
7.	Make judgments and decisions, and solve problems?	0-1	2-3	4	5-6	
8.	Communicate clearly?	0-1	2-3	4	5-6	
9.	Show evidence of creativity?	0-1	2-3	4	5-6	
10.	Overall impression and responses to the judge's questions	0-1	2-3	4	5-6	
TOTAL SCORE						



CAREER CLUSTER

Marketing

CAREER PATHWAY

Merchandising

INSTRUCTIONAL AREA

Channel Management

APPAREL AND ACCESSORIES MARKETING SERIES EVENT

PARTICIPANT INSTRUCTIONS

- The event will be presented to you through your reading of the 21st Century Skills, Performance Indicators and Event Situation. You will have up to 10 minutes to review this information and prepare your presentation. You may make notes to use during your presentation.
- You will have up to 10 minutes to make your presentation to the judge (you may have more than one judge.)
- You will be evaluated on how well you meet the performance indicators of this event.
- Turn in all of your notes and event materials when you have completed the event.

21st CENTURY SKILLS

- Critical Thinking – Reason effectively and use systems thinking.
- Problem Solving – Make judgments and decisions, and solve problems.
- Communication – Communicate clearly.
- Creativity and Innovation – Show evidence of creativity.

PERFORMANCE INDICATORS

1. Explain the nature and scope of channel management.
2. Explain the relationship between customer service and channel management.
3. Describe the use of technology in the channel management function.
4. Explain the concept of market and market identification.
5. Analyze the impact of technology on retailing.

EVENT SITUATION

You are to assume the role of director of product distribution for SPACE ROBOT, a fast fashion retailer. The senior vice president (judge) wants you to identify locations for a new sales channel and explain how the locations will attract new clientele.

SPACE ROBOT produces wildly popular clothing and accessories marketed toward young adults. The fashion pieces feature bold colors with color block patterns and shapes. There is no mistaking the look of SPACE ROBOT products. The products are considered fast fashion because the inventory turnover happens quickly; new items are added weekly to keep the brand fresh and keep customers returning to stores and the website.

The most popular SPACE ROBOT items include the icon t-shirt, available in a variety of bold colors, and features the letters “SR” near the bottom of the shirt. The t-shirt is available for \$14.99. Another popular SPACE ROBOT item is the icon knit hat. The icon knit hat is also available in a variety of bold colors and features the “SR” emblem on the front. The icon knit hat is available for \$16.99. One other popular item is the SPACE ROBOT icon sweatshirt. The icon sweatshirt has the same design as the icon t-shirt. The icon sweatshirt is available for \$24.99. All three icon items are the only products at SPACE ROBOT that are always available, regardless of season. The icon items are also the most popular and recognizable SPACE ROBOT products.

Currently, there are only 100 SPACE ROBOT physical store locations across the nation. All physical store locations are in highly-populated cities in trendy shopping areas. Consumers wishing to purchase the popular SPACE ROBOT merchandise must use the website and wait 5-10 days for items to be shipped.

In an attempt to engage more customers, executives have installed SPACE ROBOT vending machines in large airports and shopping malls. The SPACE ROBOT vending machines carry the three icon apparel products in size small, medium and large and the icon knit hat in regular or large. Customers simply swipe a credit card and the item is retrieved from the designated retrieval area toward the bottom of the machine. In the two months since the vending machines have been in place, they have all sold out of product each week. Software inside each machine can be accessed to check inventory levels, monitor popular times of purchase and each time the machine was touched, even if a purchase was not made.

Due to the success of the SPACE ROBOT vending machine, the senior vice president (judge) wants you to identify a new location for a vending machine. The senior vice president (judge) wants your new location to target a market that is not being met by airports and large shopping malls. The senior vice president (judge) also wants you to determine what can be learned by the vending machine software in the new location.

You will present your ideas to the senior vice president (judge) in a role-play to take place in the senior vice president’s (judge’s) office. The senior vice president (judge) will begin the role-play by greeting you and asking to hear your ideas. After you have presented your ideas and have answered the senior vice president’s (judge’s) questions, the senior vice president (judge) will conclude the role-play by thanking you for your work.

JUDGE'S INSTRUCTIONS

DIRECTIONS, PROCEDURES AND JUDGE'S ROLE

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5. Judge's Evaluation Instructions
6. Judge's Evaluation Form
Please use a critical and consistent eye in rating each participant.

JUDGE ROLE-PLAY CHARACTERIZATION

You are to assume the role of senior vice president for SPACE ROBOT, a fast fashion retailer. You want the director of product distribution (participant) to identify locations for a new sales channel and explain how the locations will attract new clientele.

SPACE ROBOT produces wildly popular clothing and accessories marketed toward young adults. The fashion pieces feature bold colors with color block patterns and shapes. There is no mistaking the look of SPACE ROBOT products. The products are considered fast fashion because the inventory turnover happens quickly; new items are added weekly to keep the brand fresh and keep customers returning to stores and the website.

The most popular SPACE ROBOT items include the icon t-shirt, available in a variety of bold colors, and features the letters "SR" near the bottom of the shirt. The t-shirt is available for \$14.99. Another popular SPACE ROBOT item is the icon knit hat. The icon knit hat is also available in a variety of bold colors and features the "SR" emblem on the front. The icon knit hat is available for \$16.99. One other popular item is the SPACE ROBOT icon sweatshirt. The icon sweatshirt has the same design as the icon t-shirt. The icon sweatshirt is available for \$24.99. All three icon items are the only products at SPACE ROBOT that are always available, regardless of season. The icon items are also the most popular and recognizable SPACE ROBOT products.

Currently there are only 100 SPACE ROBOT physical store locations across the nation. All physical store locations are in highly-populated cities in trendy shopping areas. Consumers wishing to purchase the popular SPACE ROBOT merchandise must use the website and wait 5-10 days for items to be shipped.

In an attempt to engage more customers, executives have installed SPACE ROBOT vending machines in large airports and shopping malls. The SPACE ROBOT vending machines carry the three icon apparel products in size small, medium and large and the icon knit hat in regular or large. Customers simply swipe a credit card and the item is retrieved from the designated retrieval area toward the bottom of the machine. In the two months since the vending machines have been in place, they have all sold out of product each week. Software inside each machine can be accessed to check inventory levels, monitor popular times of purchase and each time the machine was touched, even if a purchase was not made.

Due to the success of the SPACE ROBOT vending machine, you want the director of product distribution (participant) to identify a new location for a vending machine. You want the new location to target a market that is not being met by airports and large shopping malls. You also want the director of product distribution (participant) to determine what can be learned by the vending machine software in the new location.

The participant will present ideas to you in a role-play to take place in your office. You will begin the role-play by greeting the participant and asking to hear about his/her ideas.

During the course of the role-play you are to ask the following questions of each participant:

1. Should SPACE ROBOT allocate funds for the promotion of the new vending machines? Why or why not?
2. Do you think vending machines should also be available in cities that have physical store locations? Why or why not?

Once the director of product distribution (participant) has presented ideas and has answered your questions, you will conclude the role-play by thanking the director of product distribution (participant) for the work.

You are not to make any comments after the event is over except to thank the participant.

JUDGE'S EVALUATION INSTRUCTIONS

Evaluation Form Information

The participants are to be evaluated on their ability to perform the specific performance indicators stated on the cover sheet of this event and restated on the Judge's Evaluation Form. Although you may see other performance indicators being demonstrated by the participants, those listed in the Performance Indicators section are the critical ones you are measuring for this particular event.

Evaluation Form Interpretation

The evaluation levels listed below and the evaluation rating procedures should be discussed thoroughly with your event chairperson and the other judges to ensure complete and common understanding for judging consistency.

Level of Evaluation	Interpretation Level
Exceeds Expectations	Participant demonstrated the performance indicator in an extremely professional manner; greatly exceeds business standards; would rank in the top 10% of business personnel performing this performance indicator.
Meets Expectations	Participant demonstrated the performance indicator in an acceptable and effective manner; meets at least minimal business standards; there would be no need for additional formalized training at this time; would rank in the 70-89 th percentile of business personnel performing this performance indicator.
Below Expectations	Participant demonstrated the performance indicator with limited effectiveness; performance generally fell below minimal business standards; additional training would be required to improve knowledge, attitude and/or skills; would rank in the 50-69 th percentile of business personnel performing this performance indicator.
Little/No Value	Participant demonstrated the performance indicator with little or no effectiveness; a great deal of formal training would be needed immediately; perhaps this person should seek other employment; would rank in the 0-49 th percentile of business personnel performing this performance indicator.



APPAREL AND ACCESSORIES MARKETING SERIES, 2018

Participant: _____

I.D. Number: _____

JUDGE'S EVALUATION FORM

INSTRUCTIONAL AREA

Channel Management

Did the participant:

Did the participant:		Little/No Value	Below Expectations	Meets Expectations	Exceeds Expectations	Judged Score
PERFORMANCE INDICATORS						
1.	Explain the nature and scope of channel management?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
2.	Explain the relationship between customer service and channel management?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
3.	Describe the use of technology in channel management?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
4.	Explain the concept of market and market identification?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
5.	Analyze the impact of technology on retailing?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
21st CENTURY SKILLS						
6.	Reason effectively and use systems thinking?	0-1	2-3	4	5-6	
7.	Make judgments and decisions, and solve problems?	0-1	2-3	4	5-6	
8.	Communicate clearly?	0-1	2-3	4	5-6	
9.	Show evidence of creativity?	0-1	2-3	4	5-6	
10.	Overall impression and responses to the judge's questions	0-1	2-3	4	5-6	
TOTAL SCORE						



\$8.00 | 18RPH02



ACCOUNTING APPLICATIONS

ROLE-PLAYS USED IN DECA'S
INDIVIDUAL SERIES EVENTS



2018



ACCOUNTING APPLICATIONS SERIES

2018 ROLE-PLAYS

INCLUDES:

INTEGRATE DECA'S ROLE-PLAYS AND CASE STUDIES INTO YOUR CLASSROOM

ROLE-PLAY 1: FINANCIAL ANALYSIS

ROLE-PLAY 2: FINANCIAL ANALYSIS

ROLE-PLAY 3: FINANCIAL ANALYSIS



INTEGRATE DECA'S ROLE-PLAYS AND CASE STUDIES INTO YOUR CLASSROOM

With its connection to National Curriculum Standards, DECA's Competitive Events Program is designed to be integrated into classroom instruction to help members apply learning and connect to business. As teaching tools, DECA's role-plays and case studies provide relevant, meaningful problems for students to solve, provide a standards-based evaluation, increase rigor of the instruction, result in evidence of student learning and expose students to DECA – all as part of classroom instruction.

STEP 1: FAMILIARIZE YOURSELF WITH EVENT GUIDELINES AND PERFORMANCE INDICATORS.

Use the DECA Guide to familiarize yourself with event guidelines that explain how each competitive event will operate – time limits, exam specifications, interactions with a judge, etc.

Role-plays and case studies are developed using performance indicators – key concepts from national curriculum standards that students should learn during the school year. DECA uses five lists of performance indicators which are organized by career cluster – business administration core, business management and administration, finance, hospitality and tourism, and marketing, as well as personal financial literacy.

Each performance indicator list is arranged by instructional areas to assist advisors with planning units of instruction. Advisors teaching accounting courses, for example, can use the Finance Career Cluster performance indicator list to plan their curriculum while advisors teaching marketing courses can use the Marketing Career Cluster performance indicator list.

STEP 2: UNDERSTAND HOW ROLE-PLAYS AND CASE STUDIES ARE DESIGNED.

The career cluster and primary instructional area for role-plays and case studies are identified at the top of the first page of the event.

Role-plays used for DECA's Principles of Business Administration Events measure four performance indicators from the business administration core.

Case studies used for DECA's Team Decision Making Events measure seven performance indicators. Usually, at least four of the seven performance indicators have been selected from the case study's instructional area. Therefore, if the event situation is asking the participant to develop a promotion plan, most of the performance indicators will be from the promotion instructional area.

Role-plays used for DECA's Individual Series Events measure five performance indicators. Usually, at least three of the five performance indicators have been selected from the event situation's instructional area. The career pathway is also identified on the role-play, which may include performance indicators from that specific pathway as well.

Role-plays used for DECA's Personal Financial Literacy event measure three performance indicators from the National Standards in K-12 Personal Finance Education, created and maintained by the Jump\$tart Coalition® for Personal Financial Literacy.

STEP 3: START ORGANIZING SAMPLE EVENTS.

Each year, DECA posts sample role-plays and case studies on deca.org. Shop DECA also sells previously used events each year. Gather these samples and begin to categorize them by instructional area.

STEP 4: USE SAMPLE EVENTS AS A CLASSROOM ACTIVITY.

As you teach different instructional areas during the year, use corresponding role-plays and case studies as learning tools. While the traditional competitive event setting requires interaction with judges, many advisors have used role-plays and case studies as:

- warm-up activities at the beginning of classes.
- writing exercises that require students to write their ideas for solving the problem presented in the role-play or case study.
- public speaking exercises that require students to deliver an oral report or recorded video that presents their ideas for solving the problem presented in the role-play or case study.
- assessment tools in lieu of a multiple-choice quiz/test.

Since the evaluation form for each role-play and case study assesses the performance indicators, you are assessing students' performance according to national curriculum standards which are industry validated and aligned to career clusters.

ADDITIONAL RESOURCES

Event guidelines, performance indicator lists, sample events and sample exam questions are available at www.deca.org/competitiveevents. Sample role-play presentations can be viewed at www.deca.org. Advisors may wish to show the videos and ask students to evaluate the presentations using the evaluation forms. Shop DECA sells many items to assist advisors with integrating DECA into curriculum at shopdeca.org.



CAREER CLUSTER

Finance

CAREER PATHWAY

Accounting

INSTRUCTIONAL AREA

Financial Analysis

ACCOUNTING APPLICATIONS SERIES EVENT

PARTICIPANT INSTRUCTIONS

- The event will be presented to you through your reading of the 21st Century Skills, Performance Indicators and Event Situation. You will have up to 10 minutes to review this information and prepare your presentation. You may make notes to use during your presentation.
- You will have up to 10 minutes to make your presentation to the judge (you may have more than one judge).
- You will be evaluated on how well you meet the performance indicators of this event.
- Turn in all of your notes and event materials when you have completed the event.

21st CENTURY SKILLS

- Critical Thinking – Reason effectively and use systems thinking.
- Problem Solving – Make judgments and decisions, and solve problems.
- Communication – Communicate clearly.
- Creativity and Innovation – Show evidence of creativity.

PERFORMANCE INDICATORS

1. Apply cost accounting techniques (e.g. overhead calculation, job and process costing, activity-based costing).
2. Discuss the nature of cost allocation.
3. Explain the role of managerial accounting techniques in business management.
4. Describe the concept of insurance.
5. Prepare worksheets.

EVENT SITUATION

You are to assume the role of senior accountant at KIDDIE DOMINION, a family-owned business operating multiple early learning centers that prepare children for kindergarten. The accounting manager (judge) has been recently provided the revised insurance policy premium costs that protect the business. You have been tasked to calculate each center's allocation of premium per coverage.

Kiddie Dominion Costs for 18-19	
Risk Transfer Premiums	
1 Workers' Compensation	83,624
2 Automotive Liability	15,636
3 General Liability	14,993
4 Professional Liability	6,672
5 Property	16,480
6 Directors & Officers Liability	8,952
7 TOTAL, ANNUAL COSTS	146,358
8 Additional Coverage Considerations	
9 Umbrella / Excess Liability (\$5M xs \$5M)	N/A
10 Sub-total, Add'l Coverages	N/A
11 TOTAL, ANNUAL COSTS w/Add'l Coverages	146,358

The accounting manager (judge) needs your expertise in explaining how the annual premium will be allocated per location. In addition, each line of coverage may or may not use the same allocation method as others.

You have also been provided a snapshot of specific line items from the company's Prior Year's Profit & Loss Statement, broken out by each of the five locations. Each location is managed and run by an executive director.

	Magenta	Sunny Oasis	Jam Mountain	Hamilton	Forestvine	KIDDIE DOMINION TOTAL
Revenue	152,175	123,106	165,105	126,287	154,610	721,282
Payroll	62,404	55,707	76,888	51,893	64,460	311,352
Rent	33,733	17,202	27,984	22,402	23,318	124,639
Auto Expenses	3,494	2,597	1,245	1,505	1,154	9,995
Office Expenses	5,679	4,727	5,390	4,071	3,836	23,704
Misc Expenses	237	91	268	89	1,157	1,842

You will present your worksheet to the accounting manager (judge) in a role-play to take place in the accounting manager's (judge's) office. The accounting manager (judge) will begin the role-play by greeting you and asking to hear your analysis. After you have concluded the briefing and have answered the accounting manager's (judge's) questions, the accounting manager (judge) will end the role-play by thanking you for your work.

JUDGE'S INSTRUCTIONS

DIRECTIONS, PROCEDURES AND JUDGE'S ROLE

In preparation for this event, you should review the following information with your event manager and other judges:

1. Procedures
2. 21st Century Skills and Performance Indicators
3. Event Situation
4. Judge Role-play Characterization
Participants may conduct a slightly different type of meeting and/or discussion with you each time; however, it is important that the information you provide and the questions you ask be uniform for every participant.
5. Judge's Evaluation Instructions
6. Judge's Evaluation Form
Please use a critical and consistent eye in rating each participant.

JUDGE ROLE-PLAY CHARACTERIZATION

You are to assume the role of accounting manager at KIDDIE DOMINION, a family-owned business operating multiple early learning centers that prepare children for kindergarten. You have been recently provided the revised insurance policy premium costs that protect the business. You have asked the senior accountant (participant) to calculate each center's allocation of premium per coverage.

Kiddie Dominion Costs for 18-19	
Risk Transfer Premiums	
1 Workers' Compensation	83,624
2 Automotive Liability	15,636
3 General Liability	14,993
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7 TOTAL, ANNUAL COSTS	146,358
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9 Umbrella / Excess Liability (\$5M xs \$5M)	N/A
10 Sub-total, Add'l Coverages	N/A
11 TOTAL, ANNUAL COSTS w/Add'l Coverages	146,358

You need the senior accountant's (participant's) expertise in explaining how the annual premium will be allocated per location. In addition, each line of coverage may or may not use the same allocation method as others.

The senior accountant (participant) has also been provided a snapshot of specific line items from the company's Prior Year's Profit & Loss Statement, broken out by each of the five locations. Each location is managed and run by an executive director.

	Magenta	Sunny Oasis	Jam Mountain	Hamilton	Forestvine	KIDDIE DOMINION TOTAL
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Office Expenses	5,679	4,727	5,390	4,071	3,836	23,704
Misc Expenses	237	91	268	89	1,157	1,842

The participant will present the information to you in a role-play to take place in your office. You will begin the role-play by greeting the participant and asking to hear the analysis.

During the course of the role-play you are to ask the following of each participant:

1. Which coverage do you believe is the most important for a business?
2. How does cost allocation affect the profitability of an organization?

After the senior accountant (participant) has explained the material and has answered your questions, you will conclude the role-play by thanking him/her for the work.

SOLUTION

Worksheet Summary (preferred format)

	Magenta	Sunny Oasis	Jam Mountain	Hamilton	Forestvine	KIDDIE DOMINION
Workers' Compensation	16,760.76	14,961.96	20,651.05	13,937.64	17,313.06	83,624
Automotive Liability	5,465.44	4,062.34	1,948.22	2,354.30	1,806.01	15,636
General Liability	3,163.29	2,559.03	3,432.07	2,625.16	3,213.91	14,993
Professional Liability	1,407.66	1,138.76	1,527.26	1,168.19	1,430.18	6,672
Property	4,460.28	2,274.55	3,700.14	2,962.04	3,083.16	16,480
Directors & Officers Liability	1,790.33	1,790.33	1,790.33	1,790.33	1,790.33	8,952

Explanation of Insurance Coverage

- Workers' Compensation – insurance providing wage replacement and medical benefits to employees injured in the course of employment
- Automotive Liability – financial protection for a driver who, while operating a vehicle, harms someone else or their property
- General Liability – coverage that can protect businesses from a variety of claims including bodily injury, property damage, personal injury and others than can arise from operations
- Professional Liability – helps protect professional advice- and service-providing companies from bearing the full cost of defending against a negligence claim made by a client
- Property – provides financial reimbursement to the owner or renter of a structure and its contents in the event of damage or theft
- Directors & Officers Liability – indemnification (reimbursement) for losses or advancement of defense costs in the event an insured suffers such a loss as a result of a legal action brought for alleged wrongful acts in their capacity as directors and officers

Explanation of Cost Allocation

- Workers Compensation – PAYROLL EXPENSE
 - Coverage is based on wages
- Automotive Liability – AUTOMOTIVE EXPENSE
 - Self-explanatory
- General Liability – REVENUE
 - Overall coverage, allocate based on profitable centers
 - Equates to more activity, more risk
- Professional Liability – REVENUE
 - Overall coverage of service provided
 - More revenue, more service, more risk
- Property – RENT EXPENSE
 - Self-explanatory
- Directors & Officers Liability – STRAIGHT LINE
 - Each center is run by a director
 - Coverage is split evenly

JUDGE'S EVALUATION INSTRUCTIONS

Evaluation Form Information

The participants are to be evaluated on their ability to perform the specific performance indicators stated on the cover sheet of this event and restated on the Judge's Evaluation Form. Although you may see other performance indicators being demonstrated by the participants, those listed in the Performance Indicators section are the critical ones you are measuring for this particular event.

Evaluation Form Interpretation

The evaluation levels listed below and the evaluation rating procedures should be discussed thoroughly with your event chairperson and the other judges to ensure complete and common understanding for judging consistency.

Level of Evaluation	Interpretation Level
Exceeds Expectations	Participant demonstrated the performance indicator in an extremely professional manner; greatly exceeds business standards; would rank in the top 10% of business personnel performing this performance indicator.
Meets Expectations	Participant demonstrated the performance indicator in an acceptable and effective manner; meets at least minimal business standards; there would be no need for additional formalized training at this time; would rank in the 70-89 th percentile of business personnel performing this performance indicator.
Below Expectations	Participant demonstrated the performance indicator with limited effectiveness; performance generally fell below minimal business standards; additional training would be required to improve knowledge, attitude and/or skills; would rank in the 50-69 th percentile of business personnel performing this performance indicator.
Little/No Value	Participant demonstrated the performance indicator with little or no effectiveness; a great deal of formal training would be needed immediately; perhaps this person should seek other employment; would rank in the 0-49 th percentile of business personnel performing this performance indicator.



ACCOUNTING APPLICATIONS SERIES, 2018

Participant: _____

JUDGE'S EVALUATION FORM

I.D. Number: _____

INSTRUCTIONAL AREA

Financial Analysis

Did the participant:

Did the participant:		Little/No Value	Below Expectations	Meets Expectations	Exceeds Expectations	Judged Score
PERFORMANCE INDICATORS						
1.	Apply cost accounting techniques?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
2.	Discuss the nature of cost allocation?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
3.	Explain the role of managerial accounting techniques in business management?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
4.	Describe the concept of insurance?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
5.	Prepare worksheets?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
21st CENTURY SKILLS						
6.	Reason effectively and use systems thinking?	0-1	2-3	4	5-6	
7.	Make judgments and decisions, and solve problems?	0-1	2-3	4	5-6	
8.	Communicate clearly?	0-1	2-3	4	5-6	
9.	Show evidence of creativity?	0-1	2-3	4	5-6	
10.	Overall impression and responses to the judge's questions	0-1	2-3	4	5-6	
TOTAL SCORE						



CAREER CLUSTER

Finance

CAREER PATHWAY

Accounting

INSTRUCTIONAL AREA

Financial Analysis

ACCOUNTING APPLICATIONS SERIES EVENT

PARTICIPANT INSTRUCTIONS

- The event will be presented to you through your reading of the 21st Century Skills, Performance Indicators and Event Situation. You will have up to 10 minutes to review this information and prepare your presentation. You may make notes to use during your presentation.
- You will have up to 10 minutes to make your presentation to the judge (you may have more than one judge).
- You will be evaluated on how well you meet the performance indicators of this event.
- Turn in all of your notes and event materials when you have completed the event.

21st CENTURY SKILLS

- Critical Thinking – Reason effectively and use systems thinking.
- Problem Solving – Make judgments and decisions, and solve problems.
- Communication – Communicate clearly.
- Creativity and Innovation – Show evidence of creativity.

PERFORMANCE INDICATORS

1. Explain methods used to value inventory.
2. Explain the nature of balance sheets.
3. Maintain financial records.
4. Describe marginal analysis techniques and applications.
5. Describe the need for financial information.

EVENT SITUATION

You are to assume the role of senior accountant in charge of asset management at CONSUMER ELECTRONICS, a top wholesale electronics dealer. The corporate controller (judge) has asked you for a briefing on the current inventory practices within the warehouse.

The controller (judge) is concerned that the financial data pertaining to inventory is not presenting the fair-value of the company assets on its financial statements. Prior to your tenure at CONSUMER ELECTRONICS, the previous accountant in charge of asset management enforced a FIFO inventory method. The controller (judge) recently attended a local accounting chapter meeting and was intrigued by the benefits of the LIFO method. The controller (judge) would like a full analysis of the pros and cons of each method, what information is needed to switch methods, and a professional recommendation of which method should be utilized for the organization.

Below are the inventory records for the prior year for the company's most popular, and top-selling product. You are to determine the remaining inventory value using both the FIFO and LIFO methods.

Prior Year Inventory

January 1, 2017 (carried over from 2016)	20 units @ \$50
January 26, 2017 purchase	50 units @ \$52
April 29, 2017 purchase	55 units @ \$55
September 1, 2017 purchase	40 units @ \$56
December 10, 2017 purchase	50 units @ \$58

A physical count of the inventory on December 31, 2017 reveals that there are 30 units on hand.

You will present the information to the controller (judge) in a role-play to take place in the controller's (judge's) office. The controller (judge) will begin the role-play by greeting you and asking to hear your analysis. After you have concluded the briefing and have answered the controller's (judge's) questions, the controller (judge) will end the role-play by thanking you for your work.

JUDGE'S INSTRUCTIONS

DIRECTIONS, PROCEDURES AND JUDGE'S ROLE

In preparation for this event, you should review the following information with your event manager and other judges:

1. Procedures
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3. Event Situation
4. Judge Role-play Characterization
Participants may conduct a slightly different type of meeting and/or discussion with you each time; however, it is important that the information you provide and the questions you ask be uniform for every participant.
5. Judge's Evaluation Instructions
6. Judge's Evaluation Form
Please use a critical and consistent eye in rating each participant.

JUDGE ROLE-PLAY CHARACTERIZATION

You are to assume the role of corporate controller at CONSUMER ELECTRONICS, a top wholesale electronics dealer. You have asked the senior accountant in charge of asset management (participant) for a briefing on the current inventory practices within the warehouse.

You are concerned that the financial data pertaining to inventory is not presenting the fair-value of the company assets on its financial statements. The previous accountant in charge of asset management enforced a FIFO inventory method. You recently attended a local accounting chapter meeting and were intrigued by the benefits of the LIFO method. You would like the senior accountant (participant) to give a full analysis of the pros and cons of each method, what information is needed to switch methods, and a professional recommendation of which method should be utilized for the organization.

Below are the inventory records for the prior year for the company's most popular, and top-selling product. The senior accountant (participant) is to determine the remaining inventory value using both the FIFO and LIFO methods.

Prior Year Inventory

January 1, 2017 (carried over from 2016)	20 units @ \$50
January 26, 2017 purchase	50 units @ \$52
April 29, 2017 purchase	55 units @ \$55
September 1, 2017 purchase	40 units @ \$56
December 10, 2017 purchase	50 units @ \$58

A physical count of the inventory on December 31, 2017 reveals that there are 30 units on hand.

The participant will present the information to you in a role-play to take place in your office. You will begin the role-play by greeting the participant and asking to see the presentation.

During the course of the role-play you are to ask the following questions of each participant:

1. Why do you believe International Financial Reporting Standards (IFRS) does not allow the LIFO valuation method of inventory?
2. Usual circumstances of inventory involve costs increasing due to inflation. What should be done if deflation occurs?

After the senior accountant (participant) has explained the material and has answered your questions, you will conclude the role-play by thanking him/her for the work.

SOLUTION

FIFO

20 units @ \$50 = \$1,000
50 units @ \$52 = \$2,600
55 units @ \$55 = \$3,025
40 units @ \$56 = \$2,240
20 units @ \$58 = \$1,160
TOTAL = \$10,025 (Cost of Goods Sold)
Remaining Inventory Value = \$1,740

LIFO

50 units @ \$58 = \$2,900
40 units @ \$56 = \$2,240
55 units @ \$55 = \$3,025
40 units @ \$52 = \$2,080
TOTAL = \$10,245 (Cost of Goods Sold)
Remaining Inventory Value = \$1,520

Benefits of using FIFO

- Materials first purchased are used first
- Low COGS = higher income tax
- Higher inventory value = higher net worth/equity
- Higher equity attracts investors
- Easier record keeping
- Less fluctuations in COGS

Benefits of using LIFO

- Materials most recently purchased are used first
- Higher COGS = lower income tax
- Lower inventory value = lower net worth/equity
- Higher earnings attract investors
- Older inventory records need to be maintained
- COGS fluctuations due to selling of older inventory
- IFRS does not allow LIFO method due to potential distortions it may have on a company's profitability and financial statements

Change from FIFO to LIFO inventory method:

- Also known as a change in accounting principle, change to LIFO requires a RETROSPECTIVE adjustment to company presented financial statements.
- In this case, CONSUMER ELECTRONICS would need the historical data of all inventory costs from the first period they presented their financials and adjust the valuation method from FIFO to LIFO for all those periods to-date.

Recommendation:

- At this time, it is in the best interest of CONSUMER ELECTRONICS to keep using the FIFO inventory valuation method due to its benefits regarding the increasing prices of electronics and the potential obsolescence of older technology. In case a newer model is released for the same product line, the company has sold its earlier purchased inventory. Furthermore, it would require a level of work to change accounting principles which would not be beneficial for the cost involved with restating prior year financial statements.

JUDGE'S EVALUATION INSTRUCTIONS

Evaluation Form Information

The participants are to be evaluated on their ability to perform the specific performance indicators stated on the cover sheet of this event and restated on the Judge's Evaluation Form. Although you may see other performance indicators being demonstrated by the participants, those listed in the Performance Indicators section are the critical ones you are measuring for this particular event.

Evaluation Form Interpretation

The evaluation levels listed below and the evaluation rating procedures should be discussed thoroughly with your event chairperson and the other judges to ensure complete and common understanding for judging consistency.

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Exceeds Expectations	Participant demonstrated the performance indicator in an extremely professional manner; greatly exceeds business standards; would rank in the top 10% of business personnel performing this performance indicator.
Meets Expectations	Participant demonstrated the performance indicator in an acceptable and effective manner; meets at least minimal business standards; there would be no need for additional formalized training at this time; would rank in the 70-89 th percentile of business personnel performing this performance indicator.
Below Expectations	Participant demonstrated the performance indicator with limited effectiveness; performance generally fell below minimal business standards; additional training would be required to improve knowledge, attitude and/or skills; would rank in the 50-69 th percentile of business personnel performing this performance indicator.
Little/No Value	Participant demonstrated the performance indicator with little or no effectiveness; a great deal of formal training would be needed immediately; perhaps this person should seek other employment; would rank in the 0-49 th percentile of business personnel performing this performance indicator.



ACCOUNTING APPLICATIONS SERIES, 2018

Participant: _____

JUDGE'S EVALUATION FORM

I.D. Number: _____

INSTRUCTIONAL AREA

Financial Analysis

Did the participant:

		Little/No Value	Below Expectations	Meets Expectations	Exceeds Expectations	Judged Score
PERFORMANCE INDICATORS						
1.	Explain methods used to value inventory?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
2.	Explain the nature of balance sheets?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
3.	Maintain financial records?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
4.	Describe marginal analysis techniques and applications?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
5.	Describe the need for financial information?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
21st CENTURY SKILLS						
6.	Reason effectively and use systems thinking?	0-1	2-3	4	5-6	
7.	Make judgments and decisions, and solve problems?	0-1	2-3	4	5-6	
8.	Communicate clearly?	0-1	2-3	4	5-6	
9.	Show evidence of creativity?	0-1	2-3	4	5-6	
10.	Overall impression and responses to the judge's questions	0-1	2-3	4	5-6	
TOTAL SCORE						



CAREER CLUSTER

Finance

CAREER PATHWAY

Accounting

INSTRUCTIONAL AREA

Financial Analysis

ACCOUNTING APPLICATIONS SERIES EVENT

PARTICIPANT INSTRUCTIONS

- The event will be presented to you through your reading of the 21st Century Skills, Performance Indicators and Event Situation. You will have up to 10 minutes to review this information and prepare your presentation. You may make notes to use during your presentation.
- You will have up to 10 minutes to make your presentation to the judge (you may have more than one judge).
- You will be evaluated on how well you meet the performance indicators of this event.
- Turn in all of your notes and event materials when you have completed the event.

21st CENTURY SKILLS

- Critical Thinking – Reason effectively and use systems thinking.
- Problem Solving – Make judgments and decisions, and solve problems.
- Communication – Communicate clearly.
- Creativity and Innovation – Show evidence of creativity.

PERFORMANCE INDICATORS

1. Explain the nature of accounts payable.
2. Explain forms of financial exchange.
3. Explain the purposes and importance of credit.
4. Make responsible financial decisions.
5. Explain the role of managerial accounting techniques.

EVENT SITUATION

You are to assume the role of accounts payable manager for COLD FREEZE, INC., a refrigerator retailer. The accounting director (judge), who just recently started at the company, has asked you for training on the organization's current accounting practices regarding vendor payments.

As a retailer of multiple brands of refrigerators, each vendor/brand enacts different payments terms and methods. The top three brands that supply fridges to COLD FREEZE, INC. and their terms of payment are:

Nomad, Inc.

Payment Terms - Net 30

Credit Limit- \$100,000

Pay by Check

Prolux, LLC

Payment Terms - Once Shipped

Credit Limit - \$200,000

ACH Draft

Western Marketing

Payment Terms - 1/10, n30, DOI

Credit Limit - \$120,000

Pay by Check

The accounting director (judge) would like to learn the following information:

- The pros/cons of each vendor's terms, credit limits and methods of payment.
- Which vendor payments take top priority and why.
- The potential risks in the different payment methods specific to each vendor.
- How invoices and payments should be organized in order to make responsible financial decisions.

You will brief the accounting director (judge) in a role-play to take place in the director's (judge's) office. The accounting director (judge) will begin the role-play by greeting you and asking to hear your suggestions. After you have concluded the briefing and have answered the director's (judge's) questions, the accounting director (judge) will end the role-play by thanking you for your work.

JUDGE'S INSTRUCTIONS

DIRECTIONS, PROCEDURES AND JUDGE'S ROLE

In preparation for this event, you should review the following information with your event manager and other judges:

1. Procedures
2. 21st Century Skills and Performance Indicators
3. Event Situation
4. Judge Role-play Characterization
Participants may conduct a slightly different type of meeting and/or discussion with you each time; however, it is important that the information you provide and the questions you ask be uniform for every participant.
5. Judge's Evaluation Instructions
6. Judge's Evaluation Form
Please use a critical and consistent eye in rating each participant.

JUDGE ROLE-PLAY CHARACTERIZATION

You are to assume the role of accounting director for COLD FREEZE, INC., a refrigerator retailer. You have recently started at the company and have asked the accounts payable manager (participant) for training on the organization's current accounting practices regarding vendor payments.

As a retailer of multiple brands of refrigerators, each vendor/brand enacts different payments terms and methods. The top three brands that supply fridges to COLD FREEZE, INC. and their terms of payment are:

Nomad, Inc.

Payment Terms - Net 30

Credit Limit- \$100,000

Pay by Check

Prolux, LLC

Payment Terms - Once Shipped

Credit Limit - \$200,000

ACH Draft

Western Marketing

Payment Terms - 1/10, n30, DOI

Credit Limit - \$120,000

Pay by Check

You would like to learn the following information and have asked the accounts payable manager (participant) for a briefing on the following:

- The pros/cons of each vendor's terms, credit limits and methods of payment.
- Which vendor payments take top priority and why.
- The potential risks in the different payment methods specific to each vendor.
- How invoices and payments should be organized in order to make responsible financial decisions.

The participant will present the information to you in a role-play to take place in your office. You will begin the role-play by greeting the participant and asking to see the presentation.

During the course of the role-play you are to ask the following of each participant:

1. *Nomad, Inc.*, offers the option of payments via credit card, but imposes a 2% convenience fee. Should COLD FREEZE consider this payment method? Why or why not?
2. An invoice for *Western Marketing* was dated 6/19, but the check was received on 6/30. The vendor is requesting payment for the 1% discount taken. Upon further research, certified mail verifies the check was delivered on 6/29. What actions should be taken?

After the accounts payable manager (participant) has explained the material and has answered your questions, you will conclude the role-play by thanking him/her for the work.

SOLUTION

- The pros/cons of each vendor's terms, credit limits, and methods of payment:
 - *Nomad, Inc.*
 - Ability to order \$100,000 worth of products prior to payment needed
 - Check needs to be received by 30th day or risk late payment
 - If orders are larger than allowed limit, need to pay earlier to avoid future orders being held back
 - *Prolux, LLC*
 - Automatic ACH Draft once appliances ship
 - Large credit limit to send purchase orders to vendor as soon as client places order
 - Can set delivery dates to anticipate which POs will be fulfilled
 - Funds are automatically drafted at the discretion of the vendor
 - *Western Marketing*
 - Early pay discount
 - Check needs to be received prior to the 10th day for discount to be applied
 - Delay in shipping still requires payment to be remitted early for discount
 - Credit limit requires payment if limit is reached due to outstanding orders
- Which vendor payments take top priority and why:
 - Early pay, *Western Marketing*, to capitalize on 1% discount. The appliances will usually get there within 10 days of invoice, take advantage.
- The potential risks in the different payment methods specific to each vendor:
 - Check payments could pose potential risk in mailing delay. If check is lost in mail, vendor is not held responsible for the delay and could impose penalties for late payment.
 - If *Prolux, LLC.*, decides to ship certain POs and fridges aren't necessarily needed by the client for another month, COLD FREEZE'S cash funds are immediately drafted from the account. Cash could be used for other purposes, other vendors, payroll, general expenses, etc.
- How invoices and payments should be organized in order to make responsible financial decisions:
 - Early pay discount invoices should take precedent, but to account for proper cash flows, pay as late as possible without running into late payment predicaments.
 - Invoices should only be paid when accounting has verified that the refrigerators have been received in the warehouse. If an invoice is approaching its due date and the appliances are not yet received, communication needs to be made to vendor. The company should not pay for a fridge that it doesn't have in inventory.
 - For *Prolux*, ACH funds are withdrawn overnight and if there aren't enough funds in the bank account, it could pose overdraft fees with COLD FREEZE'S bank, or worse, the vendor's bank. Proper record keeping is needed to predict which fridges will be delivered and the respective funds drafted.

JUDGE'S EVALUATION INSTRUCTIONS

Evaluation Form Information

The participants are to be evaluated on their ability to perform the specific performance indicators stated on the cover sheet of this event and restated on the Judge's Evaluation Form. Although you may see other performance indicators being demonstrated by the participants, those listed in the Performance Indicators section are the critical ones you are measuring for this particular event.

Evaluation Form Interpretation

The evaluation levels listed below and the evaluation rating procedures should be discussed thoroughly with your event chairperson and the other judges to ensure complete and common understanding for judging consistency.

Level of Evaluation	Interpretation Level
Exceeds Expectations	Participant demonstrated the performance indicator in an extremely professional manner; greatly exceeds business standards; would rank in the top 10% of business personnel performing this performance indicator.
Meets Expectations	Participant demonstrated the performance indicator in an acceptable and effective manner; meets at least minimal business standards; there would be no need for additional formalized training at this time; would rank in the 70-89 th percentile of business personnel performing this performance indicator.
Below Expectations	Participant demonstrated the performance indicator with limited effectiveness; performance generally fell below minimal business standards; additional training would be required to improve knowledge, attitude and/or skills; would rank in the 50-69 th percentile of business personnel performing this performance indicator.
Little/No Value	Participant demonstrated the performance indicator with little or no effectiveness; a great deal of formal training would be needed immediately; perhaps this person should seek other employment; would rank in the 0-49 th percentile of business personnel performing this performance indicator.



ACCOUNTING APPLICATIONS SERIES, 2018

Participant: _____

JUDGE'S EVALUATION FORM

I.D. Number: _____

INSTRUCTIONAL AREA

Financial Analysis

Did the participant:

		Little/No Value	Below Expectations	Meets Expectations	Exceeds Expectations	Judged Score
PERFORMANCE INDICATORS						
1.	Explain the nature of accounts payable?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
2.	Explain forms of financial exchange?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
3.	Explain the purposes and importance of credit?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
4.	Make responsible financial decisions?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
5.	Explain the role of managerial accounting techniques?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
21st CENTURY SKILLS						
6.	Reason effectively and use systems thinking?	0-1	2-3	4	5-6	
7.	Make judgments and decisions, and solve problems?	0-1	2-3	4	5-6	
8.	Communicate clearly?	0-1	2-3	4	5-6	
9.	Show evidence of creativity?	0-1	2-3	4	5-6	
10.	Overall impression and responses to the judge's questions	0-1	2-3	4	5-6	
TOTAL SCORE						



\$8.00 | 18RPH01



AUTOMOTIVE SERVICES MARKETING

ROLE-PLAYS USED IN DECA'S
INDIVIDUAL SERIES EVENTS



2018



AUTOMOTIVE SERVICES MARKETING SERIES

2018 ROLE-PLAYS

INCLUDES:

INTEGRATE DECA'S ROLE-PLAYS AND CASE STUDIES INTO YOUR CLASSROOM

ROLE-PLAY 1: PRODUCT/SERVICE MANAGEMENT

ROLE-PLAY 2: CUSTOMER RELATIONS

ROLE-PLAY 3: PROMOTION



INTEGRATE DECA'S ROLE-PLAYS AND CASE STUDIES INTO YOUR CLASSROOM

With its connection to National Curriculum Standards, DECA's Competitive Events Program is designed to be integrated into classroom instruction to help members apply learning and connect to business. As teaching tools, DECA's role-plays and case studies provide relevant, meaningful problems for students to solve, provide a standards-based evaluation, increase rigor of the instruction, result in evidence of student learning and expose students to DECA – all as part of classroom instruction.

STEP 1: FAMILIARIZE YOURSELF WITH EVENT GUIDELINES AND PERFORMANCE INDICATORS.

Use the DECA Guide to familiarize yourself with event guidelines that explain how each competitive event will operate – time limits, exam specifications, interactions with a judge, etc.

Role-plays and case studies are developed using performance indicators – key concepts from national curriculum standards that students should learn during the school year. DECA uses five lists of performance indicators which are organized by career cluster – business administration core, business management and administration, finance, hospitality and tourism, and marketing, as well as personal financial literacy.

Each performance indicator list is arranged by instructional areas to assist advisors with planning units of instruction. Advisors teaching accounting courses, for example, can use the Finance Career Cluster performance indicator list to plan their curriculum while advisors teaching marketing courses can use the Marketing Career Cluster performance indicator list.

STEP 2: UNDERSTAND HOW ROLE-PLAYS AND CASE STUDIES ARE DESIGNED.

The career cluster and primary instructional area for role-plays and case studies are identified at the top of the first page of the event.

Role-plays used for DECA's Principles of Business Administration Events measure four performance indicators from the business administration core.

Case studies used for DECA's Team Decision Making Events measure seven performance indicators. Usually, at least four of the seven performance indicators have been selected from the case study's instructional area. Therefore, if the event situation is asking the participant to develop a promotion plan, most of the performance indicators will be from the promotion instructional area.

Role-plays used for DECA's Individual Series Events measure five performance indicators. Usually, at least three of the five performance indicators have been selected from the event situation's instructional area. The career pathway is also identified on the role-play, which may include performance indicators from that specific pathway as well.

Role-plays used for DECA's Personal Financial Literacy event measure three performance indicators from the National Standards in K-12 Personal Finance Education, created and maintained by the Jump\$tart Coalition® for Personal Financial Literacy.

STEP 3: START ORGANIZING SAMPLE EVENTS.

Each year, DECA posts sample role-plays and case studies on deca.org. Shop DECA also sells previously used events each year. Gather these samples and begin to categorize them by instructional area.

STEP 4: USE SAMPLE EVENTS AS A CLASSROOM ACTIVITY.

As you teach different instructional areas during the year, use corresponding role-plays and case studies as learning tools. While the traditional competitive event setting requires interaction with judges, many advisors have used role-plays and case studies as:

- warm-up activities at the beginning of classes.
- writing exercises that require students to write their ideas for solving the problem presented in the role-play or case study.
- public speaking exercises that require students to deliver an oral report or recorded video that presents their ideas for solving the problem presented in the role-play or case study.
- assessment tools in lieu of a multiple-choice quiz/test.

Since the evaluation form for each role-play and case study assesses the performance indicators, you are assessing students' performance according to national curriculum standards which are industry validated and aligned to career clusters.

ADDITIONAL RESOURCES

Event guidelines, performance indicator lists, sample events and sample exam questions are available at www.deca.org/competitiveevents. Sample role-play presentations can be viewed at www.deca.org. Advisors may wish to show the videos and ask students to evaluate the presentations using the evaluation forms. Shop DECA sells many items to assist advisors with integrating DECA into curriculum at shopdeca.org.



CAREER CLUSTER

Marketing

CAREER PATHWAY

Marketing Management

INSTRUCTIONAL AREA

Product/Service Management

AUTOMOTIVE SERVICES MARKETING SERIES EVENT

PARTICIPANT INSTRUCTIONS

- The event will be presented to you through your reading of the 21st Century Skills, Performance Indicators and Event Situation. You will have up to 10 minutes to review this information and prepare your presentation. You may make notes to use during your presentation.
- You will have up to 10 minutes to make your presentation to the judge (you may have more than one judge).
- You will be evaluated on how well you meet the performance indicators of this event.
- Turn in all of your notes and event materials when you have completed the event.

21st CENTURY SKILLS

- Critical Thinking – Reason effectively and use systems thinking.
- Problem Solving – Make judgments and decisions, and solve problems.
- Communication – Communicate clearly.
- Creativity and Innovation – Show evidence of creativity.

PERFORMANCE INDICATORS

1. Generate product ideas.
2. Develop positioning concept for a new product idea.
3. Describe factors used by marketers to position products/services.
4. Describe the role of customer voice in branding.
5. Explain the concept of marketing strategies.

EVENT SITUATION

You are to assume the role of director of brand management for JAUNT MOTORS, an automobile manufacturer. The senior vice president (judge) wants you to develop a new vehicle model that will be marketed to dog owners.

JAUNT MOTORS has had consistent sales in the automobile industry since its relatively recent start twenty-five years ago. The company is known for reliable vehicles sold at reasonable prices. JAUNT offers full-size sedans, coupes, minivans and sport utility vehicles. The majority of JAUNT owners fall in two demographics: young Millennials purchasing their first vehicles and Baby Boomers.

While the company is doing well, executives are looking for ways to differentiate its vehicles from others on the market to boost sales. Executives feel efforts are best focused on its key demographic, Millennials.

Recent reports have shown that over 60% of all households have a dog. Of those households, 31% are Millennials. Many in this demographic are choosing to have a dog before or instead of having children. This group also spends more money on products and services for their dogs than any other demographic.

The senior vice president of JAUNT MOTORS (judge) feels that the best way to engage Millennials shopping for a new vehicle is to create a product that appeals to dog owners. There are no other vehicles currently on the market that are positioned as such. The senior vice president (judge) wants you to generate ideas for the brand-new JAUNT sport utility vehicle that would make it ideal for dog owners. Specifically, you will need to determine:

- Built-in features or additions to the vehicle that make it dog-friendly
- Name for model
- Positioning concept
- Marketing strategies

You will present your ideas to the senior vice president (judge) in a role-play to take place in the senior vice president's (judge's) office. The senior vice president (judge) will begin the role-play by greeting you and asking to hear your ideas. After you have presented your recommendations and have answered the senior vice president's (judge's) questions, the senior vice president (judge) will conclude the role-play by thanking you for your work.

JUDGE'S INSTRUCTIONS

DIRECTIONS, PROCEDURES AND JUDGE'S ROLE

In preparation for this event, you should review the following information with your event manager and other judges:

1. Procedures
2. 21st Century Skills and Performance Indicators
3. Event Situation
4. Judge Role-play Characterization
Participants may conduct a slightly different type of meeting and/or discussion with you each time; however, it is important that the information you provide and the questions you ask be uniform for every participant.
5. Judge's Evaluation Instructions
6. Judge's Evaluation Form
Please use a critical and consistent eye in rating each participant.

JUDGE ROLE-PLAY CHARACTERIZATION

You are to assume the role of senior vice president for JAUNT MOTORS, an automobile manufacturer. You want the director of brand management (participant) to develop a new vehicle model that will be marketed to dog owners.

JAUNT MOTORS has had consistent sales in the automobile industry since its relatively recent start twenty-five years ago. The company is known for reliable vehicles sold at reasonable prices. JAUNT offers full-size sedans, coupes, minivans and sport utility vehicles. The majority of JAUNT owners fall in two demographics: young Millennials purchasing their first vehicles and Baby Boomers.

While the company is doing well, executives are looking for ways to differentiate its vehicles from others on the market to boost sales. Executives feel efforts are best focused on its key demographic, Millennials.

Recent reports have shown that over 60% of all households have a dog. Of those households, 31% are Millennials. Many in this demographic are choosing to have a dog before or instead of having children. This group also spends more money on products and services for their dogs than any other demographic.

You feel that the best way to engage Millennials shopping for a new vehicle is to create a product that appeals to dog owners. There are no other vehicles currently on the market that are positioned

as such. You want the director of brand management (participant) to generate ideas for the brand-new JAUNT sport utility vehicle that would make it ideal for dog owners. Specifically, the director of brand management (participant) will need to determine:

- Built-in features or additions to the vehicle that make it dog-friendly
- Name for model
- Positioning concept
- Marketing strategies

The participant will present ideas to you in a role-play to take place in your office. You will begin the role-play by greeting the participant and asking to hear about his/her ideas.

During the course of the role-play you are to ask the following questions of each participant:

1. How does this vehicle appeal to Millennial dog owners?
2. What do you feel is an acceptable starting price for this new vehicle compared to other vehicles in the JAUNT product line?

Once the director of brand management (participant) has presented ideas and has answered your questions, you will conclude the role-play by thanking the director of brand management (participant) for the work.

You are not to make any comments after the event is over except to thank the participant.

JUDGE'S EVALUATION INSTRUCTIONS

Evaluation Form Information

The participants are to be evaluated on their ability to perform the specific performance indicators stated on the cover sheet of this event and restated on the Judge's Evaluation Form. Although you may see other performance indicators being demonstrated by the participants, those listed in the Performance Indicators section are the critical ones you are measuring for this particular event.

Evaluation Form Interpretation

The evaluation levels listed below and the evaluation rating procedures should be discussed thoroughly with your event chairperson and the other judges to ensure complete and common understanding for judging consistency.

Level of Evaluation	Interpretation Level
Exceeds Expectations	Participant demonstrated the performance indicator in an extremely professional manner; greatly exceeds business standards; would rank in the top 10% of business personnel performing this performance indicator.
Meets Expectations	Participant demonstrated the performance indicator in an acceptable and effective manner; meets at least minimal business standards; there would be no need for additional formalized training at this time; would rank in the 70-89 th percentile of business personnel performing this performance indicator.
Below Expectations	Participant demonstrated the performance indicator with limited effectiveness; performance generally fell below minimal business standards; additional training would be required to improve knowledge, attitude and/or skills; would rank in the 50-69 th percentile of business personnel performing this performance indicator.
Little/No Value	Participant demonstrated the performance indicator with little or no effectiveness; a great deal of formal training would be needed immediately; perhaps this person should seek other employment; would rank in the 0-49 th percentile of business personnel performing this performance indicator.



**AUTOMOTIVE SERVICES MARKETING
SERIES, 2018**

Participant: _____

I.D. Number: _____

JUDGE'S EVALUATION FORM

INSTRUCTIONAL AREA
Product/Service Management

Did the participant:

Did the participant:		Little/No Value	Below Expectations	Meets Expectations	Exceeds Expectations	Judged Score
PERFORMANCE INDICATORS						
1.	Generate product ideas?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
2.	Develop positioning concept for a new product idea?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
3.	Describe factors used by marketers to position products/services?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
4.	Describe the role of customer voice in branding?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
5.	Explain the concept of marketing strategies?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
21st CENTURY SKILLS						
6.	Reason effectively and use systems thinking?	0-1	2-3	4	5-6	
7.	Make judgments and decisions, and solve problems?	0-1	2-3	4	5-6	
8.	Communicate clearly?	0-1	2-3	4	5-6	
9.	Show evidence of creativity?	0-1	2-3	4	5-6	
10.	Overall impression and responses to the judge's questions	0-1	2-3	4	5-6	
TOTAL SCORE						



CAREER CLUSTER

Marketing

CAREER PATHWAY

Marketing Management

INSTRUCTIONAL AREA

Customer Relations

AUTOMOTIVE SERVICES MARKETING SERIES EVENT

PARTICIPANT INSTRUCTIONS

- The event will be presented to you through your reading of the 21st Century Skills, Performance Indicators and Event Situation. You will have up to 10 minutes to review this information and prepare your presentation. You may make notes to use during your presentation.
- You will have up to 10 minutes to make your presentation to the judge (you may have more than one judge.)
- You will be evaluated on how well you meet the performance indicators of this event.
- Turn in all of your notes and event materials when you have completed the event.

21st CENTURY SKILLS

- Critical Thinking – Reason effectively and use systems thinking.
- Problem Solving – Make judgments and decisions, and solve problems.
- Communication – Communicate clearly.
- Creativity and Innovation – Show evidence of creativity.

PERFORMANCE INDICATORS

1. Explain the nature of positive customer relations.
2. Demonstrate a customer service mindset.
3. Identify company's brand promise.
4. Generate product ideas.
5. Communicate core values of product/service.

EVENT SITUATION

You are to assume the role of director of customer experience for ON THE ROAD AGAIN, a chain of mobile repair vans that service vehicles at the customer's location. The director of marketing (judge) is working on a new marketing plan to improve the company's customer service rating and wants your help in determining additional products and services the mobile repair van can provide customers waiting for repairs that will boost customer service ratings.

ON THE ROAD AGAIN has over 500 vans across the region equipped with automotive repair products and tools and licensed service technicians. Rather than a customer having a vehicle towed to a service station, ON THE ROAD AGAIN will come to the customer. ON THE ROAD AGAIN most frequently services vehicles that are on the side of the road, providing the customers with on-site service in a stressful situation. Customers also like to call ON THE ROAD AGAIN while at work, with repairs or service completed in time for the commute home.

While the unique service provided by ON THE ROAD AGAIN is valued by customers, the results of customer surveys show a low rating for customer service. The surveys indicate that the workmanship of the repairs and/or service is excellent, but unlike service stations, no other attempts are made to demonstrate customer service. Customers are often left standing on the side of busy highways simply waiting for time consuming repairs to be made.

To improve the company's customer service rating, the director of marketing (judge) is creating a new marketing plan that will promote additional customer service related products and services ON THE ROAD AGAIN will be providing its customers. The director of marketing (judge) has asked you to determine specific products and services ON THE ROAD AGAIN can provide to accommodate waiting customers that will demonstrate exemplary customer service. You must explain how your suggested products and services demonstrate customer-service and the company's brand promise.

You will present your ideas to the director of marketing (judge) in a role-play to take place in the director of marketing's (judge's) office. The director of marketing (judge) will begin the role-play by greeting you and asking to hear your ideas. After you have presented your recommendations and have answered the director of marketing's (judge's) questions, the director of marketing (judge) will conclude the role-play by thanking you for your work.

JUDGE'S INSTRUCTIONS

DIRECTIONS, PROCEDURES AND JUDGE'S ROLE

In preparation for this event, you should review the following information with your event manager and other judges:

1. Procedures
2. 21st Century Skills and Performance Indicators
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4. Judge Role-play Characterization
Participants may conduct a slightly different type of meeting and/or discussion with you each time; however, it is important that the information you provide and the questions you ask be uniform for every participant.
5. Judge's Evaluation Instructions
6. Judge's Evaluation Form
Please use a critical and consistent eye in rating each participant.

JUDGE ROLE-PLAY CHARACTERIZATION

You are to assume the role of director of marketing for ON THE ROAD AGAIN, a chain of mobile repair vans that service vehicles at the customer's location. You are working on a new marketing plan to improve the company's customer service rating and want the director of customer experience's (participant's) help in determining additional products and services the mobile repair van can provide customers waiting for repairs that will boost customer service ratings.

ON THE ROAD AGAIN has over 500 vans across the region equipped with automotive repair products and tools and licensed service technicians. Rather than a customer having a vehicle towed to a service station, ON THE ROAD AGAIN will come to the customer. ON THE ROAD AGAIN most frequently services vehicles that are on the side of the road, providing the customers with on-site service in a stressful situation. Customers also like to call ON THE ROAD AGAIN while at work, with repairs or service completed in time for the commute home.

While the unique service provided by ON THE ROAD AGAIN is valued by customers, the results of customer surveys show a low rating for customer service. The surveys indicate that the workmanship of the repairs and/or service is excellent, but unlike service stations, no other attempts are made to demonstrate customer service. Customers are often left standing on the side of busy highways simply waiting for time consuming repairs to be made.

To improve the company's customer service rating, you are creating a new marketing plan that will promote additional customer service-related products and services ON THE ROAD AGAIN will be providing its customers. You have asked the director of customer experience (participant) to determine specific products and services ON THE ROAD AGAIN can provide to accommodate waiting customers that will demonstrate exemplary customer service. The director of customer experience (participant) must explain how the suggested products and services demonstrate customer-service and the company's brand promise.

The participant will present ideas to you in a role-play to take place in your office. You will begin the role-play by greeting the participant and asking to hear about his/her ideas.

During the course of the role-play you are to ask the following questions of each participant:

1. Why is it important to go above and beyond in customer service?
2. Will all of your proposed ideas all be free for the customer or for a fee?
3. Is it acceptable for our service technicians to receive monetary tips?

Once the director of customer experience (participant) has presented ideas and has answered your questions, you will conclude the role-play by thanking the director of customer experience (participant) for the work.

You are not to make any comments after the event is over except to thank the participant.

JUDGE'S EVALUATION INSTRUCTIONS

Evaluation Form Information

The participants are to be evaluated on their ability to perform the specific performance indicators stated on the cover sheet of this event and restated on the Judge's Evaluation Form. Although you may see other performance indicators being demonstrated by the participants, those listed in the Performance Indicators section are the critical ones you are measuring for this particular event.

Evaluation Form Interpretation

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Meets Expectations	Participant demonstrated the performance indicator in an acceptable and effective manner; meets at least minimal business standards; there would be no need for additional formalized training at this time; would rank in the 70-89 th percentile of business personnel performing this performance indicator.
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Little/No Value	Participant demonstrated the performance indicator with little or no effectiveness; a great deal of formal training would be needed immediately; perhaps this person should seek other employment; would rank in the 0-49 th percentile of business personnel performing this performance indicator.



**AUTOMOTIVE SERVICES MARKETING
SERIES, 2018**

Participant: _____

I.D. Number: _____

JUDGE'S EVALUATION FORM

INSTRUCTIONAL AREA

Customer Relations

Did the participant:

		Little/No Value	Below Expectations	Meets Expectations	Exceeds Expectations	Judged Score
PERFORMANCE INDICATORS						
1.	Explain the nature of positive customer relations?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
2.	Demonstrate a customer service mindset?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
3.	Identify company's brand promise?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
4.	Generate product ideas?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
5.	Communicate core values of product/service?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
21st CENTURY SKILLS						
6.	Reason effectively and use systems thinking?	0-1	2-3	4	5-6	
7.	Make judgments and decisions, and solve problems?	0-1	2-3	4	5-6	
8.	Communicate clearly?	0-1	2-3	4	5-6	
9.	Show evidence of creativity?	0-1	2-3	4	5-6	
10.	Overall impression and responses to the judge's questions	0-1	2-3	4	5-6	
TOTAL SCORE						



CAREER CLUSTER

Marketing

CAREER PATHWAY

Marketing Management

INSTRUCTIONAL AREA

Promotion

AUTOMOTIVE SERVICES MARKETING SERIES EVENT

PARTICIPANT INSTRUCTIONS

- The event will be presented to you through your reading of the 21st Century Skills, Performance Indicators and Event Situation. You will have up to 10 minutes to review this information and prepare your presentation. You may make notes to use during your presentation.
- You will have up to 10 minutes to make your presentation to the judge (you may have more than one judge).
- You will be evaluated on how well you meet the performance indicators of this event.
- Turn in all of your notes and event materials when you have completed the event.

21st CENTURY SKILLS

- Critical Thinking – Reason effectively and use systems thinking.
- Problem Solving – Make judgments and decisions, and solve problems.
- Communication – Communicate clearly.
- Creativity and Innovation – Show evidence of creativity.

PERFORMANCE INDICATORS

1. Explain the nature of a promotional plan.
2. Explain the types of promotion.
3. Describe the use of technology in the promotion function.
4. Explain the concept of marketing strategies.
5. Identify product/service's competitive advantage.

EVENT SITUATION

You are to assume the role of director of marketing for COOPER BOYS AUTO SERVICE, a chain of automobile repair and service centers. The senior vice president (judge) is concerned with the declining number of certified, licensed repair technicians entering the workforce each year and has asked you to design a promotional plan that will promote internships available within the company.

COOPER BOYS has over 900 locations, all providing automotive maintenance and repair, retail areas containing parts and specialty part delivery and tires. COOPER BOYS is a well-known and well-trusted brand and has been in business for over 75 years. Every single employee working in the service bays at COOPER BOYS is a certified, licensed technician that has graduated from a vocational school for a career in automotive repair.

While each COOPER BOYS hires its own employees, a trend has been noticed by each service center, regardless of location; as positions open for automotive technicians, it is becoming more and more difficult to find qualified applicants to fill the positions. Not as many young men and women are choosing careers in automotive repair as in years past, so the pool of applicants has become quite small.

In an effort to promote careers in the automotive repair industry and to increase the pool of qualified applicants, the senior vice president (judge) has proposed two new internships that have the possibility of leading toward solid hires for COOPER BOYS. The senior vice president (judge) wants you to analyze each internship and decide which has the most potential for adding to the industry. The internships will be available at all COOPER BOYS location that wish to participate.

Internship 1: For high school juniors and seniors, 15 hours/week, 3-month commitment, unpaid. The intern will observe COOPER BOYS technicians, learn routine functions such as maintenance and inspections and how to file proper paperwork.

Internship 2: For vocational school students enrolled in automotive repair, 30 hours/week, 6-month commitment, paid, hiring at a COOPER BOYS location promised after successful completion of internship.

Once you have chosen which internship opportunity you think has the most potential, you must create a promotional plan that will market the internship to the proper market. You must decide how the internship will be communicated, marketing strategies and appropriate channels.

You will present your promotional plan to the senior vice president (judge) in a role-play to take place in the vice president's (judge's) office. The senior vice president (judge) will begin the role-play by greeting you and asking to hear your ideas. After you have presented your plan and have answered the senior vice president's (judge's) questions, the senior vice president (judge) will conclude the role-play by thanking you for your work.

JUDGE'S INSTRUCTIONS

DIRECTIONS, PROCEDURES AND JUDGE'S ROLE

In preparation for this event, you should review the following information with your event manager and other judges:

1. Procedures
2. 21st Century Skills and Performance Indicators
3. Event Situation
4. Judge Role-play Characterization
Participants may conduct a slightly different type of meeting and/or discussion with you each time; however, it is important that the information you provide and the questions you ask be uniform for every participant.
5. Judge's Evaluation Instructions
6. Judge's Evaluation Form
Please use a critical and consistent eye in rating each participant.

JUDGE ROLE-PLAY CHARACTERIZATION

You are to assume the role of senior vice president for COOPER BOYS AUTO SERVICE, a chain of automobile repair and service centers. You are concerned with the declining number of certified, licensed repair technicians entering the workforce each year and have asked the director of marketing (participant) to design a promotional plan that will promote internships available within the company.

COOPER BOYS has over 900 locations, all providing automotive maintenance and repair, retail areas containing parts and specialty part delivery and tires. COOPER BOYS is a well-known and well-trusted brand and has been in business for over 75 years. Every single employee working in the service bays at COOPER BOYS is a certified, licensed technician that has graduated from a vocational school for a career in automotive repair.

While each COOPER BOYS hires its own employees, a trend has been noticed by each service center, regardless of location; as positions open for automotive technicians, it is becoming more and more difficult to find qualified applicants to fill the positions. Not as many young men and women are choosing careers in automotive repair as in years past, so the pool of applicants has become quite small.

In an effort to promote careers in the automotive repair industry and to increase the pool of qualified applicants, you have proposed two new internships that have the possibility of leading

toward solid hires for COOPER BOYS. You want the director of marketing (participant) to analyze each internship and decide which has the most potential for adding to the industry. The internships will be available at all COOPER BOYS location that wish to participate.

Internship 1: For high school juniors and seniors, 15 hours/week, 3-month commitment, unpaid. The intern will observe COOPER BOYS technicians, learn routine functions such as maintenance and inspections and how to file proper paperwork.

Internship 2: For vocational school students enrolled in automotive repair, 30 hours/week, 6-month commitment, paid, hiring at a COOPER BOYS location promised after successful completion of internship.

Once the director of marketing (participant) has chosen which internship opportunity has the most potential, the director of marketing (participant) must create a promotional plan that will market the internship to the proper market. The director of marketing (participant) must decide how the internship will be communicated, marketing strategies and appropriate channels.

The participant will present ideas to you in a role-play to take place in your office. You will begin the role-play by greeting the participant and asking to hear about his/her ideas.

During the course of the role-play you are to ask the following questions of each participant:

1. Why is it so important for the company to only hire licensed, certified technicians?
2. How should we introduce the internship to our location managers?
3. Should we promote the internship at the applicable schools? (at the high schools if high school internship selected, at the vocational schools if that is selected)

Once the director of marketing (participant) has presented ideas and has answered your questions, you will conclude the role-play by thanking the director of marketing (participant) for the work.

You are not to make any comments after the event is over except to thank the participant.

JUDGE'S EVALUATION INSTRUCTIONS

Evaluation Form Information

The participants are to be evaluated on their ability to perform the specific performance indicators stated on the cover sheet of this event and restated on the Judge's Evaluation Form. Although you may see other performance indicators being demonstrated by the participants, those listed in the Performance Indicators section are the critical ones you are measuring for this particular event.

Evaluation Form Interpretation

The evaluation levels listed below and the evaluation rating procedures should be discussed thoroughly with your event chairperson and the other judges to ensure complete and common understanding for judging consistency.

Level of Evaluation	Interpretation Level
Exceeds Expectations	Participant demonstrated the performance indicator in an extremely professional manner; greatly exceeds business standards; would rank in the top 10% of business personnel performing this performance indicator.
Meets Expectations	Participant demonstrated the performance indicator in an acceptable and effective manner; meets at least minimal business standards; there would be no need for additional formalized training at this time; would rank in the 70-89 th percentile of business personnel performing this performance indicator.
Below Expectations	Participant demonstrated the performance indicator with limited effectiveness; performance generally fell below minimal business standards; additional training would be required to improve knowledge, attitude and/or skills; would rank in the 50-69 th percentile of business personnel performing this performance indicator.
Little/No Value	Participant demonstrated the performance indicator with little or no effectiveness; a great deal of formal training would be needed immediately; perhaps this person should seek other employment; would rank in the 0-49 th percentile of business personnel performing this performance indicator.



**AUTOMOTIVE SERVICES MARKETING
SERIES, 2018**

Participant: _____

I.D. Number: _____

JUDGE'S EVALUATION FORM

INSTRUCTIONAL AREA

Promotion

Did the participant:

		Little/No Value	Below Expectations	Meets Expectations	Exceeds Expectations	Judged Score
PERFORMANCE INDICATORS						
1.	Explain the nature of a promotional plan?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
2.	Explain the types of promotion?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
3.	Describe the use of technology in the promotion function?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
4.	Explain the concept of marketing strategies?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
5.	Identify product's/service's competitive advantage?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
21st CENTURY SKILLS						
6.	Reason effectively and use systems thinking?	0-1	2-3	4	5-6	
7.	Make judgments and decisions, and solve problems?	0-1	2-3	4	5-6	
8.	Communicate clearly?	0-1	2-3	4	5-6	
9.	Show evidence of creativity?	0-1	2-3	4	5-6	
10.	Overall impression and responses to the judge's questions	0-1	2-3	4	5-6	
TOTAL SCORE						



\$8.00 | 18RPH03



DECA
BUSINESS
FINANCE

ROLE-PLAYS USED IN DECA'S
INDIVIDUAL SERIES EVENTS



2018



BUSINESS FINANCE SERIES

2018 ROLE-PLAYS

INCLUDES:

INTEGRATE DECA'S ROLE-PLAYS AND CASE STUDIES INTO YOUR CLASSROOM

ROLE-PLAY 1: ECONOMICS

ROLE-PLAY 2: FINANCIAL ANALYSIS

ROLE-PLAY 3: FINANCIAL ANALYSIS



INTEGRATE DECA'S ROLE-PLAYS AND CASE STUDIES INTO YOUR CLASSROOM

With its connection to National Curriculum Standards, DECA's Competitive Events Program is designed to be integrated into classroom instruction to help members apply learning and connect to business. As teaching tools, DECA's role-plays and case studies provide relevant, meaningful problems for students to solve, provide a standards-based evaluation, increase rigor of the instruction, result in evidence of student learning and expose students to DECA – all as part of classroom instruction.

STEP 1: FAMILIARIZE YOURSELF WITH EVENT GUIDELINES AND PERFORMANCE INDICATORS.

Use the DECA Guide to familiarize yourself with event guidelines that explain how each competitive event will operate – time limits, exam specifications, interactions with a judge, etc.

Role-plays and case studies are developed using performance indicators – key concepts from national curriculum standards that students should learn during the school year. DECA uses five lists of performance indicators which are organized by career cluster – business administration core, business management and administration, finance, hospitality and tourism, and marketing, as well as personal financial literacy.

Each performance indicator list is arranged by instructional areas to assist advisors with planning units of instruction. Advisors teaching accounting courses, for example, can use the Finance Career Cluster performance indicator list to plan their curriculum while advisors teaching marketing courses can use the Marketing Career Cluster performance indicator list.

STEP 2: UNDERSTAND HOW ROLE-PLAYS AND CASE STUDIES ARE DESIGNED.

The career cluster and primary instructional area for role-plays and case studies are identified at the top of the first page of the event.

Role-plays used for DECA's Principles of Business Administration Events measure four performance indicators from the business administration core.

Case studies used for DECA's Team Decision Making Events measure seven performance indicators. Usually, at least four of the seven performance indicators have been selected from the case study's instructional area. Therefore, if the event situation is asking the participant to develop a promotion plan, most of the performance indicators will be from the promotion instructional area.

Role-plays used for DECA's Individual Series Events measure five performance indicators. Usually, at least three of the five performance indicators have been selected from the event situation's instructional area. The career pathway is also identified on the role-play, which may include performance indicators from that specific pathway as well.

Role-plays used for DECA's Personal Financial Literacy event measure three performance indicators from the National Standards in K-12 Personal Finance Education, created and maintained by the Jump\$tart Coalition® for Personal Financial Literacy.

STEP 3: START ORGANIZING SAMPLE EVENTS.

Each year, DECA posts sample role-plays and case studies on deca.org. Shop DECA also sells previously used events each year. Gather these samples and begin to categorize them by instructional area.

STEP 4: USE SAMPLE EVENTS AS A CLASSROOM ACTIVITY.

As you teach different instructional areas during the year, use corresponding role-plays and case studies as learning tools. While the traditional competitive event setting requires interaction with judges, many advisors have used role-plays and case studies as:

- warm-up activities at the beginning of classes.
- writing exercises that require students to write their ideas for solving the problem presented in the role-play or case study.
- public speaking exercises that require students to deliver an oral report or recorded video that presents their ideas for solving the problem presented in the role-play or case study.
- assessment tools in lieu of a multiple-choice quiz/test.

Since the evaluation form for each role-play and case study assesses the performance indicators, you are assessing students' performance according to national curriculum standards which are industry validated and aligned to career clusters.

ADDITIONAL RESOURCES

Event guidelines, performance indicator lists, sample events and sample exam questions are available at www.deca.org/competitiveevents. Sample role-play presentations can be viewed at www.deca.org. Advisors may wish to show the videos and ask students to evaluate the presentations using the evaluation forms. Shop DECA sells many items to assist advisors with integrating DECA into curriculum at shopdeca.org.



CAREER CLUSTER

Finance

CAREER PATHWAY

Corporate Finance

INSTRUCTIONAL AREA

Economics

BUSINESS FINANCE SERIES EVENT

PARTICIPANT INSTRUCTIONS

- The event will be presented to you through your reading of the 21st Century Skills, Performance Indicators and Event Situation. You will have up to 10 minutes to review this information and prepare your presentation. You may make notes to use during your presentation.
- You will have up to 10 minutes to make your presentation to the judge (you may have more than one judge).
- You will be evaluated on how well you meet the performance indicators of this event.
- Turn in all of your notes and event materials when you have completed the event.

21st CENTURY SKILLS

- Critical Thinking – Reason effectively and use systems thinking.
- Problem Solving – Make judgments and decisions, and solve problems.
- Communication – Communicate clearly.
- Creativity and Innovation – Show evidence of creativity.

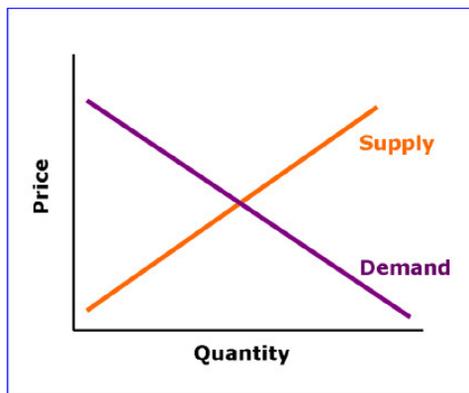
PERFORMANCE INDICATORS

1. Discuss external forces affecting a company's value.
2. Distinguish between economic goods and services.
3. Describe the concept of economics and economic activities.
4. Determine economic utilities created by business activities.
5. Explain the principles of supply and demand.

EVENT SITUATION

You are to assume the role of an economics professor for a local community college. Your college works closely with the local Small Business Administration (SBA) to help entrepreneurs grow and sustain their business. The chair of the economics department (judge) has asked you to join efforts to put together a presentation to help small business owners understand how economics can be useful in entrepreneurship. You have been given the below subjects to cover during your presentation to include a full explanation of a supply and demand graph and how it relates to pricing of products. Here are the items for discussion:

- Goods vs. services and how to capitalize from both
- The four factors of production
- Economics vs. economic activities
- Economic utilities created by business activities



The chair of the economics department (judge) has asked for you to practice your presentation with him/her prior to your actual meeting with the entrepreneurs. You will visit with the chair of the economics department (judge) in the conference room. The chair of the economics department (judge) will begin the role-play by greeting you and asking to hear your presentation. After you have presented the information and have answered the chair of the economic department's (judge's) questions, the chair of the economics department (judge) will conclude the role-play by thanking you for your work.

JUDGE'S INSTRUCTIONS

DIRECTIONS, PROCEDURES AND JUDGE'S ROLE

In preparation for this event, you should review the following information with your event manager and other judges:

1. Procedures
2. 21st Century Skills and Performance Indicators
3. Event Situation
4. Judge Role-play Characterization
Participants may conduct a slightly different type of meeting and/or discussion with you each time; however, it is important that the information you provide and the questions you ask be uniform for every participant.
5. Judge's Evaluation Instructions
6. Judge's Evaluation Form
Please use a critical and consistent eye in rating each participant.

JUDGE ROLE-PLAY CHARACTERIZATION

You are to assume the role of the chair of the economics department at a local community college. The community college works closely with the local Small Business Administration (SBA) to help entrepreneurs grow and sustain their business. You have asked an economics professor (participant) to join efforts to put together a presentation to help small business owners understand how economics can be useful in entrepreneurship. The economics professor (participant) has been given the following subjects to cover during the presentation to include a full explanation of a supply and demand graph and how it relates to pricing of products. Here are the items for discussion:

- Goods vs. services and how to capitalize from both
- The four factors of production
- Economics vs. economic activities
- Economic utilities created by business activities

You have asked for the economics professor (participant) to practice the presentation with you prior to the actual meeting with the entrepreneurs. The meeting will be located in the conference room in the community college. You will begin the role-play by greeting the economics professor (participant) and asking to hear the presentation.

During the course of the role-play you are to ask the following questions of each participant:

1. What happens when you have excess supply?
2. What information can be provided by a supply and demand curve?

Once the economics professor (participant) has presented the information and has answered your questions, you will conclude the role-play by thanking the economics professor (participant) for the work.

You are not to make any comments after the event is over except to thank the participant.

Solution:

1. Goods vs. services and how a business can capitalize from both

Goods are tangible items that are for sale (ex., hats, shoes, clothing). Services are activities provided by people (ex., doctors, lawyers, barbers). Business can sell both products and services at their place of business in order to increase profits. For example, a barber can not only cut hair, but also sell hair care products.

2. The four factors of production

Economic resources are the good or services available to individuals and business used to produce consumer products. The economic resources include land, labor and capital. Entrepreneurship is also considered a resource because by creating businesses, the economy can move. Here is a brief explanation of each:

- Land – economic resource that includes natural resources found within a nation's economy. This resource can include timber, land, fisheries, farms and other resources.
- Labor – is the human capital available to transform raw or national resources into consumer goods.
- Capital – represents the monetary resources companies use to purchase natural resources. Monetary resources flow through a nations' economy as people buy and sell products/services to individuals and business.
- Entrepreneurship – Entrepreneurs usually have an idea for creating a valuable good or service and take all the risk involved with transforming the economic resources into consumer products.

3. Economics vs. economic activities

- Economics is the social science that studies the production, distribution and consumption of all goods and services.
- Economic activities are the actions that involve the production, distribution and consumption of goods and services at all level within a society. Gross domestic product (GDP) is one way of assessing economic activity.

4. Economic utilities created by business activities

Economic utility is the value, or usefulness, that a purchase receives in return for exchanging money for a company's goods or services. Companies should work to provide maximum customer satisfaction through addressing all four types of utilities. There are four types of economic utilities:

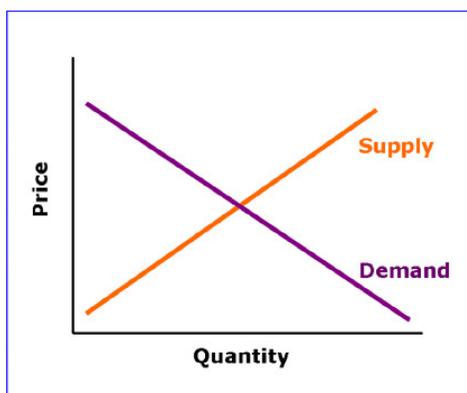
Form – The specific product or service that a company offers to potential customers. This utility also includes offering consumers lower cost, greater convenience or a wider selection of products.

Time - This refers to easy availability of products or services at the time when the customer needs or wants to purchase them.

Place – This refers to making goods or services readily and available to potential consumers. This can range from a retail stores location to how easy a company's website or services are found on the internet.

Possession - The benefit customers receive from ownership of a company's product or service once they have purchased it.

5. The principle of Supply and Demand



The law of supply and demand is the theory explaining the interaction between the supply of a resource and the demand for the product or service. Supply is the availability of a product and what effect that the demand for the product has on price. Demand refers to how much quantity of a product or service is wanted from buyers.

Demand – The law of demand tells us that if all factors remain equal, the higher the price of a good, the less people will want the good. The curve is a downward slope because of this.

Supply – The law of supply tells us that the quantities that will be sold at a certain price. The slope is upward because the higher the price, the higher the quantity supplied. Entrepreneurs supply more at a higher price because selling at the higher price will generate the most amount of revenue.

Equilibrium – This is the point in the middle when supply and demand are equal. The economy is said to be operating best when at this point because the allocation of goods is most efficient because the amount of goods being supplied is exactly the same as the amount of goods being demanded. At this point, suppliers are selling all the goods that they have produced and people are getting all the goods that they have demanded.

Solutions to the Judge's questions

1. What will happen if you have excess supply?

The suppliers are producing more goods, which they are hoping to sell to increase profits, but unfortunately consumers are finding the goods are less attractive and purchases less because the price is too high. The entrepreneur will truly have to reduce prices.

2. What information can be provided by a supply and demand curve?

For economist and businesses alike, the information that is provided is critical to operating a business. The graph will allow businesses to plan production and make predictions about revenues, income and production capabilities.

JUDGE'S EVALUATION INSTRUCTIONS

Evaluation Form Information

The participants are to be evaluated on their ability to perform the specific performance indicators stated on the cover sheet of this event and restated on the Judge's Evaluation Form. Although you may see other performance indicators being demonstrated by the participants, those listed in the Performance Indicators section are the critical ones you are measuring for this particular event.

Evaluation Form Interpretation

The evaluation levels listed below and the evaluation rating procedures should be discussed thoroughly with your event chairperson and the other judges to ensure complete and common understanding for judging consistency.

Level of Evaluation	Interpretation Level
Exceeds Expectations	Participant demonstrated the performance indicator in an extremely professional manner; greatly exceeds business standards; would rank in the top 10% of business personnel performing this performance indicator.
Meets Expectations	Participant demonstrated the performance indicator in an acceptable and effective manner; meets at least minimal business standards; there would be no need for additional formalized training at this time; would rank in the 70-89 th percentile of business personnel performing this performance indicator.
Below Expectations	Participant demonstrated the performance indicator with limited effectiveness; performance generally fell below minimal business standards; additional training would be required to improve knowledge, attitude and/or skills; would rank in the 50-69 th percentile of business personnel performing this performance indicator.
Little/No Value	Participant demonstrated the performance indicator with little or no effectiveness; a great deal of formal training would be needed immediately; perhaps this person should seek other employment; would rank in the 0-49 th percentile of business personnel performing this performance indicator.



BUSINESS FINANCE SERIES, 2018

JUDGE'S EVALUATION FORM

INSTRUCTIONAL AREA:

Economics

Participant: _____

I.D. Number: _____

Did the participant:

		Little/No Value	Below Expectations	Meets Expectations	Exceeds Expectations	Judged Score
PERFORMANCE INDICATORS						
1.	Discuss external forces affecting a company's value?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
2.	Distinguish between economic goods and services?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
3.	Describe the concepts of economics and economic activities?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
4.	Determine economic utilities created by business activities?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
5.	Explain the principles of supply and demand?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
21st CENTURY SKILLS						
6.	Reason effectively and use systems thinking?	0-1	2-3	4	5-6	
7.	Make judgments and decisions, and solve problems?	0-1	2-3	4	5-6	
8.	Communicate clearly?	0-1	2-3	4	5-6	
9.	Show evidence of creativity?	0-1	2-3	4	5-6	
10.	Overall impression and responses to the judge's questions	0-1	2-3	4	5-6	
TOTAL SCORE						



CAREER CLUSTER

Finance

CAREER PATHWAY

Corporate Finance

INSTRUCTIONAL AREA

Financial Analysis

BUSINESS FINANCE SERIES EVENT

PARTICIPANT INSTRUCTIONS

- The event will be presented to you through your reading of the 21st Century Skills, Performance Indicators and Event Situation. You will have up to 10 minutes to review this information and prepare your presentation. You may make notes to use during your presentation.
- You will have up to 10 minutes to make your presentation to the judge (you may have more than one judge).
- You will be evaluated on how well you meet the performance indicators of this event.
- Turn in all of your notes and event materials when you have completed the event.

21st CENTURY SKILLS

- Critical Thinking – Reason effectively and use systems thinking.
- Problem Solving – Make judgments and decisions, and solve problems.
- Communication – Communicate clearly.
- Creativity and Innovation – Show evidence of creativity.

PERFORMANCE INDICATORS

1. Explain the role of finance in business.
2. Explain the nature of balance sheets.
3. Describe techniques used to analyze customer financial information.
4. Discuss the analysis of a company's financial situation using its financial statements.
5. Apply information to accomplish a task.

EVENT SITUATION

You are to assume the role of a newly hired loan officer at ABC BANK, working in their small business lending division. The manager (judge) has asked you to analyze the balance sheet of a corporate client and make a recommendation to approve or deny a loan request.

The small business lending division of ABC BANK works with companies with less than 1 million dollars in assets. One potential client is BIG SALES COMPANY, a mail-order company that sells several thousand products. BIG SALES COMPANY has been in business for over 10 years and has decided to come to ABC BANK to seek a small business line of credit for \$300,000 to expand their global operations.

The manager (judge) has asked the loan officer team to analyze different financial aspects of BIG SALES COMPANY to truly understand the company's financial health. The manager (judge) has asked you to analyze the company's balance sheet from last year, specifically the following:

- Explain the nature of the balance sheet (regards to assets, liabilities and owner's equity).
- Measure the company's liquidity using a current ratio and explain why this is important.
- Calculate the working capital and be prepared to explain why this is a valuable measure.

Once you have analyzed last year's balance sheet, the manager (judge) wants you to make a recommendation to approve or deny the loan based on the balance sheet.

The balance sheet is located on the following page.

You will present your analysis and recommendation to the manager (judge) in a role-play to take place in the manager's (judge's) office. The manager (judge) will begin the role-play by greeting you and asking to hear your ideas. After you have presented the information and have answered the manager's (judge's) questions, the manager (judge) will conclude the role-play by thanking you for your work and recommendation.

BIG SALES CO.

Balance Sheet

December 31, 2016

Assets		
Current Assets		
Cash	225,700.00	
Accounts Receivable	18,000.00	
Total Current Assets		243,700.00
Fixed Assets		
Fall Line Order	94,000.00	
Spring Line Order	73,000.00	
Total Fixed Assets		167,000.00
Total Assets		410,700.00
Liabilities		
Current Liabilities		
Notes Payable – Cars 4 Real		7,200.00
Long-Term Liabilities		
Notes Payable – Mailing Supplies Inc.		12,960.00
Total Liabilities		20,160.00
Owner's Equity		
Capital -		390,540.00
Total Liabilities and Owner's Equity		410,700.00

JUDGE'S INSTRUCTIONS

DIRECTIONS, PROCEDURES AND JUDGE'S ROLE

In preparation for this event, you should review the following information with your event manager and other judges:

1. Procedures
2. 21st Century Skills and Performance Indicators
3. Event Situation
4. Judge Role-play Characterization
Participants may conduct a slightly different type of meeting and/or discussion with you each time; however, it is important that the information you provide and the questions you ask be uniform for every participant.
5. Judge's Evaluation Instructions
6. Judge's Evaluation Form
Please use a critical and consistent eye in rating each participant.

JUDGE ROLE-PLAY CHARACTERIZATION

You are to assume the role of loan manager at ABC BANK, working in their small business lending division. You have asked a newly hired loan officer (participant) to analyze the balance sheet of a corporate client and make a recommendation to approve or deny a loan request.

The small business lending division of ABC Bank works with companies with less than 1 million dollars in assets. One potential client is BIG SALES COMPANY, a mail-order company that sells several thousand products. BIG SALES COMPANY has been in business for over 10 years and has decided to come to ABC BANK to seek a small business line of credit for \$300,000 to expand their global operations.

You have asked the loan officer team to analyze different financial aspects of BIG SALES COMPANY to truly understand the company's financial health. You have asked the loan officer (participant) to analyze the company's balance sheet from last year, specifically the following:

- Explain the nature of the balance sheet (regards to assets, liabilities and owner's equity).
- Measure the company's liquidity using a current ratio and explain why this is important.
- Calculate the working capital and be prepared to explain why this is a valuable measure.

Once the loan officer (participant) has analyzed last year's balance sheet, you want the loan officer (participant) to make a recommendation to approve or deny the loan based on the balance sheet.

BIG SALES CO.

Balance Sheet

December 31, 2016

Assets		
Current Assets		
Cash	225,700.00	
Accounts Receivable	18,000.00	
Total Current Assets		243,700.00
Fixed Assets		
Fall Line Order	94,000.00	
Spring Line Order	73,000.00	
Total Fixed Assets		167,000.00
Total Assets		410,700.00
Liabilities		
Current Liabilities		
Notes Payable – Cars 4 Real		7,200.00
Long-Term Liabilities		
Notes Payable – Mailing Supplies Inc.		12,960.00
Total Liabilities		20,160.00
Owner's Equity		
Capital -		390,540.00
Total Liabilities and Owner's Equity		410,700.00

During the course of the role-play, you are to ask the following questions of each participant:

1. What is the difference between current and fixed assets?
2. Why would a business plan be another important document for a lender to look at when deciding to advance money to a business?

After the loan officer (participant) has presented the information and has answered your questions, you will conclude the role-play by thanking them for their work

You are not to make any comments after the event is over except to thank the participant

SOLUTION

1. Explain the nature of balance sheet.

- Explain the nature of the balance sheet (regards to assets, liabilities and owner's equity).

The balance sheet is a financial statement that summarizes a company's assets (items that a company owns), liabilities (financial debt or obligations that arise during a company's business operations) and owner's equity which represents the owner's investment in the business minus the owner's withdrawals from the business plus the net income since the business began. The balance sheet formula (accounting equation) is $\text{Assets} = \text{Liabilities} + \text{Owner's Equity}$.

2. Describe techniques used to analyze financial information.

- Measure the company's liquidity using a current ratio.

Current Ratio = Current Assets/Current Liabilities

$$\frac{\$243,700.00}{\$7,200.00}$$

$$33.84\% \text{ or } 33.9:1$$

Current ratio measures a company's ability to pay short-term and long-term obligations.

Big Sales Company's ratio is very strong because it shows that it has \$34 accessible to every dollar owed.

- Calculate the working capital and be prepared to explain why this is a valuable measure.

Working capital is the amount of money left over after you subtract current liabilities from current assets. It shows how much is left to pay short term debts.

Working Capital = Current Assets - Current Liabilities

$$\$243,700 - \$7,200.00$$

$$\$236,500.00$$

Big Sales Company has an excess of actual cash to meet its short term debt in dollars analyzed.

3. Discuss the analysis of a company's financial situation using its financial statements.

- Make a recommendation to approve or deny the loan based on the balance sheet.

Big Sales Company is a strong company when looking at the balance sheet analyzing and calculating both current ratios and working capital. It can clearly be seen that the company could allocate more assets to in fact growing the company. You could also look at the business plan to clearly understand the direction that the business is going on. In addition, accounts receivable is also very low which can signify that companies that purchase products from them either pay in cash or pay their debts on time.

Answers to the Judges Questions:

1. What is the difference between current and fixed assets?

Current Assets: Cash and other assets that are expected to be converted into cash within a year.

Fixed Assets: Assets that are purchased for long term use and will take more than a year to convert to cash. Examples are equipment, buildings and land.

2. Why would a business plan be another important document for a lender to look at when deciding to advance money to a business?

A business plan is a very important blue print for business owners and entrepreneurs because it shows the direction that the business wants to grow. Lenders want to see the vision and mission very clearly. Other items that a lender would look at outside of all financial statements and analysis:

How revenues are generated?

What relevant skills, knowledge and expertise does the owner have?

What market you are serving. Is there an opportunity for growth?

Projections for the future

JUDGE'S EVALUATION INSTRUCTIONS

Evaluation Form Information

The participants are to be evaluated on their ability to perform the specific performance indicators stated on the cover sheet of this event and restated on the Judge's Evaluation Form. Although you may see other performance indicators being demonstrated by the participants, those listed in the Performance Indicators section are the critical ones you are measuring for this particular event.

Evaluation Form Interpretation

The evaluation levels listed below and the evaluation rating procedures should be discussed thoroughly with your event chairperson and the other judges to ensure complete and common understanding for judging consistency.

Level of Evaluation	Interpretation Level
Exceeds Expectations	Participant demonstrated the performance indicator in an extremely professional manner; greatly exceeds business standards; would rank in the top 10% of business personnel performing this performance indicator.
Meets Expectations	Participant demonstrated the performance indicator in an acceptable and effective manner; meets at least minimal business standards; there would be no need for additional formalized training at this time; would rank in the 70-89 th percentile of business personnel performing this performance indicator.
Below Expectations	Participant demonstrated the performance indicator with limited effectiveness; performance generally fell below minimal business standards; additional training would be required to improve knowledge, attitude and/or skills; would rank in the 50-69 th percentile of business personnel performing this performance indicator.
Little/No Value	Participant demonstrated the performance indicator with little or no effectiveness; a great deal of formal training would be needed immediately; perhaps this person should seek other employment; would rank in the 0-49 th percentile of business personnel performing this performance indicator.



BUSINESS FINANCE SERIES, 2018

Participant: _____

JUDGE'S EVALUATION FORM

I.D. Number: _____

INSTRUCTIONAL AREA

Financial Analysis

Did the participant:

Did the participant:		Little/No Value	Below Expectations	Meets Expectations	Exceeds Expectations	Judged Score
PERFORMANCE INDICATORS						
1.	Explain the role of finance in business?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
2.	Explain the nature of balance sheets?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
3.	Describe techniques to analyze customer financial information?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
4.	Discuss the analysis of a company's financial situation using its financial statements?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
5.	Apply information to accomplish a task?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
21st CENTURY SKILLS						
6.	Reason effectively and use systems thinking?	0-1	2-3	4	5-6	
7.	Make judgments and decisions, and solve problems?	0-1	2-3	4	5-6	
8.	Communicate clearly?	0-1	2-3	4	5-6	
9.	Show evidence of creativity?	0-1	2-3	4	5-6	
10.	Overall impression and responses to the judge's questions	0-1	2-3	4	5-6	
TOTAL SCORE						



CAREER CLUSTER

Finance

CAREER PATHWAY

Corporate Finance

INSTRUCTIONAL AREA

Financial Analysis

BUSINESS FINANCE SERIES EVENT

PARTICIPANT INSTRUCTIONS

- The event will be presented to you through your reading of the 21st Century Skills, Performance Indicators and Event Situation. You will have up to 10 minutes to review this information and prepare your presentation. You may make notes to use during your presentation.
- You will have up to 10 minutes to make your presentation to the judge (you may have more than one judge).
- You will be evaluated on how well you meet the performance indicators of this event.
- Turn in all of your notes and event materials when you have completed the event.

21st CENTURY SKILLS

- Critical Thinking – Reason effectively and use systems thinking.
- Problem Solving – Make judgments and decisions, and solve problems.
- Communication – Communicate clearly.
- Creativity and Innovation – Show evidence of creativity.

PERFORMANCE INDICATORS

1. Explain legal considerations for finance.
2. Explain the nature of financial needs.
3. Demonstrate financial analysis applications.
4. Identify project benefit and costs.
5. Apply information to accomplish a task.

EVENT SITUATION

You are to assume the role of a financial consultant contracted to advise and oversee the finances at TIMELESS BEARS, a small family-owned retailer that sells stuffed animals. The owner of TIMELESS BEARS (judge) has asked you for an analysis and recommendations regarding an upcoming change in new business expenses.

TIMELESS BEARS is a family-owned business that manufactures and sells stuffed animals as well as apparel for the bears. The company began 10 years ago and prides itself on donating one bear to a child in a war-torn country with every purchase of a bear. While the location of the company is perfect for customer traffic, many surrounding businesses have endured flooding due to heavy storms and proximity to an often-flooded river. The TIMELESS BEARS company has not suffered any flooding, but the owner (judge) is worried.

The owner of the company (judge) employs five part-time employees that are paid \$8.00 per hour. Effective January 1st, a new city ordinance will require businesses to pay employees a minimum of \$10.00 per hour. The owner (judge) is also considering purchasing insurance to protect the business against floods. The owner (judge) has been provided with a quote of \$4,000 a year for the insurance. Below is a brief overview of the expenses/sales that the owner (judge) has provided you from last year's income statement:

Part-time employee salaries:	\$ 28,935.00
Employer payroll taxes (*8.3% of salaries)	\$ 2,402.00
Gross sales before expenses	\$ 123,475.00
Net sales after expenses	\$ 52,425.00

The owner (judge) has requested to visit with you to discuss the following issues:

- Why local governments periodically increase minimum wage.
- Explain and calculate how the increase in payroll taxes will affect next year's profit.
- Provide a risk analysis for the purchase of insurance.

You will present your ideas to the owner (judge) in a role-play to take place in the owner's (judge's) office. The owner (judge) will begin the role-play by greeting you and asking to hear your ideas. After you have presented your sales ideas and have answered the owner's (judge's) questions, the owner (judge) will conclude the role-play by thanking you for your work.

JUDGE'S INSTRUCTIONS

DIRECTIONS, PROCEDURES AND JUDGE'S ROLE

In preparation for this event, you should review the following information with your event manager and other judges:

1. Procedures
2. 21st Century Skills and Performance Indicators
3. Event Situation
4. Judge Role-play Characterization
Participants may conduct a slightly different type of meeting and/or discussion with you each time; however, it is important that the information you provide and the questions you ask be uniform for every participant.
5. Judge's Evaluation Instructions
6. Judge's Evaluation Form
Please use a critical and consistent eye in rating each participant.

JUDGE ROLE-PLAY CHARACTERIZATION

You are to assume the role of the owner of TIMELESS BEARS, a small family-owned retailer that sells stuffed animals. You have asked the company's financial consultant (participant) for an analysis and recommendations regarding an upcoming change in new business expenses.

TIMELESS BEARS is a family-owned business that manufactures and sells stuffed animals as well as apparel for the bears. The company began 10 years ago and prides itself on donating one bear to a child in a war-torn country with every purchase of a bear. While the location of the company is perfect for customer traffic, many surrounding businesses have endured flooding due to heavy storms and proximity to an often-flooded river. The TIMELESS BEARS company has not suffered any flooding, but you are worried.

You employ five part-time employees that are paid \$8.00 per hour. Effective January 1st, a new city ordinance will require businesses to pay employees a minimum of \$10.00 per hour. You are also considering purchasing insurance to protect the business against floods. You have been provided with a quote of \$4,000 a year for the insurance. Below is a brief overview of the expenses/sales that you provided the financial consultant (participant) from last year's income statement:

Part-time employee salaries:	\$ 28,935.00
Employer payroll taxes (*8.3% of salaries)	\$ 2,402.00

Gross sales before expenses	\$ 123,475.00
Net sales after expenses	\$ 52,425.00

You have requested to visit with the financial consultant (participant) to discuss the following issues:

- Why local governments periodically increase minimum wage.
- Explain and calculate how the increase in payroll taxes will affect next year's profit.
- Provide a risk analysis for the purchase of insurance.

The financial consultant (participant) will present the information to you in a role-play to take place in your office. You will begin the role-play by greeting the financial consultant (participant) and asking for an analysis.

During the course of the role-play, you are to ask the following questions of each participant:

1. What other types of insurance would you recommend that would benefit the company during various perils?
2. Who pays FICA?

After the financial consultant (participant) has presented the information and have answered your questions, you will conclude the role-play by thanking the financial consultant (participant) for the work.

You are not to make any comments after the event is over except to thank the participant.

SOLUTION

1. Discuss the effect of tax laws and regulations on the financial transactions.

- **Explain the rationale why the local government has decided to pass the increase in the minimum wage legislation.**

There are law and regulations on all financial transaction to protect the people and maintain a strong economy. The rationale is as follows:

1. Increase money in the pockets of employees to boost the economy because spending will increase.
2. Reduce income inequality.
3. Profits at all stores could go up because people may spend more because they have a little more to spend.
4. Lift people out of poverty.
5. Additional wages could result in more taxes for local municipalities to do improvements in community.

2. Explain the nature of financial needs.

- **Risk analysis for the purchase of insurance.**

Risk is the degree of exposure to loss or damage that a business takes on, which can also generate gains or losses. There are general four steps that a company should look at to mitigate risk:

Assessment – weight risk. Flood could ruin and close entire business.

Prevention – Purchasing insurance just in case it occurs.

Recovery – May require additional insurance to keep money coming into the business when the doors are shut during the flood.

Repeat – Keep reassess risk, review risk objectives and take action.

Although, the financial consultant is there to oversee, the decision would be ultimately up to the owner to decide if he wants to lessen the change of risk of a flood occurring.

3. Demonstrate financial analysis applications.

- **Explain and calculate how the increase in payroll taxes will affect next year's profit.**

Wages:

\$2.00 an hour increase/\$8.00 = 25% increase

\$28,935 paid to employee's last year x 1.25 = \$36,169 to be paid next year

\$ 7,234 increase in salaries

Payroll taxes:

\$36,169 next year's wages X .083 = \$3,002

\$3,002 taxes next year - \$2,402 = \$600

\$600 increase in amount paid in taxes

Net Income:

Considering that gross sales and all other amounts remain the same:	
Net sales after expenses	\$ 52,425.00
Subtract new wage amount	\$ 7,234.00
Subtract new payroll tax	\$ 600.00
Subtract anticipated insurance expense	\$ 4,000.00
New projected net income amount	\$ 40,591.00

Answers to the Judges Questions:

1. What other types of insurance would you recommend that would benefit the company during various perils?

Business interruption coverage – this type of insurance covers indirect losses in business income that are caused by a fire, flood or other perils. This can truly important if a business is relying on income.

Replacement cost – Endorsement provides coverage for replacement cost of a building, not just for the depreciated value. Pays to replace the entire building.

2. Who pays FICA?

An employer's federal payroll tax responsibility includes withholding from an employee's compensation and paying an employer's contribution for social security and Medicare taxes under the Federal Insurance Contributions Act (FICA)

JUDGE'S EVALUATION INSTRUCTIONS

Evaluation Form Information

The participants are to be evaluated on their ability to perform the specific performance indicators stated on the cover sheet of this event and restated on the Judge's Evaluation Form. Although you may see other performance indicators being demonstrated by the participants, those listed in the Performance Indicators section are the critical ones you are measuring for this particular event.

Evaluation Form Interpretation

The evaluation levels listed below and the evaluation rating procedures should be discussed thoroughly with your event chairperson and the other judges to ensure complete and common understanding for judging consistency.

Level of Evaluation	Interpretation Level
Exceeds Expectations	Participant demonstrated the performance indicator in an extremely professional manner; greatly exceeds business standards; would rank in the top 10% of business personnel performing this performance indicator.
Meets Expectations	Participant demonstrated the performance indicator in an acceptable and effective manner; meets at least minimal business standards; there would be no need for additional formalized training at this time; would rank in the 70-89 th percentile of business personnel performing this performance indicator.
Below Expectations	Participant demonstrated the performance indicator with limited effectiveness; performance generally fell below minimal business standards; additional training would be required to improve knowledge, attitude and/or skills; would rank in the 50-69 th percentile of business personnel performing this performance indicator.
Little/No Value	Participant demonstrated the performance indicator with little or no effectiveness; a great deal of formal training would be needed immediately; perhaps this person should seek other employment; would rank in the 0-49 th percentile of business personnel performing this performance indicator.



BUSINESS FINANCE SERIES, 2018

Participant: _____

JUDGE'S EVALUATION FORM

I.D. Number: _____

INSTRUCTIONAL AREA

Financial Analysis

Did the participant:

		Little/No Value	Below Expectations	Meets Expectations	Exceeds Expectations	Judged Score
PERFORMANCE INDICATORS						
1.	Explain legal considerations for finance?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
2.	Explain the nature of financial needs?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
3.	Demonstrate financial analysis applications?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
4.	Identify project benefits and costs?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
5.	Apply information to accomplish a task?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
21st CENTURY SKILLS						
6.	Reason effectively and use systems thinking?	0-1	2-3	4	5-6	
7.	Make judgments and decisions, and solve problems?	0-1	2-3	4	5-6	
8.	Communicate clearly?	0-1	2-3	4	5-6	
9.	Show evidence of creativity?	0-1	2-3	4	5-6	
10.	Overall impression and responses to the judge's questions	0-1	2-3	4	5-6	
TOTAL SCORE						



\$8.00 | 18RPH04



BUSINESS SERVICES MARKETING

ROLE-PLAYS USED IN DECA'S
INDIVIDUAL SERIES EVENTS



2018



BUSINESS SERVICES MARKETING SERIES

2017 ROLE-PLAYS

INCLUDES:

INTEGRATE DECA'S ROLE-PLAYS AND CASE STUDIES INTO YOUR CLASSROOM

ROLE-PLAY 1: CUSTOMER RELATIONS

ROLE-PLAY 2: SELLING

ROLE-PLAY 3: PRICING



INTEGRATE DECA'S ROLE-PLAYS AND CASE STUDIES INTO YOUR CLASSROOM

With its connection to National Curriculum Standards, DECA's Competitive Events Program is designed to be integrated into classroom instruction to help members apply learning and connect to business. As teaching tools, DECA's role-plays and case studies provide relevant, meaningful problems for students to solve, provide a standards-based evaluation, increase rigor of the instruction, result in evidence of student learning and expose students to DECA – all as part of classroom instruction.

STEP 1: FAMILIARIZE YOURSELF WITH EVENT GUIDELINES AND PERFORMANCE INDICATORS.

Use the DECA Guide to familiarize yourself with event guidelines that explain how each competitive event will operate – time limits, exam specifications, interactions with a judge, etc.

Role-plays and case studies are developed using performance indicators – key concepts from national curriculum standards that students should learn during the school year. DECA uses five lists of performance indicators which are organized by career cluster – business administration core, business management and administration, finance, hospitality and tourism, and marketing, as well as personal financial literacy.

Each performance indicator list is arranged by instructional areas to assist advisors with planning units of instruction. Advisors teaching accounting courses, for example, can use the Finance Career Cluster performance indicator list to plan their curriculum while advisors teaching marketing courses can use the Marketing Career Cluster performance indicator list.

STEP 2: UNDERSTAND HOW ROLE-PLAYS AND CASE STUDIES ARE DESIGNED.

The career cluster and primary instructional area for role-plays and case studies are identified at the top of the first page of the event.

Role-plays used for DECA's Principles of Business Administration Events measure four performance indicators from the business administration core.

Case studies used for DECA's Team Decision Making Events measure seven performance indicators. Usually, at least four of the seven performance indicators have been selected from the case study's instructional area. Therefore, if the event situation is asking the participant to develop a promotion plan, most of the performance indicators will be from the promotion instructional area.

Role-plays used for DECA's Individual Series Events measure five performance indicators. Usually, at least three of the five performance indicators have been selected from the event situation's instructional area. The career pathway is also identified on the role-play, which may include performance indicators from that specific pathway as well.

Role-plays used for DECA's Personal Financial Literacy event measure three performance indicators from the National Standards in K-12 Personal Finance Education, created and maintained by the Jump\$tart Coalition® for Personal Financial Literacy.

STEP 3: START ORGANIZING SAMPLE EVENTS.

Each year, DECA posts sample role-plays and case studies on deca.org. Shop DECA also sells previously used events each year. Gather these samples and begin to categorize them by instructional area.

STEP 4: USE SAMPLE EVENTS AS A CLASSROOM ACTIVITY.

As you teach different instructional areas during the year, use corresponding role-plays and case studies as learning tools. While the traditional competitive event setting requires interaction with judges, many advisors have used role-plays and case studies as:

- warm-up activities at the beginning of classes.
- writing exercises that require students to write their ideas for solving the problem presented in the role-play or case study.
- public speaking exercises that require students to deliver an oral report or recorded video that presents their ideas for solving the problem presented in the role-play or case study.
- assessment tools in lieu of a multiple-choice quiz/test.

Since the evaluation form for each role-play and case study assesses the performance indicators, you are assessing students' performance according to national curriculum standards which are industry validated and aligned to career clusters.

ADDITIONAL RESOURCES

Event guidelines, performance indicator lists, sample events and sample exam questions are available at www.deca.org/competitiveevents. Sample role-play presentations can be viewed at www.deca.org. Advisors may wish to show the videos and ask students to evaluate the presentations using the evaluation forms. Shop DECA sells many items to assist advisors with integrating DECA into curriculum at shopdeca.org.



CAREER CLUSTER

Marketing

CAREER PATHWAY

Marketing Management

INSTRUCTIONAL AREA

Customer Relations

BUSINESS SERVICES MARKETING SERIES EVENT

PARTICIPANT INSTRUCTIONS

- The event will be presented to you through your reading of the 21st Century Skills, Performance Indicators and Event Situation. You will have up to 10 minutes to review this information and prepare your presentation. You may make notes to use during your presentation.
- You will have up to 10 minutes to make your presentation to the judge (you may have more than one judge).
- You will be evaluated on how well you meet the performance indicators of this event.
- Turn in all of your notes and event materials when you have completed the event.

21st CENTURY SKILLS

- Critical Thinking – Reason effectively and use systems thinking.
- Problem Solving – Make judgments and decisions, and solve problems.
- Communication – Communicate clearly.
- Creativity and Innovation – Show evidence of creativity.

PERFORMANCE INDICATORS

1. Communicate core values of a product/service.
2. Determine ways of reinforcing the company's image through employee performance.
3. Develop rapport with customers.
4. Handle customer/client complaints.
5. Discuss actions employees can take to achieve the company's desired results.

EVENT SITUATION

You are to assume the role of general manager of ADAM'S AQUATICS, a business that provides aquatic related services to businesses in the community. The owner of the company (judge) wants you to identify changes that can be made that will lead to improved customer experiences.

ADAM'S AQUATICS provides area businesses with large or custom-built aquariums to hold plants and fish. The aquariums are meant to be decorative additions to businesses waiting areas, lobbies or other public areas. ADAM'S AQUATICS not only provides the aquariums and the plants and fish, but the company also provides cleaning services and other products such as fish food and aquarium décor.

Business clients sign year-long contracts with ADAM'S AQUATICS, choosing to pay for the full year up front or on a monthly basis. Included in the fee is a weekly check-in by an ADAM'S AQUATICS employee and a thorough cleaning every ten days. There are professional sales people that meet with potential clients, sell the services and facilitate the contracts. ADAM'S also hires "tank experts" that visit the clients for the weekly check-in and perform the cleanings every ten days. While tank experts are entry-level positions with no previous experience required, the position requires full training on aquarium maintenance and aquatic environments for fish and plants.

The owner of the company (judge) recently became alarmed when reading the online reviews of the company. Several clients, most of whom have remained anonymous, have given high marks to the salespeople at ADAM'S, but have expressed discontent with the tank experts that visit clients frequently. Reviews have stated that the tank experts are dressed sloppily, have inappropriate conversations with the business' clients, do not have a set routine arrival schedule and do not properly greet the clients before beginning work.

The owner of ADAM'S AQUATICS (judge) wants the negative reviews to be addressed immediately. The owner (judge) has asked you to identify changes that can be made that will improve the customer experience and lead to positive reviews.

You will present your ideas to the owner (judge) in a role-play to take place in the owner's (judge's) office. The owner (judge) will begin the role-play by greeting you and asking to hear your ideas. After you have presented your ideas and have answered the owner's (judge's) questions, the owner (judge) will conclude the role-play by thanking you for your work.

JUDGE'S INSTRUCTIONS

DIRECTIONS, PROCEDURES AND JUDGE'S ROLE

In preparation for this event, you should review the following information with your event manager and other judges:

1. Procedures
2. 21st Century Skills and Performance Indicators
3. Event Situation
4. Judge Role-play Characterization
Participants may conduct a slightly different type of meeting and/or discussion with you each time; however, it is important that the information you provide and the questions you ask be uniform for every participant.
5. Judge's Evaluation Instructions
6. Judge's Evaluation Form
Please use a critical and consistent eye in rating each participant.

JUDGE ROLE-PLAY CHARACTERIZATION

You are to assume the role of owner of ADAM'S AQUATICS, a business that provides aquatic related services to businesses in the community. You want the general manager (participant) to identify changes that can be made that will lead to improved customer experiences.

ADAM'S AQUATICS provides area businesses with large or custom-built aquariums to hold plants and fish. The aquariums are meant to be decorative additions to businesses waiting areas, lobbies or other public areas. ADAM'S AQUATICS not only provides the aquariums and the plants and fish, but the company also provides cleaning services and other products such as fish food and aquarium décor.

Business clients sign year-long contracts with ADAM'S AQUATICS, choosing to pay for the full year up front or on a monthly basis. Included in the fee is a weekly check-in by an ADAM'S AQUATICS employee and a thorough cleaning every ten days. There are professional salespeople that meet with potential clients, sell the services and facilitate the contracts. ADAM'S also hires "tank experts" that visit the clients for the weekly check-in and perform the cleanings every ten days. While tank experts are entry-level positions with no previous experience required, the position requires full training on aquarium maintenance and aquatic environments for fish and plants.

You recently became alarmed when reading the online reviews of the company. Several clients, most of whom have remained anonymous, have given high marks to the salespeople at ADAM'S,

but have expressed discontent with the tank experts that visit clients frequently. Reviews have stated that the tank experts are dressed sloppily, have inappropriate conversations with the business' clients, do not have a set routine arrival schedule and do not properly greet the clients before beginning work.

You want the negative reviews to be addressed immediately. You have asked the general manager (participant) to identify changes that can be made that will improve the customer experience and lead to positive reviews.

The participant will present ideas to you in a role-play to take place in your office. You will begin the role-play by greeting the participant and asking to hear about his/her ideas.

During the course of the role-play you are to ask the following questions of each participant:

1. What is the best way to address the changes you've identified with our staff?
2. How should we advise our sales staff of these changes?
3. Should someone from the company respond to the critical online reviews?

Once the general manager (participant) has presented ideas and has answered your questions, you will conclude the role-play by thanking the general manager (participant) for the work.

You are not to make any comments after the event is over except to thank the participant.

JUDGE'S EVALUATION INSTRUCTIONS

Evaluation Form Information

The participants are to be evaluated on their ability to perform the specific performance indicators stated on the cover sheet of this event and restated on the Judge's Evaluation Form. Although you may see other performance indicators being demonstrated by the participants, those listed in the Performance Indicators section are the critical ones you are measuring for this particular event.

Evaluation Form Interpretation

The evaluation levels listed below and the evaluation rating procedures should be discussed thoroughly with your event chairperson and the other judges to ensure complete and common understanding for judging consistency.

Level of Evaluation	Interpretation Level
Exceeds Expectations	Participant demonstrated the performance indicator in an extremely professional manner; greatly exceeds business standards; would rank in the top 10% of business personnel performing this performance indicator.
Meets Expectations	Participant demonstrated the performance indicator in an acceptable and effective manner; meets at least minimal business standards; there would be no need for additional formalized training at this time; would rank in the 70-89 th percentile of business personnel performing this performance indicator.
Below Expectations	Participant demonstrated the performance indicator with limited effectiveness; performance generally fell below minimal business standards; additional training would be required to improve knowledge, attitude and/or skills; would rank in the 50-69 th percentile of business personnel performing this performance indicator.
Little/No Value	Participant demonstrated the performance indicator with little or no effectiveness; a great deal of formal training would be needed immediately; perhaps this person should seek other employment; would rank in the 0-49 th percentile of business personnel performing this performance indicator.



**BUSINESS SERVICES MARKETING SERIES,
2018**

Participant: _____

I.D. Number: _____

JUDGE'S EVALUATION FORM

INSTRUCTIONAL AREA

Customer Relations

Did the participant:

		Little/No Value	Below Expectations	Meets Expectations	Exceeds Expectations	Judged Score
PERFORMANCE INDICATORS						
1.	Communicate core values of a product/service?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
2.	Determine ways of reinforcing the company's image through employee performance?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
3.	Develop rapport with customers?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
4.	Handle customer/client complaints?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
5.	Discuss actions employees can take to achieve the company's desired results?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
21st CENTURY SKILLS						
6.	Reason effectively and use systems thinking?	0-1	2-3	4	5-6	
7.	Make judgments and decisions, and solve problems?	0-1	2-3	4	5-6	
8.	Communicate clearly?	0-1	2-3	4	5-6	
9.	Show evidence of creativity?	0-1	2-3	4	5-6	
10.	Overall impression and responses to the judge's questions	0-1	2-3	4	5-6	
TOTAL SCORE						



CAREER CLUSTER

Marketing

CAREER PATHWAY

Marketing Management

INSTRUCTIONAL AREA

Selling

BUSINESS SERVICES MARKETING SERIES EVENT

PARTICIPANT INSTRUCTIONS

- The event will be presented to you through your reading of the 21st Century Skills, Performance Indicators and Event Situation. You will have up to 10 minutes to review this information and prepare your presentation. You may make notes to use during your presentation.
- You will have up to 10 minutes to make your presentation to the judge (you may have more than one judge).
- You will be evaluated on how well you meet the performance indicators of this event.
- Turn in all of your notes and event materials when you have completed the event.

21st CENTURY SKILLS

- Critical Thinking – Reason effectively and use systems thinking.
- Problem Solving – Make judgments and decisions, and solve problems.
- Communication – Communicate clearly.
- Creativity and Innovation – Show evidence of creativity.

PERFORMANCE INDICATORS

1. Explain the nature and scope of the selling function.
2. Explain the role of customer service as a component of selling relationships.
3. Explain key factors in building a clientele.
4. Identify a product/service's competitive advantage.
5. Explain factors affecting pricing decisions.

EVENT SITUATION

You are to assume the role of general manager at MORGAN CAR WASH, a full-service car wash that is located in a city of 300,000 people. The owner of the company (judge) has asked you to identify types of businesses that could become clients of MORGAN CAR WASH and create a special pricing package for use in initiating the relationship.

MORGAN CAR WASH has provided the community with high-quality conveyor car washes for over a decade. Customers pay a flat rate, depending on service, and sit inside the vehicle as the conveyor steers the car through a rinse, intensive wash cycle, rinse and wax (if requested). Each vehicle exits the car wash with high velocity dryers aimed at the vehicle to help dry the exterior. Once out of the car wash, customers can either use the self-serve vacuums for no additional charge, or can pay for MORGAN CAR WASH employees to vacuum, dust and detail the vehicle's interior.

The pricing for MORGAN CAR WASH is as follows:

One time simple wash: \$5.99 (includes free vacuums)

One time wash with wax: \$8.99 (includes free vacuums)

One time wash with wax and detailed service: \$21.99

Unlimited simple wash: \$24.99/month

Unlimited wash with wax and detailed service: \$84.99/month

The owner of MORGAN CAR WASH (judge) is happy with the customer base from the community, but feels the business could be more successful if it gained business clients. The owner (judge) wants you to identify businesses that would have a need for frequent vehicle cleaning. Once you have chosen a business type to target, the owner (judge) wants you to create a pricing package for the targeted business. The owner (judge) wants the sales package to include frequency and pricing information for fleets.

You will present your ideas to the owner (judge) in a role-play to take place in the owner's (judge's) office. The owner (judge) will begin the role-play by greeting you and asking to hear your ideas. After you have presented your sales ideas and have answered the owner's (judge's) questions, the owner (judge) will conclude the role-play by thanking you for your work.

JUDGE'S INSTRUCTIONS

DIRECTIONS, PROCEDURES AND JUDGE'S ROLE

In preparation for this event, you should review the following information with your event manager and other judges:

1. Procedures
2. 21st Century Skills and Performance Indicators
3. Event Situation
4. Judge Role-play Characterization
Participants may conduct a slightly different type of meeting and/or discussion with you each time; however, it is important that the information you provide and the questions you ask be uniform for every participant.
5. Judge's Evaluation Instructions
6. Judge's Evaluation Form
Please use a critical and consistent eye in rating each participant.

JUDGE ROLE-PLAY CHARACTERIZATION

You are to assume the role of owner of MORGAN CAR WASH, a full-service car wash that is located in a city of 300,000 people. You have asked the general manager (participant) to identify types of businesses that could become clients of MORGAN CAR WASH and create a special pricing package for use in initiating the relationship.

MORGAN CAR WASH has provided the community with high-quality conveyor car washes for over a decade. Customers pay a flat rate, depending on service, and sit inside the vehicle as the conveyor steers the car through a rinse, intensive wash cycle, rinse and wax (if requested). Each vehicle exits the car wash with high velocity dryers aimed at the vehicle to help dry the exterior. Once out of the car wash, customers can either use the self-serve vacuums for no additional charge, or can pay for MORGAN CAR WASH employees to vacuum, dust and detail the vehicle's interior.

The pricing for MORGAN CAR WASH is as follows:

One time simple wash: \$5.99 (includes free vacuums)

One time wash with wax: \$8.99 (includes free vacuums)

One time wash with wax and detailed service: \$21.99

Unlimited simple wash: \$24.99/month

Unlimited wash with wax and detailed service: \$84.99/month

You are happy with the customer base from the community, but feel the business could be more successful if it gained business clients. You want the general manager (participant) to identify businesses that would have a need for frequent vehicle cleaning. Once the general manager (participant) has chosen a business type to target, you want the general manager (participant) to create a pricing package for the targeted business. You want the sales package to include frequency and pricing information for fleets that will initiate a business relationship.

The participant will present ideas to you in a role-play to take place in your office. You will begin the role-play by greeting the participant and asking to hear about his/her ideas.

During the course of the role-play you are to ask the following questions of each participant:

1. Is it ethical to offer business clients different rates than our regular clients?
2. What is the best way to communicate the new sales package to businesses?
3. Are there any potential negative consequences to gaining business clients?

Once the general manager (participant) has presented the sales package and has answered your questions, you will conclude the role-play by thanking the general manager (participant) for the work.

You are not to make any comments after the event is over except to thank the participant.

JUDGE'S EVALUATION INSTRUCTIONS

Evaluation Form Information

The participants are to be evaluated on their ability to perform the specific performance indicators stated on the cover sheet of this event and restated on the Judge's Evaluation Form. Although you may see other performance indicators being demonstrated by the participants, those listed in the Performance Indicators section are the critical ones you are measuring for this particular event.

Evaluation Form Interpretation

The evaluation levels listed below and the evaluation rating procedures should be discussed thoroughly with your event chairperson and the other judges to ensure complete and common understanding for judging consistency.

Level of Evaluation	Interpretation Level
Exceeds Expectations	Participant demonstrated the performance indicator in an extremely professional manner; greatly exceeds business standards; would rank in the top 10% of business personnel performing this performance indicator.
Meets Expectations	Participant demonstrated the performance indicator in an acceptable and effective manner; meets at least minimal business standards; there would be no need for additional formalized training at this time; would rank in the 70-89 th percentile of business personnel performing this performance indicator.
Below Expectations	Participant demonstrated the performance indicator with limited effectiveness; performance generally fell below minimal business standards; additional training would be required to improve knowledge, attitude and/or skills; would rank in the 50-69 th percentile of business personnel performing this performance indicator.
Little/No Value	Participant demonstrated the performance indicator with little or no effectiveness; a great deal of formal training would be needed immediately; perhaps this person should seek other employment; would rank in the 0-49 th percentile of business personnel performing this performance indicator.



**BUSINESS SERVICES MARKETING SERIES,
2018**

Participant: _____

I.D. Number: _____

JUDGE'S EVALUATION FORM

INSTRUCTIONAL AREA

Selling

Did the participant:

		Little/No Value	Below Expectations	Meets Expectations	Exceeds Expectations	Judged Score
PERFORMANCE INDICATORS						
1.	Explain the nature and scope of the selling function?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
2.	Explain the role of customer service as a component of selling relationships?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
3.	Explain key factors in building a clientele?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
4.	Identify a product/service's competitive advantage?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
5.	Explain factors affecting pricing decisions?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
21st CENTURY SKILLS						
6.	Reason effectively and use systems thinking?	0-1	2-3	4	5-6	
7.	Make judgments and decisions, and solve problems?	0-1	2-3	4	5-6	
8.	Communicate clearly?	0-1	2-3	4	5-6	
9.	Show evidence of creativity?	0-1	2-3	4	5-6	
10.	Overall impression and responses to the judge's questions	0-1	2-3	4	5-6	
TOTAL SCORE						



CAREER CLUSTER

Marketing

CAREER PATHWAY

Marketing Management

INSTRUCTIONAL AREA

Pricing

BUSINESS SERVICES MARKETING SERIES EVENT

PARTICIPANT INSTRUCTIONS

- The event will be presented to you through your reading of the 21st Century Skills, Performance Indicators and Event Situation. You will have up to 10 minutes to review this information and prepare your presentation. You may make notes to use during your presentation.
- You will have up to 10 minutes to make your presentation to the judge (you may have more than one judge).
- You will be evaluated on how well you meet the performance indicators of this event.
- Turn in all of your notes and event materials when you have completed the event.

21st CENTURY SKILLS

- Critical Thinking – Reason effectively and use systems thinking.
- Problem Solving – Make judgments and decisions, and solve problems.
- Communication – Communicate clearly.
- Creativity and Innovation – Show evidence of creativity.

PERFORMANCE INDICATORS

1. Explain the nature and scope of the pricing function.
2. Explain factors affecting pricing decisions.
3. Describe the role of business ethics in pricing.
4. Communication core values of product/service.
5. Explain the role of customer service as a component of selling relationships.

EVENT SITUATION

You are to assume the role of general manager at GENERAL LAB TESTS, a direct access lab testing services company that is open to the general public and corporate clients. The owner of the company (judge) has asked you to create a pricing proposal for current corporate clients for an additional service.

GENERAL LAB TESTS is the first-ever direct access lab testing service. Customers can pay for services such as various blood/urine/hair fiber testing, immunizations, vaccinations and intolerance and sensitivity testing. Corporate clients use GENERAL LAB TESTS for pre-employment drug testing or random employee drug testing.

Currently, GENERAL LAB TESTS has four corporate clients. The corporate clients are all large companies in the area, each with approximately 400 employees. Each of the corporate clients pays GENERAL LAB TESTS \$500/month for unlimited drug screenings for its employees. A drug screening for a regular customer is priced at \$69. Corporate clients average 10 new hires a month that need drug screenings, so the monthly fee saves the company money.

This year, GENERAL LAB TESTS will be able to administer flu shots. The flu shots will be the standard flu shots available at any medical clinic or pharmacy. Flu shots at drug stores range in price depending on customers' insurance plans, but range in price from \$25.00 to \$40.00. Many people can get free flu shots at the doctor's office, but need to set up an appointment.

GENERAL LAB TESTS will be offering the general public flu shots for \$29.00. The owner (judge) feels that the company should offer its corporate clients special pricing on flu shots for the clients' employees. The owner of GENERAL LAB TESTS (judge) has asked you to determine special pricing for flu shots for corporate clients. The owner (judge) also wants you to decide how the special flu shot pricing should be communicated and marketed to the corporate clients.

You will present your ideas to the owner (judge) in a role-play to take place in the owner's (judge's) office. The owner (judge) will begin the role-play by greeting you and asking to hear your ideas. After you have presented your ideas and have answered the owner's (judge's) questions, the owner (judge) will conclude the role-play by thanking you for your work.

JUDGE'S INSTRUCTIONS

DIRECTIONS, PROCEDURES AND JUDGE'S ROLE

In preparation for this event, you should review the following information with your event manager and other judges:

1. Procedures
2. 21st Century Skills and Performance Indicators
3. Event Situation
4. Judge Role-play Characterization
Participants may conduct a slightly different type of meeting and/or discussion with you each time; however, it is important that the information you provide and the questions you ask be uniform for every participant.
5. Judge's Evaluation Instructions
6. Judge's Evaluation Form
Please use a critical and consistent eye in rating each participant.

JUDGE ROLE-PLAY CHARACTERIZATION

You are to assume the role of owner of GENERAL LAB TESTS, a direct access lab testing services company that is open to the general public and corporate clients. You have asked the general manager (participant) to create a pricing proposal for current corporate clients for an additional service.

GENERAL LAB TESTS is the first-ever direct access lab testing service. Customers can pay for services such as various blood/urine/hair fiber testing, immunizations, vaccinations and intolerance and sensitivity testing. Corporate clients use GENERAL LAB TESTS for pre-employment drug testing or random employee drug testing.

Currently, GENERAL LAB TESTS has four corporate clients. The corporate clients are all large companies in the area, each with approximately 400 employees. Each of the corporate clients pays GENERAL LAB TESTS \$500/month for unlimited drug screenings for its employees. A drug screening for a regular customer is priced at \$69. Corporate clients average 10 new hires a month that need drug screenings, so the monthly fee saves the company money.

This year, GENERAL LAB TESTS will be able to administer flu shots. The flu shots will be the standard flu shots available at any medical clinic or pharmacy. Flu shots at drug stores range in price depending on customers' insurance plans, but range in price from \$25.00 to \$40.00. Many people can get free flu shots at the doctor's office, but need to set up an appointment.

GENERAL LAB TESTS will be offering the general public flu shots for \$29.00. You feel that the company should offer its corporate clients special pricing on flu shots for the clients' employees. You have asked the general manager (participant) to determine special pricing for flu shots for corporate clients. You also want the general manager (participant) to decide how the special flu shot pricing should be communicated and marketed to the corporate clients.

The participant will present ideas to you in a role-play to take place in your office. You will begin the role-play by greeting the participant and asking to hear about his/her ideas.

During the course of the role-play, you are to ask the following questions of each participant:

1. Are there any potential issues that could arise from offering this service at a discount to corporate clients, but not the general public?
2. If this proves successful, should we market the flu shots to other businesses next year? Why or why not?

Once the general manager (participant) has presented ideas and has answered your questions, you will conclude the role-play by thanking the general manager (participant) for the work.

You are not to make any comments after the event is over except to thank the participant.

JUDGE'S EVALUATION INSTRUCTIONS

Evaluation Form Information

The participants are to be evaluated on their ability to perform the specific performance indicators stated on the cover sheet of this event and restated on the Judge's Evaluation Form. Although you may see other performance indicators being demonstrated by the participants, those listed in the Performance Indicators section are the critical ones you are measuring for this particular event.

Evaluation Form Interpretation

The evaluation levels listed below and the evaluation rating procedures should be discussed thoroughly with your event chairperson and the other judges to ensure complete and common understanding for judging consistency.

Level of Evaluation	Interpretation Level
Exceeds Expectations	Participant demonstrated the performance indicator in an extremely professional manner; greatly exceeds business standards; would rank in the top 10% of business personnel performing this performance indicator.
Meets Expectations	Participant demonstrated the performance indicator in an acceptable and effective manner; meets at least minimal business standards; there would be no need for additional formalized training at this time; would rank in the 70-89 th percentile of business personnel performing this performance indicator.
Below Expectations	Participant demonstrated the performance indicator with limited effectiveness; performance generally fell below minimal business standards; additional training would be required to improve knowledge, attitude and/or skills; would rank in the 50-69 th percentile of business personnel performing this performance indicator.
Little/No Value	Participant demonstrated the performance indicator with little or no effectiveness; a great deal of formal training would be needed immediately; perhaps this person should seek other employment; would rank in the 0-49 th percentile of business personnel performing this performance indicator.



**BUSINESS SERVICES MARKETING SERIES,
2018**

Participant: _____

I.D. Number: _____

JUDGE'S EVALUATION FORM

INSTRUCTIONAL AREA

Pricing

Did the participant:

Did the participant:		Little/No Value	Below Expectations	Meets Expectations	Exceeds Expectations	Judged Score
PERFORMANCE INDICATORS						
1.	Explain the nature and scope of the pricing function?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
2.	Explain factors affecting pricing decisions?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
3.	Describe the role of business ethics in pricing?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
4.	Communicate core values of product/service?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
5.	Explain the role of customer service as a component of selling relationships?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
21st CENTURY SKILLS						
6.	Reason effectively and use systems thinking?	0-1	2-3	4	5-6	
7.	Make judgments and decisions, and solve problems?	0-1	2-3	4	5-6	
8.	Communicate clearly?	0-1	2-3	4	5-6	
9.	Show evidence of creativity?	0-1	2-3	4	5-6	
10.	Overall impression and responses to the judge's questions	0-1	2-3	4	5-6	
TOTAL SCORE						



\$8.00 | 18RPH05



ENTREPRENEURSHIP SERIES

ROLE-PLAYS USED IN DECA'S
INDIVIDUAL SERIES EVENTS



2018



ENTREPRENEURSHIP SERIES

2018 ROLE-PLAYS

INCLUDES:

INTEGRATE DECA'S ROLE-PLAYS AND CASE STUDIES INTO YOUR CLASSROOM

ROLE-PLAY 1: PROMOTION

ROLE-PLAY 2: OPERATIONS

ROLE-PLAY 3: PRODUCT/SERVICE MANAGEMENT



INTEGRATE DECA'S ROLE-PLAYS AND CASE STUDIES INTO YOUR CLASSROOM

With its connection to National Curriculum Standards, DECA's Competitive Events Program is designed to be integrated into classroom instruction to help members apply learning and connect to business. As teaching tools, DECA's role-plays and case studies provide relevant, meaningful problems for students to solve, provide a standards-based evaluation, increase rigor of the instruction, result in evidence of student learning and expose students to DECA – all as part of classroom instruction.

STEP 1: FAMILIARIZE YOURSELF WITH EVENT GUIDELINES AND PERFORMANCE INDICATORS.

Use the DECA Guide to familiarize yourself with event guidelines that explain how each competitive event will operate – time limits, exam specifications, interactions with a judge, etc.

Role-plays and case studies are developed using performance indicators – key concepts from national curriculum standards that students should learn during the school year. DECA uses five lists of performance indicators which are organized by career cluster – business administration core, business management and administration, finance, hospitality and tourism, and marketing, as well as personal financial literacy.

Each performance indicator list is arranged by instructional areas to assist advisors with planning units of instruction. Advisors teaching accounting courses, for example, can use the Finance Career Cluster performance indicator list to plan their curriculum while advisors teaching marketing courses can use the Marketing Career Cluster performance indicator list.

STEP 2: UNDERSTAND HOW ROLE-PLAYS AND CASE STUDIES ARE DESIGNED.

The career cluster and primary instructional area for role-plays and case studies are identified at the top of the first page of the event.

Role-plays used for DECA's Principles of Business Administration Events measure four performance indicators from the business administration core.

Case studies used for DECA's Team Decision Making Events measure seven performance indicators. Usually, at least four of the seven performance indicators have been selected from the case study's instructional area. Therefore, if the event situation is asking the participant to develop a promotion plan, most of the performance indicators will be from the promotion instructional area.

Role-plays used for DECA's Individual Series Events measure five performance indicators. Usually, at least three of the five performance indicators have been selected from the event situation's instructional area. The career pathway is also identified on the role-play, which may include performance indicators from that specific pathway as well.

Role-plays used for DECA's Personal Financial Literacy event measure three performance indicators from the National Standards in K-12 Personal Finance Education, created and maintained by the Jump\$tart Coalition® for Personal Financial Literacy.

STEP 3: START ORGANIZING SAMPLE EVENTS.

Each year, DECA posts sample role-plays and case studies on deca.org. Shop DECA also sells previously used events each year. Gather these samples and begin to categorize them by instructional area.

STEP 4: USE SAMPLE EVENTS AS A CLASSROOM ACTIVITY.

As you teach different instructional areas during the year, use corresponding role-plays and case studies as learning tools. While the traditional competitive event setting requires interaction with judges, many advisors have used role-plays and case studies as:

- warm-up activities at the beginning of classes.
- writing exercises that require students to write their ideas for solving the problem presented in the role-play or case study.
- public speaking exercises that require students to deliver an oral report or recorded video that presents their ideas for solving the problem presented in the role-play or case study.
- assessment tools in lieu of a multiple-choice quiz/test.

Since the evaluation form for each role-play and case study assesses the performance indicators, you are assessing students' performance according to national curriculum standards which are industry validated and aligned to career clusters.

ADDITIONAL RESOURCES

Event guidelines, performance indicator lists, sample events and sample exam questions are available at www.deca.org/competitiveevents. Sample role-play presentations can be viewed at www.deca.org. Advisors may wish to show the videos and ask students to evaluate the presentations using the evaluation forms. Shop DECA sells many items to assist advisors with integrating DECA into curriculum at shopdeca.org.



CAREER CLUSTER

Entrepreneurship

INSTRUCTIONAL AREA

Promotion

ENTREPRENEURSHIP SERIES EVENT

PARTICIPANT INSTRUCTIONS

- The event will be presented to you through your reading of the 21st Century Skills, Performance Indicators and Event Situation. You will have up to 10 minutes to review this information and prepare your presentation. You may make notes to use during your presentation.
- You will have up to 10 minutes to make your presentation to the judge (you may have more than one judge).
- You will be evaluated on how well you meet the performance indicators of this event.
- Turn in all of your notes and event materials when you have completed the event.

21st CENTURY SKILLS

- Critical Thinking – Reason effectively and use systems thinking.
- Problem Solving – Make judgments and decisions and solve problems.
- Communication– Communicate clearly.
- Creativity and Innovation – Show evidence of creativity.

PERFORMANCE INDICATORS

1. Explain the role of promotion as a marketing function.
2. Identify types of public relations activities.
3. Identify communications channels used in public relations activities.
4. Explain the concept of market and market identification.
5. Explain factors that influence customer/client/business buying behavior.

EVENT SITUATION

You are to assume the role of a small business owner that owns and operates a brand-new business, ART SMART. You will meet with your business partner (judge) to discuss your ideas for a public relations activity that will introduce the new business to the community.

ART SMART provides art classes for children ages three years old and up. There are various classes to choose from, including painting, drawing, papier-mâché, sculpture and pottery. Each class is taught by an experienced artist and runs for one hour. ART SMART offers a monthly fee for unlimited classes or students can choose to pay per class.

The community ART SMART is located in has a population of 200,000 people. While there are several art class options for adults, ART SMART is the first to cater to children. The community is considered affluent and houses the headquarters office for a major bio-tech firm. There are two private colleges and a small public university. ART SMART is located in a strip mall near the community park.

ART SMART is set to open next month. The business website has been set up and social media accounts have been created. Flyers announcing the grand opening have been printed, but not yet distributed. You do not have a large budget for marketing but need to get the ART SMART name promoted to the community.

Your business partner (judge) has suggested that you plan a public relations activity that will promote ART SMART to the community. Your business partner (judge) wants you to determine the following:

- The intended target markets
- A public-relations activity that best fits the target market
- Communications channels to use to market the public-relations activity
- Media outlets and influencers to contact for possible coverage of activity

You will present your recommendations to your business partner (judge) in a role-play to take place in your partner's (judge's) office. The business partner (judge) will begin the role-play by greeting you and asking to hear your ideas. After you have presented your recommendations and have answered the business partner's (judge's) questions, the business partner (judge) will conclude the role-play by thanking you for your work.

JUDGE'S INSTRUCTIONS

DIRECTIONS, PROCEDURES AND JUDGE'S ROLE

In preparation for this event, you should review the following information with your event manager and other judges:

1. Procedures
2. 21st Century Skills and Performance Indicators
3. Event Situation
4. Judge Role-play Characterization
Participants may conduct a slightly different type of meeting and/or discussion with you each time; however, it is important that the information you provide and the questions you ask be uniform for every participant.
5. Judge's Evaluation Instructions
6. Judge's Evaluation Form
Please use a critical and consistent eye in rating each participant.

JUDGE ROLE-PLAY CHARACTERIZATION

You are to assume the role of the business partner of a small business owner (participant) that owns and operates a brand-new business, ART SMART. The small business owner (participant) will meet with you to discuss ideas for a public relations activity that will introduce the new business to the community.

ART SMART provides art classes for children ages three years old and up. There are various classes to choose from, including painting, drawing, papier-mâché, sculpture and pottery. Each class is taught by an experienced artist and runs for one hour. ART SMART offers a monthly fee for unlimited classes or students can choose to pay per class.

The community ART SMART is located in has a population of 200,000 people. While there are several art class options for adults, ART SMART is the first to cater to children. The community is considered affluent and houses the headquarters office for a major bio-tech firm. There are two private colleges and a small public university. ART SMART is located in a strip mall near the community park.

ART SMART is set to open next month. The business website has been set up and social media accounts have been created. Flyers announcing the grand opening have been printed, but not yet distributed. There is not a large budget for marketing, but the ART SMART name needs to be promoted to the community.

You have suggested that the small business owner (participant) plans a public relations activity that will promote ART SMART to the community. You want the small business owner (participant) to determine the following:

- The intended target markets
- A public relations activity that best fits the target market
- Communications channels to use to market the public-relations activity
- Media outlets and influencers to contact for possible coverage of activity

The participant will present recommendations to you in a role-play to take place in your office. You will begin the role-play by greeting the participant and asking to hear about his/her ideas.

During the course of the role-play you are to ask the following questions of each participant:

1. Will your public relations activity interest children and their parents?
2. How can this activity help us gain more social media followers?
3. What are some local professional networks we should join?

Once the small business owner (participant) has presented recommendations and has answered your questions, you will conclude the role-play by thanking the small business owner (participant) for the work.

You are not to make any comments after the event is over except to thank the participant.

JUDGE'S EVALUATION INSTRUCTIONS

Evaluation Form Information

The participants are to be evaluated on their ability to perform the specific performance indicators stated on the cover sheet of this event and restated on the Judge's Evaluation Form. Although you may see other performance indicators being demonstrated by the participants, those listed in the Performance Indicators section are the critical ones you are measuring for this particular event.

Evaluation Form Interpretation

The evaluation levels listed below and the evaluation rating procedures should be discussed thoroughly with your event chairperson and the other judges to ensure complete and common understanding for judging consistency.

Level of Evaluation	Interpretation Level
Exceeds Expectations	Participant demonstrated the performance indicator in an extremely professional manner; greatly exceeds business standards; would rank in the top 10% of business personnel performing this performance indicator.
Meets Expectations	Participant demonstrated the performance indicator in an acceptable and effective manner; meets at least minimal business standards; there would be no need for additional formalized training at this time; would rank in the 70-89 th percentile of business personnel performing this performance indicator.
Below Expectations	Participant demonstrated the performance indicator with limited effectiveness; performance generally fell below minimal business standards; additional training would be required to improve knowledge, attitude and/or skills; would rank in the 50-69 th percentile of business personnel performing this performance indicator.
Little/No Value	Participant demonstrated the performance indicator with little or no effectiveness; a great deal of formal training would be needed immediately; perhaps this person should seek other employment; would rank in the 0-49 th percentile of business personnel performing this performance indicator.



ENTREPRENEURSHIP SERIES, 2018

Participant: _____

JUDGE'S EVALUATION FORM

I.D. Number: _____

INSTRUCTIONAL AREA

Promotion

Did the participant:

		Little/No Value	Below Expectations	Meets Expectations	Exceeds Expectations	Judged Score
PERFORMANCE INDICATORS						
1.	Explain the role of promotion as a marketing function?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
2.	Identify types of public relations activities?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
3.	Identify communications channels used in public relations activities?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
4.	Explain the concept of market and market identification?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
5.	Explain factors that influence customer/client/business buying behavior?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
21st CENTURY SKILLS						
6.	Reason effectively and use systems thinking?	0-1	2-3	4	5-6	
7.	Make judgments and decisions, and solve problems?	0-1	2-3	4	5-6	
8.	Communicate clearly?	0-1	2-3	4	5-6	
9.	Show evidence of creativity?	0-1	2-3	4	5-6	
10.	Overall impression and responses to the judge's questions	0-1	2-3	4	5-6	
TOTAL SCORE						



CAREER CLUSTER

Entrepreneurship

INSTRUCTIONAL AREA

Operations

ENTREPRENEURSHIP SERIES EVENT

PARTICIPANT INSTRUCTIONS

- The event will be presented to you through your reading of the 21st Century Skills, Performance Indicators and Event Situation. You will have up to 10 minutes to review this information and prepare your presentation. You may make notes to use during your presentation.
- You will have up to 10 minutes to make your presentation to the judge (you may have more than one judge).
- You will be evaluated on how well you meet the performance indicators of this event.
- Turn in all of your notes and event materials when you have completed the event.

21st CENTURY SKILLS

- Critical Thinking – Reason effectively and use systems thinking.
- Problem Solving – Make judgments and decisions, and solve problems.
- Communication – Communicate clearly.
- Creativity and Innovation – Show evidence of creativity.

PERFORMANCE INDICATORS

1. Discuss the nature of supply chain management.
2. Explain the importance of the supply chain in business performance.
3. Select vendors.
4. Assess business risk.
5. Explain factors affecting pricing decisions.

EVENT SITUATION

You are to assume the role of a small business owner that owns and operates the online jewelry store, MILKY WAY DESIGNS. You will meet with your business manager (judge) to discuss your analysis and recommendation for a change in supplier.

MILKY WAY DESIGNS jewelry is based on planets, stars, constellations, moons and other astronomical bodies. You started the company four years ago and sell your items online.

While you hand design and create all jewelry pieces, you use two vendors' merchandise to complete the jewelry pieces. After much research and consideration, you use the company CHAIN WHOLESALERS for the varying lengths of necklace chains for your pieces and the company PIECES & MORE for the necklace clasps and earring backs needed to complete the pieces. Both CHAIN WHOLESALERS and PIECES & MORE have been pleasant to work with and important parts of the supply chain.

Over the last month, MILKY WAY DESIGNS has been receiving negative customer feedback on the company website. Several customers have commented that the necklace clasps are cheap and do not stay closed, resulting in the necklace falling off and the pendant coming off the chain. At first you thought it was simply user-error, but after a month of continued complaints, you contacted PIECES & MORE.

Your representative at PIECES & MORE claims that the necklace clasps in your most recent shipment are indeed the very same necklace clasps you have always received. The representative suggested that a higher priced necklace clasp, of better quality, might solve your customers' problems. The higher priced necklace clasp would force you to raise prices on your jewelry items by \$3/necklace and you would still be doing business with the same supplier of the defective clasps.

Your CHAIN WHOLESALERS representative was happy to detail the available necklace clasps and earring backs available, all lower quality than PIECES & MORE offerings, which is the reason you did not choose them for clasps and backs when starting your business.

A third vendor, BITS, has both good quality necklace clasps and earring backs available, but the vendor's prices are quite expensive. In order to be profitable, the prices would need to increase by \$5/piece.

You must analyze your supply chain, the three vendor options and make a recommendation. Your analysis must include business risks and pricing decisions.

You will present your analysis and recommendations to your manager (judge) in a role-play to take place in the manager's (judge's) office. The business manager (judge) will begin the role-play by greeting you and asking to hear your analysis. After you have presented your analysis and have answered the business manager's (judge's) questions, the manager (judge) will conclude the role-play by thanking you for your work.

JUDGE'S INSTRUCTIONS

DIRECTIONS, PROCEDURES AND JUDGE'S ROLE

In preparation for this event, you should review the following information with your event manager and other judges:

1. Procedures
2. 21st Century Skills and Performance Indicators
3. Event Situation
4. Judge Role-play Characterization
Participants may conduct a slightly different type of meeting and/or discussion with you each time; however, it is important that the information you provide and the questions you ask be uniform for every participant.
5. Judge's Evaluation Instructions
6. Judge's Evaluation Form
Please use a critical and consistent eye in rating each participant.

JUDGE ROLE-PLAY CHARACTERIZATION

You are to assume the role of a business manager for MILKY WAY DESIGNS, an online jewelry store. You will meet with the business owner (participant) to discuss an analysis and recommendation for a change in supplier.

MILKY WAY DESIGNS jewelry is based on planets, stars, constellations, moons and other astronomical bodies. The business owner (participant) started the company four years ago and sells items online.

While the business owner (participant) hand designs and creates all jewelry pieces, the business uses two vendors' merchandise to complete the jewelry pieces. After much research and consideration, the business uses the company CHAIN WHOLESALERS for the varying lengths of necklace chains for the pieces and the company PIECES & MORE for the necklace clasps and earring backs needed to complete the pieces. Both CHAIN WHOLESALERS and PIECES & MORE have been pleasant to work with and important parts of the supply chain.

Over the last month, MILKY WAY DESIGNS has been receiving negative customer feedback on the company website. Several customers have commented that the necklace clasps are cheap and do not stay closed, resulting in the necklace falling off and the pendant coming off the chain. At first the business owner (participant) thought it was simply user-error, but after a month of continued complaints, the business owner (participant) contacted PIECES & MORE.

Your representative at PIECES & MORE claims that the necklace clasps in your most recent shipment are indeed the very same necklace clasps you have always received. The representative suggested that a higher priced necklace clasp, of better quality, might solve your customers' problems. The higher priced necklace clasp would force MILKY WAY DESIGNS to raise prices on its jewelry items by \$3/necklace and the company would still be doing business with the same supplier of the defective clasps.

Your CHAIN WHOLESALERS representative was happy to detail the available necklace clasps and earring backs available, all lower quality than PIECES & MORE offerings, which is the reason the owner (participant) did not choose them for clasps and backs when starting the business.

A third vendor, BITS, has both good quality necklace clasps and earring backs available, but the vendor's prices are quite expensive. In order to be profitable, the prices would need to increase by \$5/piece.

The business owner (participant) must analyze the current supply chain, the three vendor options and make a recommendation. The analysis must include business risks and pricing decisions.

The participant will present an analysis and recommendation to you in a role-play to take place in your office. You will begin the role-play by greeting the participant and asking to hear about his/her ideas.

During the course of the role-play you are to ask the following questions of each participant:

1. Should we communicate any of these decisions to our customers? Why or why not?
2. Besides pricing, what can affect our profit?
3. How will we know if we made the right decision?

Once the business owner (participant) has presented a recommendation and has answered your questions, you will conclude the role-play by thanking the business owner (participant) for the work.

You are not to make any comments after the event is over except to thank the participant.

JUDGE'S EVALUATION INSTRUCTIONS

Evaluation Form Information

The participants are to be evaluated on their ability to perform the specific performance indicators stated on the cover sheet of this event and restated on the Judge's Evaluation Form. Although you may see other performance indicators being demonstrated by the participants, those listed in the Performance Indicators section are the critical ones you are measuring for this particular event.

Evaluation Form Interpretation

The evaluation levels listed below and the evaluation rating procedures should be discussed thoroughly with your event chairperson and the other judges to ensure complete and common understanding for judging consistency.

Level of Evaluation	Interpretation Level
Exceeds Expectations	Participant demonstrated the performance indicator in an extremely professional manner; greatly exceeds business standards; would rank in the top 10% of business personnel performing this performance indicator.
Meets Expectations	Participant demonstrated the performance indicator in an acceptable and effective manner; meets at least minimal business standards; there would be no need for additional formalized training at this time; would rank in the 70-89 th percentile of business personnel performing this performance indicator.
Below Expectations	Participant demonstrated the performance indicator with limited effectiveness; performance generally fell below minimal business standards; additional training would be required to improve knowledge, attitude and/or skills; would rank in the 50-69 th percentile of business personnel performing this performance indicator.
Little/No Value	Participant demonstrated the performance indicator with little or no effectiveness; a great deal of formal training would be needed immediately; perhaps this person should seek other employment; would rank in the 0-49 th percentile of business personnel performing this performance indicator.



ENTREPRENEURSHIP SERIES, 2018

Participant: _____

JUDGE'S EVALUATION FORM

I.D. Number: _____

INSTRUCTIONAL AREA

Operations

Did the participant:

Did the participant:		Little/No Value	Below Expectations	Meets Expectations	Exceeds Expectations	Judged Score
PERFORMANCE INDICATORS						
1.	Describe the nature of supply chain management?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
2.	Explain the importance of the supply chain on business performance?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
3.	Select vendors?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
4.	Assess business risk?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
5.	Explain factors affecting pricing decisions?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
21st CENTURY SKILLS						
6.	Reason effectively and use systems thinking?	0-1	2-3	4	5-6	
7.	Make judgments and decisions, and solve problems?	0-1	2-3	4	5-6	
8.	Communicate clearly?	0-1	2-3	4	5-6	
9.	Show evidence of creativity?	0-1	2-3	4	5-6	
10.	Overall impression and responses to the judge's questions	0-1	2-3	4	5-6	
TOTAL SCORE						



CAREER CLUSTER

Entrepreneurship

INSTRUCTIONAL AREA

Product/Service Management

ENTREPRENEURSHIP SERIES EVENT

PARTICIPANT INSTRUCTIONS

- The event will be presented to you through your reading of the 21st Century Skills, Performance Indicators and Event Situation. You will have up to 10 minutes to review this information and prepare your presentation. You may make notes to use during your presentation.
- You will have up to 10 minutes to make your presentation to the judge (you may have more than one judge).
- You will be evaluated on how well you meet the performance indicators of this event.
- Turn in all of your notes and event materials when you have completed the event.

21st CENTURY SKILLS

- Critical Thinking – Reason effectively and use systems thinking.
- Problem Solving – Make judgments and decisions, and solve problems.
- Communication – Communicate clearly.
- Creativity and Innovation – Show evidence of creativity.

PERFORMANCE INDICATORS

1. Build corporate brand.
2. Explain the role of customer service in positioning/image.
3. Identify internal and external service standards.
4. Explain the role of promotion as a marketing function.
5. Explain the nature of direct marketing channels.

EVENT SITUATION

You are to assume the role of founder and owner of FARM TO BED, an up-and-coming online business that sells bedroom linens created by materials grown by local farmers. The general manager (judge) feels that the company would benefit from joining social media and wants your advice on how to use social media to build the FARM TO BED brand.

FARM TO BED uses all locally farmed cotton, wool and yarns to create bedroom curtains, sheets and blankets. Farms across the region sell their cotton, wool and specially made yarns for material use. The business only uses organic dyes for coloring. In the beginning, you were able to turn the raw materials into bedroom creations independently, but now that the company has grown, over 100 employees work in the company warehouse to keep up with demand.

FARM TO BED sells items online, in the store front near the warehouse and at area farmer's markets. Online sales have reached an all-time high, and now customers must wait 30 days from the time an order is placed until delivery.

The general manager (judge) feels that FARM TO BED should have a presence on social media. The general manager (judge) thinks that social media would help build the FARM TO BED brand and be extremely useful in customer service.

The general manager (judge) wants you to decide which social media platforms would be the best fit for FARM TO BED and to explain your reasoning. The manager (judge) also wants you to determine what content will be showcased on the social media platform(s) you have chosen and how customers will be encouraged to interact.

You will present your ideas to the manager (judge) in a role-play to take place in the manager's (judge's) office. The general manager (judge) will begin the role-play by greeting you and asking to hear your ideas. After you have presented your ideas and have answered the manager's (judge's) questions, the manager (judge) will conclude the role-play by thanking you for your work.

JUDGE'S INSTRUCTIONS

DIRECTIONS, PROCEDURES AND JUDGE'S ROLE

In preparation for this event, you should review the following information with your event manager and other judges:

1. Procedures
2. 21st Century Skills and Performance Indicators
3. Event Situation
4. Judge Role-play Characterization
Participants may conduct a slightly different type of meeting and/or discussion with you each time; however, it is important that the information you provide and the questions you ask be uniform for every participant.
5. Judge's Evaluation Instructions
6. Judge's Evaluation Form
Please use a critical and consistent eye in rating each participant.

JUDGE ROLE-PLAY CHARACTERIZATION

You are to assume the role of general manager of FARM TO BED, an up-and-coming online business that sells bedroom linens created by materials grown by local farmers. You feel the company would benefit from joining social media and want the founder and owner's (participant's) advice on how to use social media to build the FARM TO BED brand.

FARM TO BED uses all locally farmed cotton, wool and yarns to create bedroom curtains, sheets and blankets. Farms across the region sell their cotton, wool and specially made yarns for material use. The business only uses organic dyes for coloring. In the beginning, the owner (participant) was able to turn the raw materials into bedroom creations independently, but now that the company has grown, over 100 employees work in the company warehouse to keep up with demand.

FARM TO BED sells items online, in the store front near the warehouse and at area farmer's markets. Online sales have reached an all-time high and now customers must wait 30 days from the time an order is placed until delivery.

You feel that FARM TO BED should have a presence on social media. You think that social media would help build the FARM TO BED brand and be extremely useful in customer service.

You want the owner (participant) to decide which social media platforms would be the best fit for FARM TO BED and to explain his/her reasoning. You also want the owner (participant) to determine what content will be showcased on the social media platform(s) chosen and how customers will be encouraged to interact.

The participant will present ideas to you in a role-play to take place in your office. You will begin the role-play by greeting the participant and asking to hear about his/her ideas.

During the course of the role-play you are to ask the following questions of each participant:

1. What is the best way to find followers for our social media?
2. How often should we post on social media? Will the frequency differ between platforms? Will the content differ between platforms?
3. How will we know if social media has helped build our brand?

Once the owner (participant) has presented ideas and has answered your questions, you will conclude the role-play by thanking the owner (participant) for the work.

You are not to make any comments after the event is over except to thank the participant.

JUDGE'S EVALUATION INSTRUCTIONS

Evaluation Form Information

The participants are to be evaluated on their ability to perform the specific performance indicators stated on the cover sheet of this event and restated on the Judge's Evaluation Form. Although you may see other performance indicators being demonstrated by the participants, those listed in the Performance Indicators section are the critical ones you are measuring for this particular event.

Evaluation Form Interpretation

The evaluation levels listed below and the evaluation rating procedures should be discussed thoroughly with your event chairperson and the other judges to ensure complete and common understanding for judging consistency.

Level of Evaluation	Interpretation Level
Exceeds Expectations	Participant demonstrated the performance indicator in an extremely professional manner; greatly exceeds business standards; would rank in the top 10% of business personnel performing this performance indicator.
Meets Expectations	Participant demonstrated the performance indicator in an acceptable and effective manner; meets at least minimal business standards; there would be no need for additional formalized training at this time; would rank in the 70-89 th percentile of business personnel performing this performance indicator.
Below Expectations	Participant demonstrated the performance indicator with limited effectiveness; performance generally fell below minimal business standards; additional training would be required to improve knowledge, attitude and/or skills; would rank in the 50-69 th percentile of business personnel performing this performance indicator.
Little/No Value	Participant demonstrated the performance indicator with little or no effectiveness; a great deal of formal training would be needed immediately; perhaps this person should seek other employment; would rank in the 0-49 th percentile of business personnel performing this performance indicator.



ENTREPRENEURSHIP SERIES, 2018

Participant: _____

JUDGE'S EVALUATION FORM

I.D. Number: _____

INSTRUCTIONAL AREA

Product/Service Management

Did the participant:

Did the participant:		Little/No Value	Below Expectations	Meets Expectations	Exceeds Expectations	Judged Score
PERFORMANCE INDICATORS						
1.	Build corporate brand?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
2.	Explain the role of customer service in positioning/image?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
3.	Identify internal and external service standards?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
4.	Explain the role of promotion as a marketing function?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
5.	Explain the nature of direct marketing channels?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
21st CENTURY SKILLS						
6.	Reason effectively and use systems thinking?	0-1	2-3	4	5-6	
7.	Make judgments and decisions, and solve problems?	0-1	2-3	4	5-6	
8.	Communicate clearly?	0-1	2-3	4	5-6	
9.	Show evidence of creativity?	0-1	2-3	4	5-6	
10.	Overall impression and responses to the judge's questions	0-1	2-3	4	5-6	
TOTAL SCORE						



\$8.00 | 18RPH14



FOOD MARKETING

ROLE-PLAYS USED IN DECA'S
INDIVIDUAL SERIES EVENTS



2018



FOOD MARKETING SERIES

2018 ROLE-PLAYS

INCLUDES:

INTEGRATE DECA'S ROLE-PLAYS AND CASE STUDIES INTO YOUR CLASSROOM

ROLE-PLAY 1: MARKETING

ROLE-PLAY 2: CUSTOMER RELATIONS

ROLE-PLAY 3: PRODUCT/SERVICE MANAGEMENT



INTEGRATE DECA'S ROLE-PLAYS AND CASE STUDIES INTO YOUR CLASSROOM

With its connection to National Curriculum Standards, DECA's Competitive Events Program is designed to be integrated into classroom instruction to help members apply learning and connect to business. As teaching tools, DECA's role-plays and case studies provide relevant, meaningful problems for students to solve, provide a standards-based evaluation, increase rigor of the instruction, result in evidence of student learning and expose students to DECA – all as part of classroom instruction.

STEP 1: FAMILIARIZE YOURSELF WITH EVENT GUIDELINES AND PERFORMANCE INDICATORS.

Use the DECA Guide to familiarize yourself with event guidelines that explain how each competitive event will operate – time limits, exam specifications, interactions with a judge, etc.

Role-plays and case studies are developed using performance indicators – key concepts from national curriculum standards that students should learn during the school year. DECA uses five lists of performance indicators which are organized by career cluster – business administration core, business management and administration, finance, hospitality and tourism, and marketing, as well as personal financial literacy.

Each performance indicator list is arranged by instructional areas to assist advisors with planning units of instruction. Advisors teaching accounting courses, for example, can use the Finance Career Cluster performance indicator list to plan their curriculum while advisors teaching marketing courses can use the Marketing Career Cluster performance indicator list.

STEP 2: UNDERSTAND HOW ROLE-PLAYS AND CASE STUDIES ARE DESIGNED.

The career cluster and primary instructional area for role-plays and case studies are identified at the top of the first page of the event.

Role-plays used for DECA's Principles of Business Administration Events measure four performance indicators from the business administration core.

Case studies used for DECA's Team Decision Making Events measure seven performance indicators. Usually, at least four of the seven performance indicators have been selected from the case study's instructional area. Therefore, if the event situation is asking the participant to develop a promotion plan, most of the performance indicators will be from the promotion instructional area.

Role-plays used for DECA's Individual Series Events measure five performance indicators. Usually, at least three of the five performance indicators have been selected from the event situation's instructional area. The career pathway is also identified on the role-play, which may include performance indicators from that specific pathway as well.

Role-plays used for DECA's Personal Financial Literacy event measure three performance indicators from the National Standards in K-12 Personal Finance Education, created and maintained by the Jump\$tart Coalition® for Personal Financial Literacy.

STEP 3: START ORGANIZING SAMPLE EVENTS.

Each year, DECA posts sample role-plays and case studies on deca.org. Shop DECA also sells previously used events each year. Gather these samples and begin to categorize them by instructional area.

STEP 4: USE SAMPLE EVENTS AS A CLASSROOM ACTIVITY.

As you teach different instructional areas during the year, use corresponding role-plays and case studies as learning tools. While the traditional competitive event setting requires interaction with judges, many advisors have used role-plays and case studies as:

- warm-up activities at the beginning of classes.
- writing exercises that require students to write their ideas for solving the problem presented in the role-play or case study.
- public speaking exercises that require students to deliver an oral report or recorded video that presents their ideas for solving the problem presented in the role-play or case study.
- assessment tools in lieu of a multiple-choice quiz/test.

Since the evaluation form for each role-play and case study assesses the performance indicators, you are assessing students' performance according to national curriculum standards which are industry validated and aligned to career clusters.

ADDITIONAL RESOURCES

Event guidelines, performance indicator lists, sample events and sample exam questions are available at www.deca.org/competitiveevents. Sample role-play presentations can be viewed at www.deca.org. Advisors may wish to show the videos and ask students to evaluate the presentations using the evaluation forms. Shop DECA sells many items to assist advisors with integrating DECA into curriculum at shopdeca.org.



CAREER CLUSTER

Marketing

CAREER PATHWAY

Marketing Management

INSTRUCTIONAL AREA

Marketing

FOOD MARKETING SERIES EVENT

PARTICIPANT INSTRUCTIONS

- The event will be presented to you through your reading of the 21st Century Skills, Performance Indicators and Event Situation. You will have up to 10 minutes to review this information and prepare your presentation. You may make notes to use during your presentation.
- You will have up to 10 minutes to make your presentation to the judge (you may have more than one judge).
- You will be evaluated on how well you meet the performance indicator of this event.
- Turn in all of your notes and event materials when you have completed the event.

21st CENTURY SKILLS

- Critical Thinking – Reason effectively and use systems thinking.
- Problem Solving – Make judgments and decisions, and solve problems.
- Communication – Communicate clearly.
- Creativity and Innovation – Show evidence of creativity.

PERFORMANCE INDICATORS

1. Describe marketing functions and related activities.
2. Explain factors that influence customer/client/business buying behavior.
3. Demonstrate connections between company actions and results.
4. “Sell” ideas to others.
5. Assess product packaging requirements.

EVENT SITUATION

You are to assume the role of director of merchandising for FOOD MARKET, a regional grocery store chain with 15 store locations. You will be meeting with the president of BEST BABY (judge), a company that produces organic baby food, to discuss selling the products in FOOD MARKET stores.

All FOOD MARKET stores have an aisle dedicated to baby food and supplies. One side of the aisle features food products such as jars of baby food, snacks, cereals, boxed meals, juices and teething biscuits. The other side of the aisle features supplies such as toys, diapers, wipes, bathing products, lotions, creams and other accessories. The aisle is located in the middle of each FOOD MARKET, being the divider between food items and household items.

BEST BABY has released a number of organic baby food products that are packaged in pouches rather than jars or boxes. The organic pouches range from fresh fruit purees to fresh vegetable purees and lean meat purees, all made from high-pressure processing. The processing is the first in its kind in baby food and parents are thrilled. Due to the nature of the processing and ingredients, BEST BABY pouches must be refrigerated.

Currently, BEST BABY products are only sold at specialty stores. The two specialty store chains that sell BEST BABY have rearranged the layout of the store, so all baby food items are near a refrigerated section, making it easy for BEST BABY pouches to be refrigerated, but still be marketed with other baby food. BEST BABY products have sold extremely well in the specialty stores.

You want FOOD MARKET to carry BEST BABY products. You have seen how well the products sell at the specialty stores and feel it would be a great extension to the baby foods already offered. FOOD MARKET locations are not able to change the store layouts to put the entire baby food aisle near an already refrigerated section of the stores. The president of BEST BABY (judge) is willing to consider FOOD MARKET as another sales channel, but needs to know how the refrigeration issue will be handled.

You will meet with the president of BEST BABY (judge) to discuss how FOOD MARKET will solve the refrigeration issue, ensuring that the products have visibility among the targeted market. The solution must provide evidence of effective marketing.

You will present your ideas to the president of BEST BABY (judge) in a role-play to take place in the president's (judge's) office. The president (judge) will begin the role-play by greeting you and asking to hear your ideas. After you have presented your ideas and have answered the president's (judge's) questions, the president (judge) will conclude the role-play by thanking you for your work.

JUDGE'S INSTRUCTIONS

DIRECTIONS, PROCEDURES AND JUDGE'S ROLE

In preparation for this event, you should review the following information with your event manager and other judges:

1. Procedures
2. 21st Century Skills and Performance Indicators
3. Event Situation
4. Judge Role-play Characterization
Participants may conduct a slightly different type of meeting and/or discussion with you each time; however, it is important that the information you provide and the questions you ask be uniform for every participant.
5. Judge's Evaluation Instructions
6. Judge's Evaluation Form
Please use a critical and consistent eye in rating each participant.

JUDGE ROLE-PLAY CHARACTERIZATION

You are to assume the role of president of BEST BABY, a company that produces organic baby food. You will be meeting with the director of merchandising for FOOD MARKET (participant), a regional grocery store chain with 15 store locations, to discuss selling BEST BABY products in FOOD MARKET stores.

All FOOD MARKET stores have an aisle dedicated to baby food and supplies. One side of the aisle features food products such as jars of baby food, snacks, cereals, boxed meals, juices and teething biscuits. The other side of the aisle features supplies such as toys, diapers, wipes, bathing products, lotions, creams and other accessories. The aisle is located in the middle of each FOOD MARKET, being the divider between food items and household items.

BEST BABY has released a number of organic baby food products that are packaged in pouches rather than jars or boxes. The organic pouches range from fresh fruit purees to fresh vegetable purees and lean meat purees, all made from high-pressure processing. The processing is the first in its kind in baby food and parents are thrilled. Due to the nature of the processing and ingredients, BEST BABY pouches must be refrigerated.

Currently, BEST BABY products are only sold at specialty stores. The two specialty store chains that sell BEST BABY have rearranged the layout of the store, so all baby food items are near a refrigerated section, making it easy for BEST BABY pouches to be refrigerated, but still be

marketed with other baby food. BEST BABY products have sold extremely well in the specialty stores.

The director of merchandising (participant) wants FOOD MARKET to carry BEST BABY products. The director of merchandising (participant) has seen how well the products sell at the specialty stores and feels it would be a great extension to the baby foods already offered. FOOD MARKET locations are not able to change the store layouts to put the entire baby food aisle near an already refrigerated section of the stores. You are willing to consider FOOD MARKET as another sales channel, but need to know how the refrigeration issue will be handled.

You will meet with the director of merchandising (judge) to discuss how FOOD MARKET will solve the refrigeration issue, ensuring that the products have visibility among the targeted market. The solution must provide evidence of effective marketing.

The participant will present ideas to you in a role-play to take place in your office. You will begin the role-play by greeting the participant and asking to hear about his/her ideas.

During the course of the role-play you are to ask the following questions of each participant:

1. How will selling BEST BABY products at FOOD MARKET affect our image?
2. Do you want BEST BABY products at all 15 FOOD MARKET stores?
3. Will there be costs associated with your plan?

Once the director of merchandising (participant) has presented ideas and has answered your questions, you will conclude the role-play by thanking the director of merchandising (participant) for the work.

You are not to make any comments after the event is over except to thank the participant.

JUDGE'S EVALUATION INSTRUCTIONS

Evaluation Form Information

The participants are to be evaluated on their ability to perform the specific performance indicators stated on the cover sheet of this event and restated on the Judge's Evaluation Form. Although you may see other performance indicators being demonstrated by the participants, those listed in the Performance Indicators section are the critical ones you are measuring for this particular event.

Evaluation Form Interpretation

The evaluation levels listed below and the evaluation rating procedures should be discussed thoroughly with your event chairperson and the other judges to ensure complete and common understanding for judging consistency.

Level of Evaluation	Interpretation Level
Exceeds Expectations	Participant demonstrated the performance indicator in an extremely professional manner; greatly exceeds business standards; would rank in the top 10% of business personnel performing this performance indicator.
Meets Expectations	Participant demonstrated the performance indicator in an acceptable and effective manner; meets at least minimal business standards; there would be no need for additional formalized training at this time; would rank in the 70-89 th percentile of business personnel performing this performance indicator.
Below Expectations	Participant demonstrated the performance indicator with limited effectiveness; performance generally fell below minimal business standards; additional training would be required to improve knowledge, attitude and/or skills; would rank in the 50-69 th percentile of business personnel performing this performance indicator.
Little/No Value	Participant demonstrated the performance indicator with little or no effectiveness; a great deal of formal training would be needed immediately; perhaps this person should seek other employment; would rank in the 0-49 th percentile of business personnel performing this performance indicator.



FOOD MARKETING SERIES, 2018

Participant: _____

JUDGE'S EVALUATION FORM

I.D. Number: _____

INSTRUCTIONAL AREA

Marketing

Did the participant:

		Little/No Value	Below Expectations	Meets Expectations	Exceeds Expectations	Judged Score
PERFORMANCE INDICATORS						
1.	Describe marketing functions and related activities?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
2.	Explain factors that influence customer/client/business buying behavior?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
3.	Demonstrate connections between company actions and results?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
4.	"Sell" ideas to others?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
5.	Assess product packaging requirements?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
21st CENTURY SKILLS						
6.	Reason effectively and use systems thinking?	0-1	2-3	4	5-6	
7.	Make judgments and decisions, and solve problems?	0-1	2-3	4	5-6	
8.	Communicate clearly?	0-1	2-3	4	5-6	
9.	Show evidence of creativity?	0-1	2-3	4	5-6	
10.	Overall impression and responses to the judge's questions	0-1	2-3	4	5-6	
TOTAL SCORE						



CAREER CLUSTER

Marketing

CAREER PATHWAY

Marketing Management

INSTRUCTIONAL AREA

Customer Relations

FOOD MARKETING SERIES EVENT

PARTICIPANT INSTRUCTIONS

- The event will be presented to you through your reading of the 21st Century Skills, Performance Indicators and Event Situation. You will have up to 10 minutes to review this information and prepare your presentation. You may make notes to use during your presentation.
- You will have up to 10 minutes to make your presentation to the judge (you may have more than one judge.)
- You will be evaluated on how well you meet the performance indicators of this event.
- Turn in all of your notes and event materials when you have completed the event.

21st CENTURY SKILLS

- Critical Thinking – Reason effectively and use systems thinking.
- Problem Solving – Make judgments and decisions, and solve problems.
- Communication – Communicate clearly.
- Creativity and Innovation – Show evidence of creativity.

PERFORMANCE INDICATORS

1. Explain the nature of positive customer relations.
2. Interpret business policies to customers/clients.
3. Develop rapport with customers.
4. Explain factors that influence customer/client/business buying behavior
5. Identify product's/service's competitive advantage.

EVENT SITUATION

You are to assume the role of general manager at a new location of TOWN FOODS, a local grocery store in a city of 300,000 people. The owner of TOWN FOODS (judge) has asked you to create policies for neighboring high school students and determine ways the store can welcome and encourage the students to purchase merchandise at TOWN FOODS.

TOWN FOODS is a popular local grocery store. The store has been in business for over 100 years and consistently beats the national chains and big box retailers in the area in customer service rankings. The owner of TOWN FOODS (judge) decided to open a second location and it is set to open on January 1st. The new location will be open from 6:00AM – Midnight.

The second TOWN FOODS is in a new shopping center that features a fast food restaurant, a dry cleaner, an urgent care health clinic and a fitness center. Across the street from the shopping center is a high school. The high school educates approximately 2,000 students in 9th, 10th, 11th and 12th grades. The 11th and 12th graders at the high school have an open lunch hour, giving those students the option of leaving campus during the 40-minute lunch period. That translates to roughly 1,000 students free to leave the school during different lunch periods between 11:00AM and 1:30PM.

The owner (judge) is worried that many high school students inside TOWN FOODS could lead to overcrowding. The owner (judge) is also worried that students with backpacks could be inclined to shoplift. However, the owner (judge) also wants the high school students to feel welcome at TOWN FOODS and to purchase items for lunch or after school snacks.

The owner (judge) has asked you to create policies and procedures for the 11:00AM – 1:30PM lunch crowds that will ensure safety and security. The owner (judge) also wants you to determine ways to welcome and encourage high school students to shop at TOWN FOODS.

You will present your recommendations to the owner (judge) in a role-play to take place in the owner's (judge's) office. The owner (judge) will begin the role-play by greeting you and asking to hear your ideas. After you have presented your recommendations and have answered the owner's (judge's) questions, the owner (judge) will conclude the role-play by thanking you for your work.

JUDGE'S INSTRUCTIONS

DIRECTIONS, PROCEDURES AND JUDGE'S ROLE

In preparation for this event, you should review the following information with your event manager and other judges:

1. Procedures
2. 21st Century Skills and Performance Indicators
3. Event Situation
4. Judge Role-play Characterization
Participants may conduct a slightly different type of meeting and/or discussion with you each time; however, it is important that the information you provide and the questions you ask be uniform for every participant.
5. Judge's Evaluation Instructions
6. Judge's Evaluation Form
Please use a critical and consistent eye in rating each participant.

JUDGE ROLE-PLAY CHARACTERIZATION

You are to assume the role of owner of TOWN FOODS, a local grocery store in a city of 300,000 people. You have asked the general manager of a new location (participant) to create policies for neighboring high school students and determine ways the store can welcome and encourage the students to purchase merchandise at TOWN FOODS.

TOWN FOODS is a popular local grocery store. The store has been in business for over 100 years and consistently beats the national chains and big box retailers in the area in customer service rankings. You decided to open a second location and it is set to open on January 1st. The new location will be open from 6:00AM – Midnight.

The second TOWN FOODS is in a new shopping center that features a fast food restaurant, a dry cleaner, an urgent care health clinic and a fitness center. Across the street from the shopping center is a high school. The high school educates approximately 2,000 students in 9th, 10th, 11th and 12th grades. The 11th and 12th graders at the high school have an open lunch hour, giving those students the option of leaving campus during the 40-minute lunch period. That translates to roughly 1,000 students free to leave the school during different lunch periods between 11:00AM and 1:30PM.

You are worried that many high school students inside TOWN FOODS could lead to overcrowding. You are also worried that students with backpacks could be inclined to shoplift.

However, you also want the high school students to feel welcome at TOWN FOODS and to purchase items for lunch or after school snacks.

You have asked the general manager of the new location (participant) to create policies and procedures for the 11:00AM – 1:30PM lunch crowds that will ensure safety and security. You also want the general manager (participant) to determine ways to welcome and encourage high school students to shop at TOWN FOODS.

The participant will present ideas to you in a role-play to take place in your office. You will begin the role-play by greeting the participant and asking to hear about his/her ideas.

During the course of the role-play you are to ask the following questions of each participant:

1. Will the policies and procedures designed for high school students affect the general public?
2. Will the policies and procedures designed for high school students be in effect before and after school, or just during lunch?
3. What's the best method to communicate the policies and procedures with the high school students coming into the store?

Once the general manager (participant) has presented ideas and has answered your questions, you will conclude the role-play by thanking the general (participant) for the work.

You are not to make any comments after the event is over except to thank the participant.

JUDGE'S EVALUATION INSTRUCTIONS

Evaluation Form Information

The participants are to be evaluated on their ability to perform the specific performance indicators stated on the cover sheet of this event and restated on the Judge's Evaluation Form. Although you may see other performance indicators being demonstrated by the participants, those listed in the Performance Indicators section are the critical ones you are measuring for this particular event.

Evaluation Form Interpretation

The evaluation levels listed below and the evaluation rating procedures should be discussed thoroughly with your event chairperson and the other judges to ensure complete and common understanding for judging consistency.

Level of Evaluation	Interpretation Level
Exceeds Expectations	Participant demonstrated the performance indicator in an extremely professional manner; greatly exceeds business standards; would rank in the top 10% of business personnel performing this performance indicator.
Meets Expectations	Participant demonstrated the performance indicator in an acceptable and effective manner; meets at least minimal business standards; there would be no need for additional formalized training at this time; would rank in the 70-89 th percentile of business personnel performing this performance indicator.
Below Expectations	Participant demonstrated the performance indicator with limited effectiveness; performance generally fell below minimal business standards; additional training would be required to improve knowledge, attitude and/or skills; would rank in the 50-69 th percentile of business personnel performing this performance indicator.
Little/No Value	Participant demonstrated the performance indicator with little or no effectiveness; a great deal of formal training would be needed immediately; perhaps this person should seek other employment; would rank in the 0-49 th percentile of business personnel performing this performance indicator.



FOOD MARKETING SERIES, 2018

Participant: _____

JUDGE'S EVALUATION FORM

I.D. Number: _____

INSTRUCTIONAL AREA

Customer Relations

Did the participant:

Did the participant:		Little/No Value	Below Expectations	Meets Expectations	Exceeds Expectations	Judged Score
PERFORMANCE INDICATORS						
1.	Explain the nature of positive customer relations?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
2.	Interpret business policies to customers/clients?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
3.	Develop rapport with customers?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
4.	Explain factors that influence customer/client/business buying behavior?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
5.	Identify product's/service's competitive advantage?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
21st CENTURY SKILLS						
6.	Reason effectively and use systems thinking?	0-1	2-3	4	5-6	
7.	Make judgments and decisions, and solve problems?	0-1	2-3	4	5-6	
8.	Communicate clearly?	0-1	2-3	4	5-6	
9.	Show evidence of creativity?	0-1	2-3	4	5-6	
10.	Overall impression and responses to the judge's questions	0-1	2-3	4	5-6	
TOTAL SCORE						



CAREER CLUSTER

Marketing

CAREER PATHWAY

Marketing Management

INSTRUCTIONAL AREA

Product/Service Management

FOOD MARKETING SERIES EVENT

PARTICIPANT INSTRUCTIONS

- The event will be presented to you through your reading of the 21st Century Skills, Performance Indicators and Event Situation. You will have up to 10 minutes to review this information and prepare your presentation. You may make notes to use during your presentation.
- You will have up to 10 minutes to make your presentation to the judge (you may have more than one judge.)
- You will be evaluated on how well you meet the performance indicators of this event.
- Turn in all of your notes and event materials when you have completed the event.

21st CENTURY SKILLS

- Critical Thinking – Reason effectively and use systems thinking.
- Problem Solving – Make judgments and decisions, and solve problems.
- Communication– Communicate clearly.
- Creativity and Innovation – Show evidence of creativity.

PERFORMANCE INDICATORS

1. Generate product ideas.
2. Explain the concept of product mix.
3. Identify product's/service's competitive advantage.
4. Explain key factors in building a clientele.
5. Explain the concept of market and market identification.

EVENT SITUATION

You are to assume the role of director of operations for FOOD & MORE, a small, regional grocery store chain with fifteen locations in three states. The president of the company (judge) is willing to invest funds into expanding the deli departments in each store, but first wants you to determine a product mix that would entice shoppers and encourage repeat visits.

FOOD & MORE has been serving its communities for over 60 years. Each location features traditional grocery store offerings plus an in-house bakery that provides specialty cakes, cookies and breads. The in-house bakeries are popular among the communities for special occasions. FOOD & MORE does have deli departments within each store, but they are quite small and offer traditional deli items such as cured meats and cheeses. The only prepared food items the deli markets are potato salad, coleslaw and macaroni salad. Customers purchasing these items tend to be Baby Boomers or older generations.

The president of FOOD & MORE (judge) is considering investing funds into expanding the deli department in each location. A recent report shows that the top performing grocery stores have top-notch prepared food departments within the deli. The report went on to say that a good prepared food department will result in consumers making more trips to the store. The president (judge) feels that a more varied prepared food department will expand the demographics of shoppers, as well.

The president (judge) has asked you to determine which other traditional and unique prepared food products the deli departments in FOOD & MORE can offer that will attract younger demographics and encourage repeat visits. The president (judge) wants you to explain how your product mix will make the department a destination.

You will present your recommendations to the president (judge) in a role-play to take place in the president's (judge's) office. The president (judge) will begin the role-play by greeting you and asking to hear your ideas. After you have presented your recommendations and have answered the president's (judge's) questions, the president (judge) will conclude the role-play by thanking you for your work.

JUDGE'S INSTRUCTIONS

DIRECTIONS, PROCEDURES AND JUDGE'S ROLE

In preparation for this event, you should review the following information with your event manager and other judges:

1. Procedures
2. 21st Century Skills and Performance Indicators
3. Event Situation
4. Judge Role-play Characterization
Participants may conduct a slightly different type of meeting and/or discussion with you each time; however, it is important that the information you provide and the questions you ask be uniform for every participant.
5. Judge's Evaluation Instructions
6. Judge's Evaluation Form
Please use a critical and consistent eye in rating each participant.

JUDGE ROLE-PLAY CHARACTERIZATION

You are to assume the role of president of FOOD & MORE, a small, regional grocery store chain with fifteen locations in three states. You are willing to invest funds into expanding the deli departments in each store, but first want the director of operations (participant) to determine a product mix that would entice shoppers and encourage repeat visits.

FOOD & MORE has been serving its communities for over 60 years. Each location features traditional grocery store offerings plus an in-house bakery that provide specialty cakes, cookies and breads. The in-house bakeries are popular among the communities for special occasions. FOOD & MORE does have deli departments within each store, but they are quite small and offer traditional deli items such as cured meats and cheeses. The only prepared food items the deli markets are potato salad, coleslaw and macaroni salad. Customers purchasing these items tend to be Baby Boomers or older generations.

You are considering investing funds into expanding the deli department in each location. A recent report shows that the top performing grocery stores have top-notch prepared food departments within the deli. The report went on to say that a good prepared food department will result in consumers making more trips to the store. You feel that a more varied prepared food department will expand the demographics of shoppers, as well.

You have asked the director of operations (participant) to determine which other traditional and unique prepared food products the deli departments in FOOD & MORE can offer that will attract younger demographics and encourage repeat visits. You want the director (participant) to explain how the proposed product mix will make the department a destination.

The participant will present ideas to you in a role-play to take place in your office. You will begin the role-play by greeting the participant and asking to hear about his/her ideas.

During the course of the role-play you are to ask the following questions of each participant:

1. How many stores should we expand as a test program and why?
2. How can we get feedback from customers about our product mix?
3. How can we best communicate our expanded prepared foods in the deli department to our communities?

Once the director of operations (participant) has presented ideas and has answered your questions, you will conclude the role-play by thanking the director of operations (participant) for the work.

You are not to make any comments after the event is over except to thank the participant.

JUDGE'S EVALUATION INSTRUCTIONS

Evaluation Form Information

The participants are to be evaluated on their ability to perform the specific performance indicators stated on the cover sheet of this event and restated on the Judge's Evaluation Form. Although you may see other performance indicators being demonstrated by the participants, those listed in the Performance Indicators section are the critical ones you are measuring for this particular event.

Evaluation Form Interpretation

The evaluation levels listed below and the evaluation rating procedures should be discussed thoroughly with your event chairperson and the other judges to ensure complete and common understanding for judging consistency.

Level of Evaluation	Interpretation Level
Exceeds Expectations	Participant demonstrated the performance indicator in an extremely professional manner; greatly exceeds business standards; would rank in the top 10% of business personnel performing this performance indicator.
Meets Expectations	Participant demonstrated the performance indicator in an acceptable and effective manner; meets at least minimal business standards; there would be no need for additional formalized training at this time; would rank in the 70-89 th percentile of business personnel performing this performance indicator.
Below Expectations	Participant demonstrated the performance indicator with limited effectiveness; performance generally fell below minimal business standards; additional training would be required to improve knowledge, attitude and/or skills; would rank in the 50-69 th percentile of business personnel performing this performance indicator.
Little/No Value	Participant demonstrated the performance indicator with little or no effectiveness; a great deal of formal training would be needed immediately; perhaps this person should seek other employment; would rank in the 0-49 th percentile of business personnel performing this performance indicator.



FOOD MARKETING SERIES, 2018

Participant: _____

JUDGE'S EVALUATION FORM

I.D. Number: _____

INSTRUCTIONAL AREA

Product/Service Management

Did the participant:

Did the participant:		Little/No Value	Below Expectations	Meets Expectations	Exceeds Expectations	Judged Score
PERFORMANCE INDICATORS						
1.	Generate product ideas?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
2.	Explain the concept of product mix?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
3.	Identify product's/service's competitive advantage?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
4.	Explain key factors in building a clientele?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
5.	Explain the concept of market and market identification?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
21st CENTURY SKILLS						
6.	Reason effectively and use systems thinking?	0-1	2-3	4	5-6	
7.	Make judgments and decisions, and solve problems?	0-1	2-3	4	5-6	
8.	Communicate clearly?	0-1	2-3	4	5-6	
9.	Show evidence of creativity?	0-1	2-3	4	5-6	
10.	Overall impression and responses to the judge's questions	0-1	2-3	4	5-6	
TOTAL SCORE						



\$8.00 | 18RPH06



HOTEL AND LODGING MANAGEMENT

ROLE-PLAYS USED IN DECA'S
INDIVIDUAL SERIES EVENTS



2018



HOTEL + LODGING MANAGEMENT SERIES

2018 ROLE-PLAYS

INCLUDES:

INTEGRATE DECA'S ROLE-PLAYS AND CASE STUDIES INTO YOUR CLASSROOM

ROLE-PLAY 1: PRODUCT/SERVICE MANAGEMENT

ROLE-PLAY 2: MARKET PLANNING

ROLE-PLAY 3: PROMOTION



INTEGRATE DECA'S ROLE-PLAYS AND CASE STUDIES INTO YOUR CLASSROOM

With its connection to National Curriculum Standards, DECA's Competitive Events Program is designed to be integrated into classroom instruction to help members apply learning and connect to business. As teaching tools, DECA's role-plays and case studies provide relevant, meaningful problems for students to solve, provide a standards-based evaluation, increase rigor of the instruction, result in evidence of student learning and expose students to DECA – all as part of classroom instruction.

STEP 1: FAMILIARIZE YOURSELF WITH EVENT GUIDELINES AND PERFORMANCE INDICATORS.

Use the DECA Guide to familiarize yourself with event guidelines that explain how each competitive event will operate – time limits, exam specifications, interactions with a judge, etc.

Role-plays and case studies are developed using performance indicators – key concepts from national curriculum standards that students should learn during the school year. DECA uses five lists of performance indicators which are organized by career cluster – business administration core, business management and administration, finance, hospitality and tourism, and marketing, as well as personal financial literacy.

Each performance indicator list is arranged by instructional areas to assist advisors with planning units of instruction. Advisors teaching accounting courses, for example, can use the Finance Career Cluster performance indicator list to plan their curriculum while advisors teaching marketing courses can use the Marketing Career Cluster performance indicator list.

STEP 2: UNDERSTAND HOW ROLE-PLAYS AND CASE STUDIES ARE DESIGNED.

The career cluster and primary instructional area for role-plays and case studies are identified at the top of the first page of the event.

Role-plays used for DECA's Principles of Business Administration Events measure four performance indicators from the business administration core.

Case studies used for DECA's Team Decision Making Events measure seven performance indicators. Usually, at least four of the seven performance indicators have been selected from the case study's instructional area. Therefore, if the event situation is asking the participant to develop a promotion plan, most of the performance indicators will be from the promotion instructional area.

Role-plays used for DECA's Individual Series Events measure five performance indicators. Usually, at least three of the five performance indicators have been selected from the event situation's instructional area. The career pathway is also identified on the role-play, which may include performance indicators from that specific pathway as well.

Role-plays used for DECA's Personal Financial Literacy event measure three performance indicators from the National Standards in K-12 Personal Finance Education, created and maintained by the Jump\$tart Coalition® for Personal Financial Literacy.

STEP 3: START ORGANIZING SAMPLE EVENTS.

Each year, DECA posts sample role-plays and case studies on deca.org. Shop DECA also sells previously used events each year. Gather these samples and begin to categorize them by instructional area.

STEP 4: USE SAMPLE EVENTS AS A CLASSROOM ACTIVITY.

As you teach different instructional areas during the year, use corresponding role-plays and case studies as learning tools. While the traditional competitive event setting requires interaction with judges, many advisors have used role-plays and case studies as:

- warm-up activities at the beginning of classes.
- writing exercises that require students to write their ideas for solving the problem presented in the role-play or case study.
- public speaking exercises that require students to deliver an oral report or recorded video that presents their ideas for solving the problem presented in the role-play or case study.
- assessment tools in lieu of a multiple-choice quiz/test.

Since the evaluation form for each role-play and case study assesses the performance indicators, you are assessing students' performance according to national curriculum standards which are industry validated and aligned to career clusters.

ADDITIONAL RESOURCES

Event guidelines, performance indicator lists, sample events and sample exam questions are available at www.deca.org/competitiveevents. Sample role-play presentations can be viewed at www.deca.org. Advisors may wish to show the videos and ask students to evaluate the presentations using the evaluation forms. Shop DECA sells many items to assist advisors with integrating DECA into curriculum at shopdeca.org.



CAREER CLUSTER
Hospitality and Tourism

CAREER PATHWAY
Lodging

INSTRUCTIONAL AREA
Product/Service Management

HOTEL AND LODGING MANAGEMENT SERIES EVENT

PARTICIPANT INSTRUCTIONS

- The event will be presented to you through your reading of the 21st Century Skills, Performance Indicators and Event Situation. You will have up to 10 minutes to review this information and prepare your presentation. You may make notes to use during your presentation.
- You will have up to 10 minutes to make your presentation to the judge (you may have more than one judge).
- You will be evaluated on how well you meet the performance indicators of this event.
- Turn in all of your notes and event materials when you have completed the event.

21st CENTURY SKILLS

- Critical Thinking – Reason effectively and use systems thinking.
- Problem Solving – Make judgments and decisions, and solve problems.
- Communication – Communicate clearly.
- Creativity and Innovation – Show evidence of creativity.

PERFORMANCE INDICATORS

1. Explain the concept of product in the hospitality and tourism industry.
2. Explain the nature of product/service branding.
3. Identify a product/service's competitive advantage.
4. Identify ways to segment the hospitality and tourism markets.
5. Specify a standard rate.

EVENT SITUATION

You are to assume the role of director of product and service management for GOODE INTERNATIONAL, a large hospitality company that manages and franchises hotels and lodging facilities. The vice president of branding (judge) has asked you to help design a new brand being added to GOODE's portfolio, MINI-GOODE.

GOODE INTERNATIONAL has over fifteen brands in its current portfolio. The brands are diverse; luxury resorts, full-service, limited service, budget, boutique and extended stay are all included. There are over 5,000 properties worldwide, making GOODE the number one brand in the hospitality industry.

Even with the wide assortment of brands, all GOODE properties are known for exceptional services and amenities offered to customers. Budget properties and luxury properties offer adequately-sized guest rooms and spacious lobby areas.

One niche market GOODE INTERNATIONAL has not ventured yet is the micro-hotel. Micro hotel rooms are small, only 100 – 125 square feet. Rooms are designed for only one or two guests who are not looking for exceptional guest room amenities or services, simply for a place to sleep. The rooms are meant to be less expensive than typical hotel rooms and targeted towards a younger demographic. The small guest room size lends itself well to a property having more guest rooms per floor than the traditional size of 325 square feet.

The vice president of branding (judge) has decided to add the brand MINI-GOODE to the portfolio. MINI-GOODE will be a micro-hotel brand. Each room will be 100 square feet and will offer guests the choice between a full-size bed or bunk beds.

The vice president of branding (judge) wants you to decide what other furniture and products should be included in MINI-GOODE guest rooms, what services and amenities should be offered and how GOODE INTERNATIONAL can assure that MINI-GOODE offers the same exceptional experience as other GOODE properties. The vice president (judge) also wants your suggestion on a standard room rate and essential markets you feel MINI-GOODE would be a good fit.

You will present your recommendations to the vice president (judge) in a role-play to take place in the vice president's (judge's) office. The vice president (judge) will begin the role-play by greeting you and asking to hear your ideas. After you have presented your recommendations and have answered the vice president's (judge's) questions, the vice president (judge) will conclude the role-play by thanking you for your work.

JUDGE'S INSTRUCTIONS

DIRECTIONS, PROCEDURES AND JUDGE'S ROLE

In preparation for this event, you should review the following information with your event manager and other judges:

1. Procedures
2. 21st Century Skills and Performance Indicators
3. Event Situation
4. Judge Role-play Characterization
Participants may conduct a slightly different type of meeting and/or discussion with you each time; however, it is important that the information you provide and the questions you ask be uniform for every participant.
5. Judge's Evaluation Instructions
6. Judge's Evaluation Form
Please use a critical and consistent eye in rating each participant.

JUDGE ROLE-PLAY CHARACTERIZATION

You are to assume the role of vice president of branding for GOODE INTERNATIONAL, a large hospitality company that manages and franchises hotels and lodging facilities. You have asked the director of product and service management (participant) to help design a new brand being added to GOODE's portfolio, MINI-GOODE.

GOODE INTERNATIONAL has over fifteen brands in its current portfolio. The brands are diverse; luxury resorts, full-service, limited service, budget, boutique and extended stay are all included. There are over 5,000 properties worldwide, making GOODE the number one brand in the hospitality industry.

Even with the wide assortment of brands, all GOODE properties are known for exceptional services and amenities offered to customers. Budget properties and luxury properties offer adequately-sized guest rooms and spacious lobby areas.

One niche market, GOODE INTERNATIONAL, has not ventured yet is the micro-hotel. Micro hotel rooms are small, only 100 – 125 square feet. Rooms are designed for only one or two guests who are not looking for exceptional guest room amenities or services, simply for a place to sleep. The rooms are meant to be less expensive than typical hotel rooms and targeted towards a younger demographic. The small guest room size lends itself well to a property having more guest rooms per floor than the traditional size of 325 square feet.

You have decided to add the brand MINI-GOODE to the portfolio. MINI-GOODE will be a micro-hotel brand. Each room will be 100 square feet and will offer guests the choice between a full-size bed or bunk beds.

You want the director of product and service management (participant) to decide what other furniture and products should be included in MINI-GOODE guest rooms, what services and amenities should be offered and how GOODE INTERNATIONAL can assure that MINI-GOODE offers the same exceptional experience as other GOODE properties. You also want the director of product and service management's (participant's) suggestion on a standard room rate and essential markets you feel MINI-GOODE would be a good fit.

The director of product and service management (participant) will present recommendations to you in a role-play to take place in your office. You will begin the role-play by greeting the participant and asking to hear about his/her ideas.

During the course of the role-play you are to ask the following questions of each participant:

1. If young people are our primary market, who do you think is our secondary market?
2. Should standard room rates be the same in every city?

Once the director of product and service management (participant) has presented recommendations and has answered your questions, you will conclude the role-play by thanking the director of product and service management (participant) for the work.

You are not to make any comments after the event is over except to thank the participant.

JUDGE'S EVALUATION INSTRUCTIONS

Evaluation Form Information

The participants are to be evaluated on their ability to perform the specific performance indicators stated on the cover sheet of this event and restated on the Judge's Evaluation Form. Although you may see other performance indicators being demonstrated by the participants, those listed in the Performance Indicators section are the critical ones you are measuring for this particular event.

Evaluation Form Interpretation

The evaluation levels listed below and the evaluation rating procedures should be discussed thoroughly with your event chairperson and the other judges to ensure complete and common understanding for judging consistency.

Level of Evaluation	Interpretation Level
Exceeds Expectations	Participant demonstrated the performance indicator in an extremely professional manner; greatly exceeds business standards; would rank in the top 10% of business personnel performing this performance indicator.
Meets Expectations	Participant demonstrated the performance indicator in an acceptable and effective manner; meets at least minimal business standards; there would be no need for additional formalized training at this time; would rank in the 70-89 th percentile of business personnel performing this performance indicator.
Below Expectations	Participant demonstrated the performance indicator with limited effectiveness; performance generally fell below minimal business standards; additional training would be required to improve knowledge, attitude and/or skills; would rank in the 50-69 th percentile of business personnel performing this performance indicator.
Little/No Value	Participant demonstrated the performance indicator with little or no effectiveness; a great deal of formal training would be needed immediately; perhaps this person should seek other employment; would rank in the 0-49 th percentile of business personnel performing this performance indicator.



**HOTEL AND LODGING MANAGEMENT
SERIES, 2018**

Participant: _____

I.D. Number: _____

JUDGE'S EVALUATION FORM

INSTRUCTIONAL AREA

Product/Service Management

Did the participant:

Did the participant:		Little/No Value	Below Expectations	Meets Expectations	Exceeds Expectations	Judged Score
PERFORMANCE INDICATORS						
1.	Explain the concept of product in the hospitality and tourism industry?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
2.	Explain the nature of product/service branding?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
3.	Identify a product/service's competitive advantage?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
4.	Identify ways to segment hospitality and tourism markets?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
5.	Specify a standard rate?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
21st CENTURY SKILLS						
6.	Reason effectively and use systems thinking?	0-1	2-3	4	5-6	
7.	Make judgments and decisions, and solve problems?	0-1	2-3	4	5-6	
8.	Communicate clearly?	0-1	2-3	4	5-6	
9.	Show evidence of creativity?	0-1	2-3	4	5-6	
10.	Overall impression and responses to the judge's questions	0-1	2-3	4	5-6	
TOTAL SCORE						



CAREER CLUSTER
Hospitality and Tourism

CAREER PATHWAY
Lodging

INSTRUCTIONAL AREA
Market Planning

HOTEL AND LODGING MANAGEMENT SERIES EVENT

PARTICIPANT INSTRUCTIONS

- The event will be presented to you through your reading of the 21st Century Skills, Performance Indicators and Event Situation. You will have up to 10 minutes to review this information and prepare your presentation. You may make notes to use during your presentation.
- You will have up to 10 minutes to make your presentation to the judge (you may have more than one judge.)
- You will be evaluated on how well you meet the performance indicators of this event.
- Turn in all of your notes and event materials when you have completed the event.

21st CENTURY SKILLS

- Critical Thinking – Reason effectively and use systems thinking.
- Problem Solving – Make judgments and decisions, and solve problems.
- Communication – Communicate clearly.
- Creativity and Innovation – Show evidence of creativity.

PERFORMANCE INDICATORS

1. Identify ways to segment the hospitality and tourism markets.
2. Explain the concept of market and market identification.
3. Explain the use of marketing strategies in hospitality and tourism.
4. Identify company's brand promise.
5. Detail the function of marketing personnel.

EVENT SITUATION

You are to assume the role of a marketing manager for SUPERIOR INN, a chain of moderately priced hotels with over 2,500 locations. The director of marketing (judge) wants you to outline a marketing plan based on real-life reasons guests stay at hotels.

SUPERIOR INN offers guests full-service accommodations at moderate prices. Each location features a restaurant, lounge, swimming pool, fitness center and several meeting rooms. The properties are all modest in size, none exceeding 200 guest rooms.

Like other hotels, SUPERIOR INN has always focused its marketing on promoting guests' aspirations while staying at a hotel: showcasing a nicely dressed couple at a romantic dinner, a group of friends enjoying live music in a lounge or a happy family relaxing poolside. The marketing techniques relied on people choosing SUPERIOR INN because they aspire to have those same experiences demonstrated in the promotions.

A travel industry association recently reported that 71% of travelers prefer advertisements and promotions that show people and lifestyles that reflect real-life situations rather than aspirations. Travelers respond better when they see lives like their own in hotel promotions. Most guests staying at a hotel are not there for romantic dinners or hanging out with friends, so that should not be the focus of the promotions.

The director of marketing (judge) has asked you to outline a marketing plan based on a real-life reason guests stay at a hotel. You must include the following in your plan:

- One real-life reason guests stay at a hotel
- The market segment targeted
- Strategy for marketing the real-life reason to the market segment
- Brand promise communicated in the marketing plan

You will present your marketing plan to the director of marketing (judge) in a role-play to take place in the director of marketing's (judge's) office. The director of marketing (judge) will begin the role-play by greeting you and asking to hear your plan. After you have presented your plan and have answered the director of marketing's (judge's) questions, the director of marketing (judge) will conclude the role-play by thanking you for your work.

JUDGE'S INSTRUCTIONS

DIRECTIONS, PROCEDURES AND JUDGE'S ROLE

In preparation for this event, you should review the following information with your event manager and other judges:

1. Procedures
2. 21st Century Skills and Performance Indicators
3. Event Situation
4. Judge Role-play Characterization
Participants may conduct a slightly different type of meeting and/or discussion with you each time; however, it is important that the information you provide and the questions you ask be uniform for every participant.
5. Judge's Evaluation Instructions
6. Judge's Evaluation Form
Please use a critical and consistent eye in rating each participant.

JUDGE ROLE-PLAY CHARACTERIZATION

You are to assume the role of director of marketing for SUPERIOR INN, a chain of moderately priced hotels with over 2,500 locations. You want the marketing manager (participant) to outline a marketing plan based on real-life reasons guests stay at hotels.

SUPERIOR INN offers guests full-service accommodations at moderate prices. Each location features a restaurant, lounge, swimming pool, fitness center and several meeting rooms. The properties are all modest in size, none exceeding 200 guest rooms.

Like other hotels, SUPERIOR INN has always focused its marketing on promoting guests' aspirations while staying at a hotel: showcasing a nicely dressed couple at a romantic dinner, a group of friends enjoying live music in a lounge or a happy family relaxing poolside. The marketing techniques relied on people choosing SUPERIOR INN because they aspire to have those same experiences demonstrated in the promotions.

A travel industry association recently reported that 71% of travelers prefer advertisements and promotions that show people and lifestyles that reflect real-life situations rather than aspirations. Travelers respond better when they see lives like their own in hotel promotions. Most guests staying at a hotel are not there for romantic dinners or hanging out with friends, so that should not be the focus of the promotions.

You have asked the marketing manager (participant) to outline a marketing plan based on a real-life reason guests stay at a hotel. The marketing manager (participant) must include the following in the plan:

- One real-life reason guests stay at a hotel
- The market segment targeted
- Strategy for marketing the real-life reason to the market segment
- Brand promise communicated in the marketing plan

The marketing manager (participant) will present the plan to you in a role-play to take place in your office. You will begin the role-play by greeting the participant and asking to hear about his/her ideas.

During the course of the role-play you are to ask the following questions of each participant:

1. Are there any potential negative consequences of implementing this marketing plan?
2. How can we receive feedback from guests to determine reactions?
3. If we keep this campaign for a year, how many different real-life reasons should we promote during its run? Should all reasons roll out at the beginning of the year or promoted separately at different times during the year?

Once the marketing manager (participant) has presented ideas and has answered your questions, you will conclude the role-play by thanking the marketing manager (participant) for the work.

You are not to make any comments after the event is over except to thank the participant.

JUDGE'S EVALUATION INSTRUCTIONS

Evaluation Form Information

The participants are to be evaluated on their ability to perform the specific performance indicators stated on the cover sheet of this event and restated on the Judge's Evaluation Form. Although you may see other performance indicators being demonstrated by the participants, those listed in the Performance Indicators section are the critical ones you are measuring for this particular event.

Evaluation Form Interpretation

The evaluation levels listed below and the evaluation rating procedures should be discussed thoroughly with your event chairperson and the other judges to ensure complete and common understanding for judging consistency.

Level of Evaluation	Interpretation Level
Exceeds Expectations	Participant demonstrated the performance indicator in an extremely professional manner; greatly exceeds business standards; would rank in the top 10% of business personnel performing this performance indicator.
Meets Expectations	Participant demonstrated the performance indicator in an acceptable and effective manner; meets at least minimal business standards; there would be no need for additional formalized training at this time; would rank in the 70-89 th percentile of business personnel performing this performance indicator.
Below Expectations	Participant demonstrated the performance indicator with limited effectiveness; performance generally fell below minimal business standards; additional training would be required to improve knowledge, attitude and/or skills; would rank in the 50-69 th percentile of business personnel performing this performance indicator.
Little/No Value	Participant demonstrated the performance indicator with little or no effectiveness; a great deal of formal training would be needed immediately; perhaps this person should seek other employment; would rank in the 0-49 th percentile of business personnel performing this performance indicator.



**HOTEL AND LODGING MARKETING SERIES,
2018**

Participant: _____

I.D. Number: _____

JUDGE'S EVALUATION FORM

INSTRUCTIONAL AREA

Market Planning

Did the participant:

		Little/No Value	Below Expectations	Meets Expectations	Exceeds Expectations	Judged Score
PERFORMANCE INDICATORS						
1.	Identify ways to segment the hospitality and tourism markets?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
2.	Explain the concept of market and market identification?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
3.	Explain the use of marketing strategies in hospitality and tourism?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
4.	Identify company's brand promise?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
5.	Detail the function of marketing personnel?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
21st CENTURY SKILLS						
6.	Reason effectively and use systems thinking?	0-1	2-3	4	5-6	
7.	Make judgments and decisions, and solve problems?	0-1	2-3	4	5-6	
8.	Communicate clearly?	0-1	2-3	4	5-6	
9.	Show evidence of creativity?	0-1	2-3	4	5-6	
10.	Overall impression and responses to the judge's questions	0-1	2-3	4	5-6	
TOTAL SCORE						



CAREER CLUSTER
Hospitality and Tourism

CAREER PATHWAY
Lodging

INSTRUCTIONAL AREA
Promotion

HOTEL AND LODGING MANAGEMENT SERIES EVENT

PARTICIPANT INSTRUCTIONS

- The event will be presented to you through your reading of the 21st Century Skills, Performance Indicators and Event Situation. You will have up to 10 minutes to review this information and prepare your presentation. You may make notes to use during your presentation.
- You will have up to 10 minutes to make your presentation to the judge (you may have more than one judge).
- You will be evaluated on how well you meet the performance indicators of this event.
- Turn in all of your notes and event materials when you have completed the event.

21st CENTURY SKILLS

- Critical Thinking – Reason effectively and use systems thinking.
- Problem Solving – Make judgments and decisions, and solve problems.
- Communication – Communicate clearly.
- Creativity and Innovation – Show evidence of creativity.

PERFORMANCE INDICATORS

1. Explain the role of promotion as a marketing function.
2. Detail types of marketing materials for the lodging facility.
3. Explain promotional methods used by the hospitality and tourism industry.
4. Explain the use of marketing strategies in hospitality and tourism.
5. List three advantages of an independently owned facility.

EVENT SITUATION

You are to assume the role of the general manager for RIVERSIDE BED & BREAKFAST, an independently owned and operated lodging facility with four guestrooms. The owner of the property (judge) wants you to develop a promotional plan that will focus on the benefits of staying at a bed and breakfast rather than an AIRBNB or other online marketplaces focusing on shared living spaces.

RIVERSIDE BED & BREAKFAST is a charming old Victorian house set on the banks of a mighty river. The sprawling property has acres of hiking trails and two docks on the river. The staff offers guests a light dinner prepared by a local chef, after dinner drinks and a full family style breakfast every morning. RIVERSIDE BED & BREAKFAST has four guestrooms that are tastefully decorated in the Victorian era theme, yet feature modern comforts such as Wi-fi and satellite television. For guests staying more than one night, RIVERSIDE BED & BREAKFAST provides housekeeping services to keep the guestrooms fresh and clean.

As a certified bed and breakfast facility, RIVERSIDE BED & BREAKFAST had to pass a full inspection from the fire department and the owner (judge) had to install a wired smoke detector system that is connected to the fire department. To become certified, the property also had to become fully insured and comply with local and federal laws.

In the city RIVERSIDE BED & BREAKFAST operates, there are several other bed and breakfasts along the river and in the community. The city draws many tourists during the summer and fall and most have typically reserved lodging at a bed and breakfast rather than a hotel. Recently, with the advent of AIRBNB and other shared spaces used for lodging, the occupancy rates at the local bed and breakfasts have declined. Rather than being completely booked throughout the summer and fall, it is not unusual for RIVERSIDE BED & BREAKFAST to have an open room or two.

To combat the competition from AIRBNB, RIVERSIDE BED AND BREAKFAST, along with the other bed and breakfasts in the city, want to promote the advantages of staying at a bed and breakfast over using AIRBNB and staying in a private residence. The owner of RIVERSIDE BED & BREAKFAST (judge) has asked you to create a promotional plan that will successfully market the advantages of bed and breakfasts. The owner (judge) wants you to choose the demographic(s) to be targeted in the promotion and use communication channels appropriate for the demographic(s).

You will present the promotional plan to the owner (judge) in a role-play to take place in the owner's (judge's) office. The owner (judge) will begin the role-play by greeting you and asking to hear your plan. After you have presented your plan and have answered the owner's (judge's) questions, the owner (judge) will conclude the role-play by thanking you for your work.

JUDGE'S INSTRUCTIONS

DIRECTIONS, PROCEDURES AND JUDGE'S ROLE

In preparation for this event, you should review the following information with your event manager and other judges:

1. Procedures
2. 21st Century Skills and Performance Indicators
3. Event Situation
4. Judge Role-play Characterization
Participants may conduct a slightly different type of meeting and/or discussion with you each time; however, it is important that the information you provide and the questions you ask be uniform for every participant.
5. Judge's Evaluation Instructions
6. Judge's Evaluation Form
Please use a critical and consistent eye in rating each participant.

JUDGE ROLE-PLAY CHARACTERIZATION

You are to assume the role of the owner of RIVERSIDE BED & BREAKFAST, an independently owned and operated lodging facility with four guestrooms. You have asked the general manager (participant) to develop a promotional plan that will focus on the benefits of staying at a bed and breakfast rather than an AIRBNB or other online marketplaces focusing on shared living spaces.

RIVERSIDE BED & BREAKFAST is a charming old Victorian house set on the banks of a mighty river. The sprawling property has acres of hiking trails and two docks on the river. The staff offers guests a light dinner prepared by a local chef, after dinner drinks and a full family style breakfast every morning. RIVERSIDE BED & BREAKFAST has four guestrooms that are tastefully decorated in the Victorian era theme, yet feature modern comforts such as Wi-fi and satellite television. For guests staying more than one night, RIVERSIDE BED & BREAKFAST provides housekeeping services to keep the guestrooms fresh and clean.

As a certified bed and breakfast facility, RIVERSIDE BED & BREAKFAST had to pass a full inspection from the fire department and you had to install a wired smoke detector system that is connected to the fire department. To become certified, the property also had to become fully insured and comply with local laws and federal laws.

In the city RIVERSIDE BED & BREAKFAST operates, there are several other bed and breakfasts along the river and in the community. The city draws many tourists during the summer and fall

and most have typically reserved lodging at a bed and breakfast rather than a hotel. Recently, with the advent of AIRBNB and other shared spaces used for lodging, the occupancy rates at the local bed and breakfasts have declined. Rather than being completely booked throughout the summer and fall, it is not unusual for RIVERSIDE BED & BREAKFAST to have an open room or two.

To combat the competition from AIRBNB, RIVERSIDE BED AND BREAKFAST, along with the other bed and breakfasts in the city, want to promote the advantages of staying at a bed and breakfast over using AIRBNB and staying in a private residence. You have asked the general manager (participant) to create a promotional plan that will successfully market the advantages of bed and breakfasts. You want the general manager (participant) to choose the demographic(s) to be targeted in the promotion and use communication channels appropriate for the demographic(s).

The general manager (participant) will present the plan to you in a role-play to take place in your office. You will begin the role-play by greeting the participant and asking to hear about his/her ideas.

During the course of the role-play you are to ask the following questions of each participant:

1. What do you think is the biggest disadvantage of staying at a bed and breakfast?
2. Do you think AIRBNB's popularity will be long lasting? Why or why not?
3. Why did you choose that particular demographic for the promotional plan?

Once the general manager (participant) has presented ideas and has answered your questions, you will conclude the role-play by thanking the general manager (participant) for the work.

You are not to make any comments after the event is over except to thank the participant.

JUDGE'S EVALUATION INSTRUCTIONS

Evaluation Form Information

The participants are to be evaluated on their ability to perform the specific performance indicators stated on the cover sheet of this event and restated on the Judge's Evaluation Form. Although you may see other performance indicators being demonstrated by the participants, those listed in the Performance Indicators section are the critical ones you are measuring for this particular event.

Evaluation Form Interpretation

The evaluation levels listed below and the evaluation rating procedures should be discussed thoroughly with your event chairperson and the other judges to ensure complete and common understanding for judging consistency.

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Meets Expectations	Participant demonstrated the performance indicator in an acceptable and effective manner; meets at least minimal business standards; there would be no need for additional formalized training at this time; would rank in the 70-89 th percentile of business personnel performing this performance indicator.
Below Expectations	Participant demonstrated the performance indicator with limited effectiveness; performance generally fell below minimal business standards; additional training would be required to improve knowledge, attitude and/or skills; would rank in the 50-69 th percentile of business personnel performing this performance indicator.
Little/No Value	Participant demonstrated the performance indicator with little or no effectiveness; a great deal of formal training would be needed immediately; perhaps this person should seek other employment; would rank in the 0-49 th percentile of business personnel performing this performance indicator.



**HOTEL AND LODGING MARKETING SERIES,
2018**

Participant: _____

I.D. Number: _____

JUDGE'S EVALUATION FORM

INSTRUCTIONAL AREA

Promotion

Did the participant:

		Little/No Value	Below Expectations	Meets Expectations	Exceeds Expectations	Judged Score
PERFORMANCE INDICATORS						
1.	Explain the role of promotion as a marketing function?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
2.	Detail types of marketing materials for the lodging facility?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
3.	Explain promotional methods used by the hospitality and tourism industry?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
4.	Explain the use of marketing strategies in hospitality and tourism?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
5.	List three advantages of an independently owned facility?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
21st CENTURY SKILLS						
6.	Reason effectively and use systems thinking?	0-1	2-3	4	5-6	
7.	Make judgments and decisions, and solve problems?	0-1	2-3	4	5-6	
8.	Communicate clearly?	0-1	2-3	4	5-6	
9.	Show evidence of creativity?	0-1	2-3	4	5-6	
10.	Overall impression and responses to the judge's questions	0-1	2-3	4	5-6	
TOTAL SCORE						



\$8.00 | 18RPH07



HUMAN RESOURCES MANAGEMENT

ROLE-PLAYS USED IN DECA'S
INDIVIDUAL SERIES EVENTS



2018



HUMAN RESOURCES MANAGEMENT SERIES

2018 ROLE-PLAYS

INCLUDES:

INTEGRATE DECA'S ROLE-PLAYS AND CASE STUDIES INTO YOUR CLASSROOM

ROLE-PLAY 1: HUMAN RESOURCES MANAGEMENT

ROLE-PLAY 2: COMMUNICATION SKILLS

ROLE-PLAY 3: EMOTIONAL INTELLIGENCE



INTEGRATE DECA'S ROLE-PLAYS AND CASE STUDIES INTO YOUR CLASSROOM

With its connection to National Curriculum Standards, DECA's Competitive Events Program is designed to be integrated into classroom instruction to help members apply learning and connect to business. As teaching tools, DECA's role-plays and case studies provide relevant, meaningful problems for students to solve, provide a standards-based evaluation, increase rigor of the instruction, result in evidence of student learning and expose students to DECA – all as part of classroom instruction.

STEP 1: FAMILIARIZE YOURSELF WITH EVENT GUIDELINES AND PERFORMANCE INDICATORS.

Use the DECA Guide to familiarize yourself with event guidelines that explain how each competitive event will operate – time limits, exam specifications, interactions with a judge, etc.

Role-plays and case studies are developed using performance indicators – key concepts from national curriculum standards that students should learn during the school year. DECA uses five lists of performance indicators which are organized by career cluster – business administration core, business management and administration, finance, hospitality and tourism, and marketing, as well as personal financial literacy.

Each performance indicator list is arranged by instructional areas to assist advisors with planning units of instruction. Advisors teaching accounting courses, for example, can use the Finance Career Cluster performance indicator list to plan their curriculum while advisors teaching marketing courses can use the Marketing Career Cluster performance indicator list.

STEP 2: UNDERSTAND HOW ROLE-PLAYS AND CASE STUDIES ARE DESIGNED.

The career cluster and primary instructional area for role-plays and case studies are identified at the top of the first page of the event.

Role-plays used for DECA's Principles of Business Administration Events measure four performance indicators from the business administration core.

Case studies used for DECA's Team Decision Making Events measure seven performance indicators. Usually, at least four of the seven performance indicators have been selected from the case study's instructional area. Therefore, if the event situation is asking the participant to develop a promotion plan, most of the performance indicators will be from the promotion instructional area.

Role-plays used for DECA's Individual Series Events measure five performance indicators. Usually, at least three of the five performance indicators have been selected from the event situation's instructional area. The career pathway is also identified on the role-play, which may include performance indicators from that specific pathway as well.

Role-plays used for DECA's Personal Financial Literacy event measure three performance indicators from the National Standards in K-12 Personal Finance Education, created and maintained by the Jump\$tart Coalition® for Personal Financial Literacy.

STEP 3: START ORGANIZING SAMPLE EVENTS.

Each year, DECA posts sample role-plays and case studies on deca.org. Shop DECA also sells previously used events each year. Gather these samples and begin to categorize them by instructional area.

STEP 4: USE SAMPLE EVENTS AS A CLASSROOM ACTIVITY.

As you teach different instructional areas during the year, use corresponding role-plays and case studies as learning tools. While the traditional competitive event setting requires interaction with judges, many advisors have used role-plays and case studies as:

- warm-up activities at the beginning of classes.
- writing exercises that require students to write their ideas for solving the problem presented in the role-play or case study.
- public speaking exercises that require students to deliver an oral report or recorded video that presents their ideas for solving the problem presented in the role-play or case study.
- assessment tools in lieu of a multiple-choice quiz/test.

Since the evaluation form for each role-play and case study assesses the performance indicators, you are assessing students' performance according to national curriculum standards which are industry validated and aligned to career clusters.

ADDITIONAL RESOURCES

Event guidelines, performance indicator lists, sample events and sample exam questions are available at www.deca.org/competitiveevents. Sample role-play presentations can be viewed at www.deca.org. Advisors may wish to show the videos and ask students to evaluate the presentations using the evaluation forms. Shop DECA sells many items to assist advisors with integrating DECA into curriculum at shopdeca.org.

**CAREER CLUSTER**

Business Management and Administration

CAREER PATHWAY

Human Resources Management

INSTRUCTIONAL AREA

Human Resources Management

HUMAN RESOURCES MANAGEMENT SERIES EVENT**PARTICIPANT INSTRUCTIONS**

- The event will be presented to you through your reading of the 21st Century Skills, Performance Indicators and Event Situation. You will have up to 10 minutes to review this information and prepare your presentation. You may make notes to use during your presentation.
- You will have up to 10 minutes to make your presentation to the judge (you may have more than one judge).
- You will be evaluated on how well you meet the performance indicators of this event.
- Turn in all of your notes and event materials when you have completed the event.

21st CENTURY SKILLS

- Critical Thinking – Reason effectively and use systems thinking.
- Problem Solving – Make judgments and decisions, and solve problems.
- Communication – Communicate clearly.
- Creativity and Innovation – Show evidence of creativity.

PERFORMANCE INDICATORS

1. Describe ways that businesses build positive employer-employee relationships.
2. Foster employee engagement and commitment.
3. Describe the nature of benefit plans.
4. Demonstrate a customer service mindset.
5. Assess effectiveness of employee-relations activities.

EVENT SITUATION

You are to assume the role of human resources director for ACHIEVEMENT FINANCIAL, a company that provides financial services to business clients and individuals. The president of the company (judge) has asked you to plan an event that will change the way that the company's open enrollment period for benefits is managed.

ACHIEVEMENT FINANCIAL has 150 employees; one hundred are full-time, and fifty of the company's employees are part-time. Full-time employees, after staying with the company for 90 days, are offered a benefits package. The benefits offered to full-time employees include: health insurance, life insurance, flexible spending accounts, supplemental insurance and dental insurance. Employees can choose from different policies and can choose to include spouses and/or dependents in their policies.

Each November, ACHIEVEMENT FINANCIAL has an open enrollment period that lasts for 45-days. During this 45-day open enrollment period, additions and changes can be made to an employee's benefits package. For example, an employee that did not choose to participate in the company's health insurance at the start of employment can do so during open enrollment. An employee can change to a different policy, or add additional family members during open enrollment.

Typically, the human resources department sends an email to the entire ACHIEVEMENT FINANCIAL staff a month before open enrollment, attaching all applicable information regarding benefits. The email directs the employees to read over the information and make an appointment to meet with someone in the human resources department during the open enrollment period. While all pertinent information is disseminated, it is a very bland process and the president (judge) feels it does not highlight the great benefits the company offers its employees.

This year, ACHIEVEMENT FINANCIAL will be offering two new benefits: vision insurance and pet insurance. The company will also be offering a new workplace perk; the company will now allow two days off per calendar year for volunteer work.

The president (judge) has asked you to plan an event that will take the place of the standard employee email announcing open enrollment. The event must showcase all of ACHIEVEMENT FINANCIAL's benefits, including the new offerings. The president (judge) wants you to address the following questions:

- Who should be invited to the event (vendors, related professionals, employees, family, etc.)?
- When should the event take place? Provide a specific date, day(s) of week and time frame.
- Where should the event take place?
- Should employee attendance be mandatory?
- Which methods should be used to communicate new benefits and perks?
- How can the company assess the effectiveness of the event?

You will present your event ideas to the president (judge) in a role-play to take place in the president's (judge's) office. The president (judge) will begin the role-play by greeting you and asking to hear your ideas. After you have presented your event ideas and have answered the president's (judge's) questions, the president (judge) will conclude the role-play by thanking you for your work.

JUDGE'S INSTRUCTIONS

DIRECTIONS, PROCEDURES AND JUDGE'S ROLE

In preparation for this event, you should review the following information with your event manager and other judges:

1. Procedures
2. 21st Century Skills and Performance Indicators
3. Event Situation
4. Judge Role-play Characterization
Participants may conduct a slightly different type of meeting and/or discussion with you each time; however, it is important that the information you provide and the questions you ask be uniform for every participant.
5. Judge's Evaluation Instructions
6. Judge's Evaluation Form
Please use a critical and consistent eye in rating each participant.

JUDGE ROLE-PLAY CHARACTERIZATION

You are to assume the role of president of ACHIEVEMENT FINANCIAL, a company that provides financial services to business clients and individuals. You have asked the human resources director (participant) to plan an event that will change the way that the company's open enrollment period for benefits is managed.

ACHIEVEMENT FINANCIAL has 150 employees; one hundred are full-time and fifty of the company's employees are part-time. Full-time employees, after staying with the company for 90 days, are offered a benefits package. The benefits offered to full-time employees include: health insurance, life insurance, flexible spending accounts, supplemental insurance and dental insurance. Employees can choose from different policies and can choose to include spouses and/or dependents in their policies.

Each November, ACHIEVEMENT FINANCIAL has an open enrollment period that lasts for 45-days. During this 45-day open enrollment period, additions and changes can be made to an employee's benefits package. For example, an employee that did not choose to participate in the company's health insurance at the start of employment can do so during open enrollment. An employee can change to a different policy, or add additional family members during open enrollment.

Typically, the human resources department sends an email to the entire ACHIEVEMENT staff a month before open enrollment, attaching all applicable information regarding benefits. The email directs the employees to read over the information and make an appointment to meet with someone in the human resources department during the open enrollment period. While all pertinent information is disseminated, it is a very bland process and you feel it does not highlight the great benefits the company offers its employees.

This year, ACHIEVEMENT will be offering two new benefits: vision insurance and pet insurance. The company will also be offering a new workplace perk; the company will now allow two days off per calendar year for volunteer work.

You have asked the human resources director (participant) to plan an event that will take the place of the standard employee email announcing open enrollment. The event must showcase all of ACHIEVEMENT's benefits, including the new offerings. You want the human resources director (participant) to address the following questions:

- Who should be invited to the event (vendors, related professionals, employees, family, etc.)?
- When should the event take place? Provide a specific date, day(s) of week and time frame.
- Where should the event take place?
- Should employee attendance be mandatory?
- Which methods should be used to communicate new benefits and perks?
- How can the company assess the effectiveness of the event?

The participant will present event ideas to you in a role-play to take place in your office. You will begin the role-play by greeting the participant and asking to hear about his/her ideas.

During the course of the role-play you are to ask the following questions of each participant:

1. How does your event remind employees that ACHIEVEMENT is a great place to work?
2. Does holding this event mean that the information should not be provided in another format?

Once the human resources director (participant) has presented event ideas and has answered your questions, you will conclude the role-play by thanking the human resources director (participant) for the work.

You are not to make any comments after the event is over except to thank the participant.

JUDGE'S EVALUATION INSTRUCTIONS

Evaluation Form Information

The participants are to be evaluated on their ability to perform the specific performance indicators stated on the cover sheet of this event and restated on the Judge's Evaluation Form. Although you may see other performance indicators being demonstrated by the participants, those listed in the Performance Indicators section are the critical ones you are measuring for this particular event.

Evaluation Form Interpretation

The evaluation levels listed below and the evaluation rating procedures should be discussed thoroughly with your event chairperson and the other judges to ensure complete and common understanding for judging consistency.

Level of Evaluation	Interpretation Level
Exceeds Expectations	Participant demonstrated the performance indicator in an extremely professional manner; greatly exceeds business standards; would rank in the top 10% of business personnel performing this performance indicator.
Meets Expectations	Participant demonstrated the performance indicator in an acceptable and effective manner; meets at least minimal business standards; there would be no need for additional formalized training at this time; would rank in the 70-89 th percentile of business personnel performing this performance indicator.
Below Expectations	Participant demonstrated the performance indicator with limited effectiveness; performance generally fell below minimal business standards; additional training would be required to improve knowledge, attitude and/or skills; would rank in the 50-69 th percentile of business personnel performing this performance indicator.
Little/No Value	Participant demonstrated the performance indicator with little or no effectiveness; a great deal of formal training would be needed immediately; perhaps this person should seek other employment; would rank in the 0-49 th percentile of business personnel performing this performance indicator.



**HUMAN RESOURCES MANAGEMENT SERIES,
2018**

Participant: _____

I.D. Number: _____

JUDGE'S EVALUATION FORM

INSTRUCTIONAL AREA

Human Resources Management

Did the participant:

		Little/No Value	Below Expectations	Meets Expectations	Exceeds Expectations	Judged Score
PERFORMANCE INDICATORS						
1.	Describe ways that businesses build positive employer-employee relationships?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
2.	Foster employee engagement and commitment?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
3.	Describe the nature of benefit plans?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
4.	Demonstrate a customer service mindset?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
5.	Assess effectiveness of employee-relations activities?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
21st CENTURY SKILLS						
6.	Reason effectively and use systems thinking?	0-1	2-3	4	5-6	
7.	Make judgments and decisions, and solve problems?	0-1	2-3	4	5-6	
8.	Communicate clearly?	0-1	2-3	4	5-6	
9.	Show evidence of creativity?	0-1	2-3	4	5-6	
10.	Overall impression and responses to the judge's questions	0-1	2-3	4	5-6	
TOTAL SCORE						



CAREER CLUSTER

Business Management and Administration

CAREER PATHWAY

Human Resources Management

INSTRUCTIONAL AREA

Communication Skills

HUMAN RESOURCES MANAGEMENT SERIES EVENT

PARTICIPANT INSTRUCTIONS

- The event will be presented to you through your reading of the 21st Century Skills, Performance Indicators and Event Situation. You will have up to 10 minutes to review this information and prepare your presentation. You may make notes to use during your presentation.
- You will have up to 10 minutes to make your presentation to the judge (you may have more than one judge.)
- You will be evaluated on how well you meet the performance indicators of this event.
- Turn in all of your notes and event materials when you have completed the event.

21st CENTURY SKILLS

- Critical Thinking – Reason effectively and use systems thinking.
- Problem Solving – Make judgments and decisions, and solve problems.
- Communication – Communicate clearly.
- Creativity and Innovation – Show evidence of creativity.

PERFORMANCE INDICATORS

1. Assist with the establishment of work rules.
2. Explain the nature of staff communication.
3. Explain how digital communications exposes business to risk.
4. Distinguish between using social media for business and personal purposes.
5. Describe the impact of a person's social media brand on the achievement of organizational objectives.

EVENT SITUATION

You are to assume the role of human resources director for TOWNSEND MARKETING CONSULTANTS, a company that provides marketing plans and strategies to businesses in the area. The president of the organization (judge) has asked you to create rules regarding social media use among employees and explain how common habits can be harmful to the company.

TOWNSEND MARKETING CONSULTANTS has over 200 employees that work in the office and another 50 employees that work remotely. Area businesses have been relying on TOWNSEND for marketing advice, help creating plans and effective strategies for over 30 years. The president (judge) has worked hard to make the company successful and profitable.

In the last 10 years, social media has become a part of everyday life. Almost all TOWNSEND employees have personal social media accounts, and the majority use social media when creating business clients' marketing plans. Quite often, a TOWNSEND consultant will be logged in on a business client's social media page, posting or tweeting, as part of the marketing strategy. While using social media for business purposes is legitimate and necessary, using social media for personal reasons is not.

The president of TOWNSEND (judge) has asked you to create rules regarding social media use among employees. The president (judge) would also like you to explain how the following common habits among TOWNSEND employees can potentially harm the company:

- Employees using personal social media accounts to reply/respond to complaints or questions on TOWNSEND social media
- Employees spending excessive time on personal social media accounts
- Employees posting negative remarks about TOWNSEND or other TOWNSEND employees on personal social media accounts
- Employees posting graphic/obscene/unprofessional images on personal social media accounts

You will present your rules and explanations to the president (judge) in a role-play to take place in the president's (judge's) office. The president (judge) will begin the role-play by greeting you and asking to hear your ideas. After you have presented your explanations and have answered the president's (judge's) questions, the president (judge) will conclude the role-play by thanking you for your work.

JUDGE'S INSTRUCTIONS

DIRECTIONS, PROCEDURES AND JUDGE'S ROLE

In preparation for this event, you should review the following information with your event manager and other judges:

1. Procedures
2. 21st Century Skills and Performance Indicators
3. Event Situation
4. Judge Role-play Characterization
Participants may conduct a slightly different type of meeting and/or discussion with you each time; however, it is important that the information you provide and the questions you ask be uniform for every participant.
5. Judge's Evaluation Instructions
6. Judge's Evaluation Form
Please use a critical and consistent eye in rating each participant.

JUDGE ROLE-PLAY CHARACTERIZATION

You are to assume the role of president of TOWNSEND MARKETING CONSULTANTS, a company that provides marketing plans and strategies to businesses in the area. You have asked the human resources director (participant) to create rules regarding social media use among employees and explain how common habits can be harmful to the company.

TOWNSEND MARKETING CONSULTANTS has over 200 employees that work in the office and another 50 employees that work remotely. Area businesses have been relying on TOWNSEND for marketing advice, help creating plans and effective strategies for over 30 years. You have worked hard to make the company successful and profitable.

In the last 10 years, social media has become a part of everyday life. Almost all TOWNSEND employees have personal social media accounts and the majority use social media when creating business clients' marketing plans. Quite often, a TOWNSEND consultant will be logged in on a business client's social media page, posting or tweeting, as part of the marketing strategy. While using social media for business purposes is legitimate and necessary, using social media for personal reasons is not.

You have asked the human resources director (participant) to create rules regarding social media use among employees. You would also like the human resources director (participant) to explain

how the following common habits among TOWNSEND employees can potentially harm the company:

- Employees using personal social media accounts to reply/respond to complaints or questions on TOWNSEND social media
- Employees spending excessive time on personal social media accounts
- Employees posting negative remarks about TOWNSEND or other TOWNSEND employees on personal social media accounts
- Employees posting graphic/obscene/unprofessional images on personal social media accounts

The participant will present explanations to you in a role-play to take place in your office. You will begin the role-play by greeting the participant and asking to hear about his/her ideas.

During the course of the role-play you are to ask the following questions of each participant:

1. What should an employee do if he/she discovers a co-worker has been posting graphic, obscene or unprofessional content on a personal or company social media account?
2. Should an employee be able to post whatever he/she wants on personal social media accounts? Why or why not?
3. Does the TOWNSEND human resources department need to monitor employees' social media use both during and outside office hours?

Once the human resources director (participant) has presented recommendations and has answered your questions, you will conclude the role-play by thanking the human resources director (participant) for the work.

You are not to make any comments after the event is over except to thank the participant.

JUDGE'S EVALUATION INSTRUCTIONS

Evaluation Form Information

The participants are to be evaluated on their ability to perform the specific performance indicators stated on the cover sheet of this event and restated on the Judge's Evaluation Form. Although you may see other performance indicators being demonstrated by the participants, those listed in the Performance Indicators section are the critical ones you are measuring for this particular event.

Evaluation Form Interpretation

The evaluation levels listed below and the evaluation rating procedures should be discussed thoroughly with your event chairperson and the other judges to ensure complete and common understanding for judging consistency.

Level of Evaluation	Interpretation Level
Exceeds Expectations	Participant demonstrated the performance indicator in an extremely professional manner; greatly exceeds business standards; would rank in the top 10% of business personnel performing this performance indicator.
Meets Expectations	Participant demonstrated the performance indicator in an acceptable and effective manner; meets at least minimal business standards; there would be no need for additional formalized training at this time; would rank in the 70-89 th percentile of business personnel performing this performance indicator.
Below Expectations	Participant demonstrated the performance indicator with limited effectiveness; performance generally fell below minimal business standards; additional training would be required to improve knowledge, attitude and/or skills; would rank in the 50-69 th percentile of business personnel performing this performance indicator.
Little/No Value	Participant demonstrated the performance indicator with little or no effectiveness; a great deal of formal training would be needed immediately; perhaps this person should seek other employment; would rank in the 0-49 th percentile of business personnel performing this performance indicator.



**HUMAN RESOURCES MANAGEMENT SERIES,
2018**

Participant: _____

I.D. Number: _____

JUDGE'S EVALUATION FORM

INSTRUCTIONAL AREA

Communication Skills

Did the participant:

		Little/No Value	Below Expectations	Meets Expectations	Exceeds Expectations	Judged Score
PERFORMANCE INDICATORS						
1.	Assist with the establishment of work rules?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
2.	Explain the nature of staff communication?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
3.	Explain how digital communications exposes business to risk?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
4.	Distinguish between using social media for business and personal purposes?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
5.	Describe the impact of a person's social media brand on the achievement of organizational objectives?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
21st CENTURY SKILLS						
6.	Reason effectively and use systems thinking?	0-1	2-3	4	5-6	
7.	Make judgments and decisions, and solve problems?	0-1	2-3	4	5-6	
8.	Communicate clearly?	0-1	2-3	4	5-6	
9.	Show evidence of creativity?	0-1	2-3	4	5-6	
10.	Overall impression and responses to the judge's questions	0-1	2-3	4	5-6	
TOTAL SCORE						



CAREER CLUSTER

Business Management and Administration

CAREER PATHWAY

Human Resources Management

INSTRUCTIONAL AREA

Emotional Intelligence

HUMAN RESOURCES MANAGEMENT SERIES EVENT

PARTICIPANT INSTRUCTIONS

- The event will be presented to you through your reading of the 21st Century Skills, Performance Indicators and Event Situation. You will have up to 10 minutes to review this information and prepare your presentation. You may make notes to use during your presentation.
- You will have up to 10 minutes to make your presentation to the judge (you may have more than one judge.)
- You will be evaluated on how well you meet the performance indicators of this event.
- Turn in all of your notes and event materials when you have completed the event.

21st CENTURY SKILLS

- Critical Thinking – Reason effectively and use systems thinking.
- Problem Solving – Make judgments and decisions, and solve problems.
- Communication – Communicate clearly.
- Creativity and Innovation – Show evidence of creativity.

PERFORMANCE INDICATORS

1. Document employee issues and recommend solutions.
2. Make decisions.
3. Use conflict resolution skills.
4. Explain the use of feedback for personal growth.
5. Explain the nature of organizational culture.

EVENT SITUATION

You are to assume the role of director of human resources for ADRIENNE AUTOMOTIVE COMPANY, a company that manages four automotive dealerships in different cities. The president (judge) has asked you to analyze a recent workplace violence report and make recommendations on how the company should proceed and changes that need to be made to the employee handbook.

ADRIENNE AUTOMOTIVE opened its first dealership 50 years ago. Since that time, the company has expanded to four different dealerships in four cities. While the automotive industry has seen ups and downs during that time, ADRIENNE AUTOMOTIVE has been able to stay profitable. The president (judge) attributes the company's success on its outstanding employees and positive organizational culture; ADRIENNE AUTOMOTIVE is simply a wonderful place to work.

One employee, Mr. Peterson, has been employed with the company for 42 years. Mr. Peterson has been a stellar employee and a top sales person year after year. Mr. Peterson has a clean disciplinary record and always receives top marks on his annual employee evaluation.

Recently, an incident occurred in the employee break room between Mr. Peterson and another male employee. The two men were having a non work-related discussion and it became heated. Both men became agitated during the discussion and Mr. Peterson lost his temper. He grabbed the other male by his shirt and pulled him close. Realizing the situation, Mr. Peterson quickly let go, turned around and went back to his office. The other male quickly reported the occurrence to his manager.

The manager met with you and explained the situation as was reported by the victim. The manager was not an eye witness to the occurrence. The manager is unsure how to proceed, as the employee handbook states that ADRIENNE AUTOMOTIVE, "does not and will not tolerate physical violence."

The president of ADRIENNE AUTOMOTIVE (judge) has asked you to consider all aspects of the situation and decide the appropriate steps to be taken in response to the occurrence. The president (judge) wants you to analyze the following:

- Immediate next steps with Mr. Peterson
- Immediate next steps with the victim
- Recommended solution
- How the incident and the solution affects the organizational culture
- How the employee handbook can be changed or amended to address physical violence in the workplace

You will present your analysis and recommendations to the president (judge) in a role-play to take place in the president's (judge's) office. The president (judge) will begin the role-play by greeting you and asking to hear your ideas. After you have presented your recommendations and have answered the president's (judge's) questions, the president (judge) will conclude the role-play by thanking you for your work.

JUDGE'S INSTRUCTIONS

DIRECTIONS, PROCEDURES AND JUDGE'S ROLE

In preparation for this event, you should review the following information with your event manager and other judges:

1. Procedures
2. 21st Century Skills and Performance Indicators
3. Event Situation
4. Judge Role-play Characterization
Participants may conduct a slightly different type of meeting and/or discussion with you each time; however, it is important that the information you provide and the questions you ask be uniform for every participant.
5. Judge's Evaluation Instructions
6. Judge's Evaluation Form
Please use a critical and consistent eye in rating each participant.

JUDGE ROLE-PLAY CHARACTERIZATION

You are to assume the role of president of ADRIENNE AUTOMOTIVE COMPANY, a company that manages four automotive dealerships in different cities. You have asked the director of human resources (participant) to analyze a recent workplace violence report and make recommendations on how the company should proceed and changes that need to be made to the employee handbook.

ADRIENNE AUTOMOTIVE opened its first dealership 50 years ago. Since that time, the company has expanded to four different dealerships in four cities. While the automotive industry has seen ups and downs during that time, ADRIENNE AUTOMOTIVE has been able to stay profitable. You attribute the company's success on its outstanding employees and positive organizational culture; ADRIENNE AUTOMOTIVE is simply a wonderful place to work.

One employee, Mr. Peterson, has been employed with the company for 42 years. Mr. Peterson has been a stellar employee and a top sales person year after year. Mr. Peterson has a clean disciplinary record and always receives top marks on his annual employee evaluation.

Recently, an incident occurred in the employee break room between Mr. Peterson and another male employee. The two men were having a non work-related discussion and it became heated. Both men became agitated during the discussion and Mr. Peterson lost his temper. He grabbed the other male by his shirt and pulled him close. Realizing the situation, Mr. Peterson quickly let

go, turned around and went back to his office. The other male quickly reported the occurrence to his manager.

The manager met with you and explained the situation as was reported by the victim. The manager was not an eye witness to the occurrence. The manager is unsure how to proceed, as the employee handbook states that ADRIENNE AUTOMOTIVE, “does not and will not tolerate physical violence.”

You have asked the director of human resources (participant) to consider all aspects of the situation and decide the appropriate steps to be taken in response to the occurrence. You want the director of human resources (participant) to analyze the following:

- Immediate next steps with Mr. Peterson
- Immediate next steps with the victim
- Recommended solution
- How the incident and the solution affects the organizational culture
- How the employee handbook can be changed or amended to address physical violence in the workplace?

The participant will present recommendations to you in a role-play to take place in your office. You will begin the role-play by greeting the participant and asking to hear about his/her ideas.

During the course of the role-play you are to ask the following questions of each participant:

1. How should changes or amendments to the employee handbook be communicated to the staff?
2. Do we need to keep this incident with Mr. Peterson confidential? Why or why not?

Once the director of human resources (participant) has presented recommendations and has answered your questions, you will conclude the role-play by thanking the director of human resources (participant) for the work.

You are not to make any comments after the event is over except to thank the participant.

JUDGE'S EVALUATION INSTRUCTIONS

Evaluation Form Information

The participants are to be evaluated on their ability to perform the specific performance indicators stated on the cover sheet of this event and restated on the Judge's Evaluation Form. Although you may see other performance indicators being demonstrated by the participants, those listed in the Performance Indicators section are the critical ones you are measuring for this particular event.

Evaluation Form Interpretation

The evaluation levels listed below and the evaluation rating procedures should be discussed thoroughly with your event chairperson and the other judges to ensure complete and common understanding for judging consistency.

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Exceeds Expectations	Participant demonstrated the performance indicator in an extremely professional manner; greatly exceeds business standards; would rank in the top 10% of business personnel performing this performance indicator.
Meets Expectations	Participant demonstrated the performance indicator in an acceptable and effective manner; meets at least minimal business standards; there would be no need for additional formalized training at this time; would rank in the 70-89 th percentile of business personnel performing this performance indicator.
Below Expectations	Participant demonstrated the performance indicator with limited effectiveness; performance generally fell below minimal business standards; additional training would be required to improve knowledge, attitude and/or skills; would rank in the 50-69 th percentile of business personnel performing this performance indicator.
Little/No Value	Participant demonstrated the performance indicator with little or no effectiveness; a great deal of formal training would be needed immediately; perhaps this person should seek other employment; would rank in the 0-49 th percentile of business personnel performing this performance indicator.



**HUMAN RESOURCES MANAGEMENT SERIES,
2018**

Participant: _____

I.D. Number: _____

JUDGE'S EVALUATION FORM

INSTRUCTIONAL AREA
Emotional Intelligence

Did the participant:

		Little/No Value	Below Expectations	Meets Expectations	Exceeds Expectations	Judged Score
PERFORMANCE INDICATORS						
1.	Document employee issues and recommend solutions?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
2.	Make decisions?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
3.	Use conflict resolution skills?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
4.	Explain the use of feedback for personal growth?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
5.	Explain the nature of organizational culture?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
21st CENTURY SKILLS						
6.	Reason effectively and use systems thinking?	0-1	2-3	4	5-6	
7.	Make judgments and decisions, and solve problems?	0-1	2-3	4	5-6	
8.	Communicate clearly?	0-1	2-3	4	5-6	
9.	Show evidence of creativity?	0-1	2-3	4	5-6	
10.	Overall impression and responses to the judge's questions	0-1	2-3	4	5-6	
TOTAL SCORE						



\$8.00 | 18RPH08



MARKETING COMMUNICATIONS

ROLE-PLAYS USED IN DECA'S
INDIVIDUAL SERIES EVENTS



2018



MARKETING COMMUNICATIONS SERIES

2018 ROLE-PLAYS

INCLUDES:

INTEGRATE DECA'S ROLE-PLAYS AND CASE STUDIES INTO YOUR CLASSROOM

ROLE-PLAY 1: PRODUCT/SERVICE MANAGEMENT

ROLE-PLAY 2: CUSTOMER RELATIONS

ROLE-PLAY 3: MARKETING



INTEGRATE DECA'S ROLE-PLAYS AND CASE STUDIES INTO YOUR CLASSROOM

With its connection to National Curriculum Standards, DECA's Competitive Events Program is designed to be integrated into classroom instruction to help members apply learning and connect to business. As teaching tools, DECA's role-plays and case studies provide relevant, meaningful problems for students to solve, provide a standards-based evaluation, increase rigor of the instruction, result in evidence of student learning and expose students to DECA – all as part of classroom instruction.

STEP 1: FAMILIARIZE YOURSELF WITH EVENT GUIDELINES AND PERFORMANCE INDICATORS.

Use the DECA Guide to familiarize yourself with event guidelines that explain how each competitive event will operate – time limits, exam specifications, interactions with a judge, etc.

Role-plays and case studies are developed using performance indicators – key concepts from national curriculum standards that students should learn during the school year. DECA uses five lists of performance indicators which are organized by career cluster – business administration core, business management and administration, finance, hospitality and tourism, and marketing, as well as personal financial literacy.

Each performance indicator list is arranged by instructional areas to assist advisors with planning units of instruction. Advisors teaching accounting courses, for example, can use the Finance Career Cluster performance indicator list to plan their curriculum while advisors teaching marketing courses can use the Marketing Career Cluster performance indicator list.

STEP 2: UNDERSTAND HOW ROLE-PLAYS AND CASE STUDIES ARE DESIGNED.

The career cluster and primary instructional area for role-plays and case studies are identified at the top of the first page of the event.

Role-plays used for DECA's Principles of Business Administration Events measure four performance indicators from the business administration core.

Case studies used for DECA's Team Decision Making Events measure seven performance indicators. Usually, at least four of the seven performance indicators have been selected from the case study's instructional area. Therefore, if the event situation is asking the participant to develop a promotion plan, most of the performance indicators will be from the promotion instructional area.

Role-plays used for DECA's Individual Series Events measure five performance indicators. Usually, at least three of the five performance indicators have been selected from the event situation's instructional area. The career pathway is also identified on the role-play, which may include performance indicators from that specific pathway as well.

Role-plays used for DECA's Personal Financial Literacy event measure three performance indicators from the National Standards in K-12 Personal Finance Education, created and maintained by the Jump\$tart Coalition® for Personal Financial Literacy.

STEP 3: START ORGANIZING SAMPLE EVENTS.

Each year, DECA posts sample role-plays and case studies on deca.org. Shop DECA also sells previously used events each year. Gather these samples and begin to categorize them by instructional area.

STEP 4: USE SAMPLE EVENTS AS A CLASSROOM ACTIVITY.

As you teach different instructional areas during the year, use corresponding role-plays and case studies as learning tools. While the traditional competitive event setting requires interaction with judges, many advisors have used role-plays and case studies as:

- warm-up activities at the beginning of classes.
- writing exercises that require students to write their ideas for solving the problem presented in the role-play or case study.
- public speaking exercises that require students to deliver an oral report or recorded video that presents their ideas for solving the problem presented in the role-play or case study.
- assessment tools in lieu of a multiple-choice quiz/test.

Since the evaluation form for each role-play and case study assesses the performance indicators, you are assessing students' performance according to national curriculum standards which are industry validated and aligned to career clusters.

ADDITIONAL RESOURCES

Event guidelines, performance indicator lists, sample events and sample exam questions are available at www.deca.org/competitiveevents. Sample role-play presentations can be viewed at www.deca.org. Advisors may wish to show the videos and ask students to evaluate the presentations using the evaluation forms. Shop DECA sells many items to assist advisors with integrating DECA into curriculum at shopdeca.org.



CAREER CLUSTER

Marketing

CAREER PATHWAY

Marketing Communications

INSTRUCTIONAL AREA

Product/Service Management

MARKETING COMMUNICATIONS SERIES EVENT

PARTICIPANT INSTRUCTIONS

- The event will be presented to you through your reading of the 21st Century Skills, Performance Indicators and Event Situation. You will have up to 10 minutes to review this information and prepare your presentation. You may make notes to use during your presentation.
- You will have up to 10 minutes to make your presentation to the judge (you may have more than one judge).
- You will be evaluated on how well you meet the performance indicators of this event.
- Turn in all of your notes and event materials when you have completed the event.

21st CENTURY SKILLS

- Critical Thinking – Reason effectively and use systems thinking.
- Problem Solving – Make judgments and decisions, and solve problems.
- Communication – Communicate clearly.
- Creativity and Innovation – Show evidence of creativity.

PERFORMANCE INDICATORS

1. Explain the nature of communications plans.
2. Develop communications plan.
3. Explain the concept of “product” in marketing communications.
4. Generate marketing communications ideas.
5. Describe factors used by businesses to position corporate brands.

EVENT SITUATION

You are to assume the role of director of marketing communications for TOY FACTORY, a retailer that sells toys, games and other items related to children and babies. The vice president of branding (judge) has asked you to develop a communications plan that will remind customers that TOY FACTORY stores are open; a full inventory of merchandise is available and prices are competitive.

TOY FACTORY was founded in 1948 as a simple toy store. Since that time, the company has expanded to over 1,000 physical store locations and offers a broad assortment of child-related merchandise. Along with toys, the large stores also contain outdoor equipment, party supplies, small furniture, baby supplies, art supplies and educational products. TOY FACTORY is the largest and most recognized name in its industry.

In early autumn, TOY FACTORY filed for bankruptcy protection. In the last several years, TOY FACTORY made bold moves to stay relevant and competitive; the company reduced prices, signed exclusive licensing deals with toymakers and purchased two other toy companies. These moves resulted in extremely high debt. The \$3 billion in bankruptcy financing will be used to alleviate the heavy debt burden, revamp stores and restructure corporate management.

The news of TOY FACTORY'S bankruptcy protection caused a stir among consumers. Most consumers link bankruptcy filing with store closings and/or the elimination of the company in its entirety. Both are not true for TOY FACTORY. The company does not plan on closing any physical store locations and will maintain business as usual.

The vice president of branding (judge) is concerned that with the September announcement of bankruptcy protection, TOY FACTORY'S holiday season will be poor at best. Customers on social media have communicated that they feel TOY FACTORY prices will be higher, inventory will be low and returns will be discouraged due to the company's financial instability.

The vice president of branding (judge) wants you to develop a communications plan for the upcoming holiday season that will remind customers that stores are open, prices are competitive and stores have full inventory. The vice president (judge) wants your communications plan to reassure customers and protect brand viability.

You will present your communications plan to the vice president of branding (judge) in a role-play to take place in the vice president of branding's (judge's) office. The vice president of branding (judge) will begin the role-play by greeting you and asking to hear your ideas. After you have presented your ideas and have answered the vice president of branding's (judge's) questions, the vice president of branding (judge) will conclude the role-play by thanking you for your work.

JUDGE'S INSTRUCTIONS

DIRECTIONS, PROCEDURES AND JUDGE'S ROLE

In preparation for this event, you should review the following information with your event manager and other judges:

1. Procedures
2. 21st Century Skills and Performance Indicators
3. Event Situation
4. Judge Role-play Characterization
Participants may conduct a slightly different type of meeting and/or discussion with you each time; however, it is important that the information you provide and the questions you ask be uniform for every participant.
5. Judge's Evaluation Instructions
6. Judge's Evaluation Form
Please use a critical and consistent eye in rating each participant.

JUDGE ROLE-PLAY CHARACTERIZATION

You are to assume the role of vice president of branding for TOY FACTORY, a retailer that sells toys, games and other items related to children and babies. You have asked the director of marketing communications (participant) to develop a communications plan that will remind customers that TOY FACTORY stores are open; a full inventory of merchandise is available and prices are competitive.

TOY FACTORY was founded in 1948 as a simple toy store. Since that time, the company has expanded to over 1,000 physical store locations and offers a broad assortment of child-related merchandise. Along with toys, the large stores also contain outdoor equipment, party supplies, small furniture, baby supplies, art supplies and educational products. TOY FACTORY is the largest and most recognized name in its industry.

In early autumn, TOY FACTORY filed for bankruptcy protection. In the last several years, TOY FACTORY made bold moves to stay relevant and competitive; the company reduced prices, signed exclusive licensing deals with toymakers and purchased two other toy companies. These moves resulted in extremely high debt. The \$3 billion in bankruptcy financing will be used to alleviate the heavy debt burden, revamp stores and restructure corporate management.

The news of TOY FACTORY'S bankruptcy protection caused a stir among consumers. Most consumers link bankruptcy filing with store closings and/or the elimination of the company in

its entirety. Both are not true for TOY FACTORY. The company does not plan on closing any physical store locations and will maintain business as usual.

You are concerned that with the September announcement of bankruptcy protection, TOY FACTORY'S holiday season will be poor at best. Customers on social media have communicated that they feel TOY FACTORY prices will be higher, inventory will be low and returns will be discouraged due to the company's financial instability.

You want the director of marketing communications (participant) to develop a communications plan for the upcoming holiday season that will remind customers that stores are open, prices are competitive and stores have full inventory. You want the communications plan to reassure customers and protect brand viability.

The participant will present information to you in a role-play to take place in your office. You will begin the role-play by greeting the participant and asking to hear about his/her ideas.

During the course of the role-play you are to ask the following questions of each participant:

1. What types of marketing communications do you recommend to promote the stores?
2. Who is the primary target market of your communications plan?
3. With the bankruptcy announcement in September, do you think your communications plan can be implemented and effective by the start of the holiday shopping season?

Once the director of marketing communications (participant) has presented the communications plan and has answered your questions, you will conclude the role-play by thanking the director of marketing communications (participant) for the work.

You are not to make any comments after the event is over except to thank the participant.

JUDGE'S EVALUATION INSTRUCTIONS

Evaluation Form Information

The participants are to be evaluated on their ability to perform the specific performance indicators stated on the cover sheet of this event and restated on the Judge's Evaluation Form. Although you may see other performance indicators being demonstrated by the participants, those listed in the Performance Indicators section are the critical ones you are measuring for this particular event.

Evaluation Form Interpretation

The evaluation levels listed below and the evaluation rating procedures should be discussed thoroughly with your event chairperson and the other judges to ensure complete and common understanding for judging consistency.

Level of Evaluation	Interpretation Level
Exceeds Expectations	Participant demonstrated the performance indicator in an extremely professional manner; greatly exceeds business standards; would rank in the top 10% of business personnel performing this performance indicator.
Meets Expectations	Participant demonstrated the performance indicator in an acceptable and effective manner; meets at least minimal business standards; there would be no need for additional formalized training at this time; would rank in the 70-89 th percentile of business personnel performing this performance indicator.
Below Expectations	Participant demonstrated the performance indicator with limited effectiveness; performance generally fell below minimal business standards; additional training would be required to improve knowledge, attitude and/or skills; would rank in the 50-69 th percentile of business personnel performing this performance indicator.
Little/No Value	Participant demonstrated the performance indicator with little or no effectiveness; a great deal of formal training would be needed immediately; perhaps this person should seek other employment; would rank in the 0-49 th percentile of business personnel performing this performance indicator.



**MARKETING COMMUNICATIONS SERIES,
2018**

Participant: _____

I.D. Number: _____

JUDGE'S EVALUATION FORM

INSTRUCTIONAL AREA

Product/Service Management

Did the participant:

		Little/No Value	Below Expectations	Meets Expectations	Exceeds Expectations	Judged Score
PERFORMANCE INDICATORS						
1.	Explain the nature of communications plan?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
2.	Develop communications plan?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
3.	Explain the concept of "product" in marketing communications?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
4.	Generate marketing communications ideas?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
5.	Describe factors used by businesses to position corporate brands?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
21st CENTURY SKILLS						
6.	Reason effectively and use systems thinking?	0-1	2-3	4	5-6	
7.	Make judgments and decisions, and solve problems?	0-1	2-3	4	5-6	
8.	Communicate clearly?	0-1	2-3	4	5-6	
9.	Show evidence of creativity?	0-1	2-3	4	5-6	
10.	Overall impression and responses to the judge's questions	0-1	2-3	4	5-6	
TOTAL SCORE						



CAREER CLUSTER

Marketing

CAREER PATHWAY

Marketing Communications

INSTRUCTIONAL AREA

Customer Relations

MARKETING COMMUNICATIONS SERIES EVENT

PARTICIPANT INSTRUCTIONS

- The event will be presented to you through your reading of the 21st Century Skills, Performance Indicators and Event Situation. You will have up to 10 minutes to review this information and prepare your presentation. You may make notes to use during your presentation.
- You will have up to 10 minutes to make your presentation to the judge (you may have more than one judge.)
- You will be evaluated on how well you meet the performance indicators of this event.
- Turn in all of your notes and event materials when you have completed the event.

21st CENTURY SKILLS

- Critical Thinking – Reason effectively and use systems thinking.
- Problem Solving – Make judgments and decisions, and solve problems.
- Communication – Communicate clearly.
- Creativity and Innovation – Show evidence of creativity.

PERFORMANCE INDICATORS

1. Generate marketing communications ideas.
2. Discuss the use of podcasts/webcasts.
3. Demonstrate a customer-service mindset.
4. Adapt communication to the cultural and social differences among clients.
5. Build and maintain relationships with customers.

EVENT SITUATION

You are to assume the role of marketing communications director for THE SON SHINE COMPANY, the parent company of two retail clothing chains: SONNY and SHINE. The senior vice president (judge) has asked you to create ideas for the development of webcasts in an attempt to boost same store sales during the back-to-school season.

THE SON SHINE COMPANY has been operating two retail chains for the past twelve years. The chain SONNY specializes in clothing for tween boys and SHINE specializes in clothing and accessories for tween girls. There are over 1,000 locations for each, all within shopping malls, strip malls or outdoor lifestyle centers. The stores are considered mid-range, more expensive than discount retailers but less expensive than department stores.

SONNY and SHINE are both popular brands among tweens. The company offers both a loyalty program and a credit card that can be used for both brands. The clothing reflects current fads and trends, making it easy for parents to purchase clothing their children will approve.

Throughout the entire industry, apparel sales have declined. Just last quarter THE SON SHINE COMPANY saw a 6% decline in same store sales. The poor performance leaves executives to believe the upcoming back-to-school season will not be as promising in sales as in years past.

In an attempt to boost back-to-school sales, THE SON SHINE COMPANY wants to market directly to its tween customers. The majority of tween girls and tween boys prefer viewing content on devices rather than on television, so instead of traditional television advertisements, the senior vice president (judge) wants THE SON SHINE COMPANY to market to its tween customers through webcasts.

The senior vice president (judge) wants you to develop ideas for different webcasts THE SON SHINE COMPANY can produce leading up to the back-to-school shopping season. The senior vice president (judge) wants you to decide the following:

- Number and frequency of webcasts
- Length of webcasts
- Ideas for specific webcast content
- Ideas to ensure webcasts appeal to all types of customers
- Methods to encourage viewers to shop at SONNY and/or SHINE

You will present your recommendations to the senior vice president (judge) in a role-play to take place in the vice president's (judge's) office. The senior vice president (judge) will begin the role-play by greeting you and asking to hear your ideas. After you have presented your ideas and have answered the senior vice president's (judge's) questions, the senior vice president (judge) will conclude the role-play by thanking you for your work.

JUDGE'S INSTRUCTIONS

DIRECTIONS, PROCEDURES AND JUDGE'S ROLE

In preparation for this event, you should review the following information with your event manager and other judges:

1. Procedures
2. 21st Century Skills and Performance Indicators
3. Event Situation
4. Judge Role-play Characterization
Participants may conduct a slightly different type of meeting and/or discussion with you each time; however, it is important that the information you provide and the questions you ask be uniform for every participant.
5. Judge's Evaluation Instructions
6. Judge's Evaluation Form
Please use a critical and consistent eye in rating each participant.

JUDGE ROLE-PLAY CHARACTERIZATION

You are to assume the role of senior vice president for THE SON SHINE COMPANY, the parent company of two retail clothing chains: SONNY and SHINE. You have asked the marketing communications director (participant) to create ideas for the development of webcasts in an attempt to boost same store sales during the back-to-school season.

THE SON SHINE COMPANY has been operating two retail chains for the past twelve years. The chain SONNY specializes in clothing for tween boys and SHINE specializes in clothing and accessories for tween girls. There are over 1,000 locations for each, all within shopping malls, strip malls or outdoor lifestyle centers. The stores are considered mid-range, more expensive than discount retailers but less expensive than department stores.

SONNY and SHINE are both popular brands among tweens. The company offers both a loyalty program and a credit card that can be used for both brands. The clothing reflects current fads and trends, making it easy for parents to purchase clothing their children will approve.

Throughout the entire industry, apparel sales have declined. Just last quarter THE SON SHINE COMPANY saw a 6% decline in same store sales. The poor performance leaves executives to believe the upcoming back-to-school season will not be as promising in sales as in years past.

In an attempt to boost back-to-school sales, THE SON SHINE COMPANY wants to market directly to its tween customers. The majority of tween girls and tween boys prefer viewing content on devices rather than on television, so instead of traditional television advertisements, you want THE SON SHINE COMPANY to market to its tween customers through webcasts.

You want the marketing communications director (participant) to develop ideas for different webcasts THE SON SHINE COMPANY can produce leading up to the back-to-school shopping season. You want the marketing communications director (participant) to decide the following:

- Number and frequency of webcasts
- Length of webcasts
- Ideas for specific webcast content
- Ideas to ensure webcasts appeal to all types of customers
- Methods to encourage viewers to shop at SONNY and/or SHINE

The participant will present information to you in a role-play to take place in your office. You will begin the role-play by greeting the participant and asking to hear about his/her ideas.

During the course of the role-play you are to ask the following questions of each participant:

1. Should THE SON SHINE COMPANY advertise the webcasts to tween customers' parents? If so, should the content of the webcasts differ for the two audiences?
2. Do you think webcasts encouraging tweens to shop at our stores is ethical? Why or why not?
3. Are webcasts the best method of communication to reach the tween target audience?

Once the marketing communications director (participant) has presented ideas and has answered your questions, you will conclude the role-play by thanking the marketing communications director (participant) for the work.

You are not to make any comments after the event is over except to thank the participant.

JUDGE'S EVALUATION INSTRUCTIONS

Evaluation Form Information

The participants are to be evaluated on their ability to perform the specific performance indicators stated on the cover sheet of this event and restated on the Judge's Evaluation Form. Although you may see other performance indicators being demonstrated by the participants, those listed in the Performance Indicators section are the critical ones you are measuring for this particular event.

Evaluation Form Interpretation

The evaluation levels listed below and the evaluation rating procedures should be discussed thoroughly with your event chairperson and the other judges to ensure complete and common understanding for judging consistency.

Level of Evaluation	Interpretation Level
Exceeds Expectations	Participant demonstrated the performance indicator in an extremely professional manner; greatly exceeds business standards; would rank in the top 10% of business personnel performing this performance indicator.
Meets Expectations	Participant demonstrated the performance indicator in an acceptable and effective manner; meets at least minimal business standards; there would be no need for additional formalized training at this time; would rank in the 70-89 th percentile of business personnel performing this performance indicator.
Below Expectations	Participant demonstrated the performance indicator with limited effectiveness; performance generally fell below minimal business standards; additional training would be required to improve knowledge, attitude and/or skills; would rank in the 50-69 th percentile of business personnel performing this performance indicator.
Little/No Value	Participant demonstrated the performance indicator with little or no effectiveness; a great deal of formal training would be needed immediately; perhaps this person should seek other employment; would rank in the 0-49 th percentile of business personnel performing this performance indicator.



**MARKETING COMMUNICATIONS SERIES,
2018**

Participant: _____

I.D. Number: _____

JUDGE'S EVALUATION FORM

INSTRUCTIONAL AREA

Customer Relations

Did the participant:

		Little/No Value	Below Expectations	Meets Expectations	Exceeds Expectations	Judged Score
PERFORMANCE INDICATORS						
1.	Generate marketing-communications ideas?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
2.	Discuss the use of podcasts/webcasts?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
3.	Demonstrate a customer-service mindset?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
4.	Adapt communication to the cultural and social differences among clients?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
5.	Build and maintain relationships with clients?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
21st CENTURY SKILLS						
6.	Reason effectively and use systems thinking?	0-1	2-3	4	5-6	
7.	Make judgments and decisions, and solve problems?	0-1	2-3	4	5-6	
8.	Communicate clearly?	0-1	2-3	4	5-6	
9.	Show evidence of creativity?	0-1	2-3	4	5-6	
10.	Overall impression and responses to the judge's questions	0-1	2-3	4	5-6	
TOTAL SCORE						



CAREER CLUSTER

Marketing

CAREER PATHWAY

Marketing Communications

INSTRUCTIONAL AREA

Marketing

MARKETING COMMUNICATIONS SERIES EVENT

PARTICIPANT INSTRUCTIONS

- The event will be presented to you through your reading of the 21st Century Skills, Performance Indicators and Event Situation. You will have up to 10 minutes to review this information and prepare your presentation. You may make notes to use during your presentation.
- You will have up to 10 minutes to make your presentation to the judge (you may have more than one judge.)
- You will be evaluated on how well you meet the performance indicators of this event.
- Turn in all of your notes and event materials when you have completed the event.

21st CENTURY SKILLS

- Critical Thinking – Reason effectively and use systems thinking.
- Problem Solving – Make judgments and decisions, and solve problems.
- Communication – Communicate clearly.
- Creativity and Innovation – Show evidence of creativity.

PERFORMANCE INDICATORS

1. Discuss the relationship between promotion and marketing.
2. Describe marketing functions and related activities.
3. Demonstrate connections between company actions and results.
4. Identify strategies for attracting a targeted audience to website.
5. Explain the use of social media for digital marketing.

EVENT SITUATION

You are to assume the role of marketing communications director for ASSOCIATION OF PROFESSIONALS IN HEALTHCARE (APH), an organization that supports professionals in different healthcare professions and promotes the industry. The executive director (judge) has asked you to create a digital marketing campaign that will bring teenagers to the APH website to consider careers in the healthcare profession.

From the year 2020 to the year 2040, there will be a 46% increase in number of people age 65+years old. Baby Boomers will all be reaching their 70s, 80s and older, which will result in an explosion of healthcare related jobs. Not only will there be a demand for physicians and registered nurses, but also for nursing assistants, physical therapists, occupational therapists, technicians, in-home caregiving and many other healthcare related professions.

While the current number of students in post-secondary institutions for healthcare related professions has maintained a steady number of graduates, the dramatic increase of elderly in the years 2020–2040 will result in a higher demand for healthcare professionals entering the workforce each year.

The APH wants to target teenagers in a digital marketing campaign, hoping to attract them to careers in the healthcare industry. Careers in the healthcare profession begin with post-secondary education. Most professions require a four-year degree, but several have certifications that can be earned at community colleges or technical colleges. The APH website lists all post-secondary institutions that provide degrees and/or certifications nearby when the user enters a zip code. The website also has information about different healthcare related jobs, education and certifications needed for each job listed and testimonials from current professionals.

The executive director of APH (judge) wants you to develop a digital marketing campaign that will result in more teenagers visiting the APH website to learn about careers and schools in healthcare in order to increase the number of students in the field. The executive director (judge) feels that social media is the best channel to reach teenagers, but wants you to determine which social media sites to utilize.

You will present your digital marketing campaign to the executive director (judge) in a role-play to take place in the executive director's (judge's) office. The executive director (judge) will begin the role-play by greeting you and asking to hear your ideas. After you have presented your campaign and have answered the executive director's (judge's) questions, the executive director (judge) will conclude the role-play by thanking you for your work.

JUDGE'S INSTRUCTIONS

DIRECTIONS, PROCEDURES AND JUDGE'S ROLE

In preparation for this event, you should review the following information with your event manager and other judges:

1. Procedures
2. 21st Century Skills and Performance Indicators
3. Event Situation
4. Judge Role-play Characterization
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5. Judge's Evaluation Instructions
6. Judge's Evaluation Form
Please use a critical and consistent eye in rating each participant.

JUDGE ROLE-PLAY CHARACTERIZATION

You are to assume the role of executive director for ASSOCIATION OF PROFESSIONALS IN HEALTHCARE (APH), an organization that supports professionals in different healthcare professions and promotes the industry. You have asked the marketing communications director (participant) to create a digital marketing campaign that will bring teenagers to the APH website to consider careers in the healthcare profession.

From the year 2020 to the year 2040, there will be a 46% increase in number of people age 65+ years old. Baby Boomers will all be reaching their 70s, 80s and older which will result in an explosion of healthcare related jobs. Not only will there be a demand for physicians and registered nurses, but also for nursing assistants, physical therapists, occupational therapists, technicians, in-home caregiving and many other healthcare related professions.

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The APH wants to target teenagers in a digital marketing campaign, hoping to attract them to careers in the healthcare industry. Careers in the healthcare profession begin with post-secondary education. Most professions require a four-year degree, but several have certifications that can be

earned at community colleges or technical colleges. The APH website lists all post-secondary institutions that provide degrees and/or certifications nearby when the user enters a zip code. The website also has information about different healthcare related jobs, education and certifications needed for each job listed and testimonials from current professionals.

You want the marketing communications director (participant) to develop a digital marketing campaign that will result in more teenagers visiting the APH website to learn about careers and schools in healthcare in order to increase the number of students in the field. You feel that social media is the best channel to reach teenagers, but want the marketing communications director (participant) to determine which social media sites to utilize.

The participant will present information to you in a role-play to take place in your office. You will begin the role-play by greeting the participant and asking to hear about his/her ideas.

During the course of the role-play you are to ask the following questions of each participant:

1. Should we also target tweens (children between ten and twelve years of age)? Why or why not?
2. What other information could we have on our website that will entice teenagers to pursue a career in healthcare?

Once the marketing communications director (participant) has presented ideas and has answered your questions, you will conclude the role-play by thanking the marketing communications director (participant) for the work.

You are not to make any comments after the event is over except to thank the participant.

JUDGE'S EVALUATION INSTRUCTIONS

Evaluation Form Information

The participants are to be evaluated on their ability to perform the specific performance indicators stated on the cover sheet of this event and restated on the Judge's Evaluation Form. Although you may see other performance indicators being demonstrated by the participants, those listed in the Performance Indicators section are the critical ones you are measuring for this particular event.

Evaluation Form Interpretation

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Exceeds Expectations	Participant demonstrated the performance indicator in an extremely professional manner; greatly exceeds business standards; would rank in the top 10% of business personnel performing this performance indicator.
Meets Expectations	Participant demonstrated the performance indicator in an acceptable and effective manner; meets at least minimal business standards; there would be no need for additional formalized training at this time; would rank in the 70-89 th percentile of business personnel performing this performance indicator.
Below Expectations	Participant demonstrated the performance indicator with limited effectiveness; performance generally fell below minimal business standards; additional training would be required to improve knowledge, attitude and/or skills; would rank in the 50-69 th percentile of business personnel performing this performance indicator.
Little/No Value	Participant demonstrated the performance indicator with little or no effectiveness; a great deal of formal training would be needed immediately; perhaps this person should seek other employment; would rank in the 0-49 th percentile of business personnel performing this performance indicator.



**MARKETING COMMUNICATIONS SERIES,
2018**

Participant: _____

I.D. Number: _____

JUDGE'S EVALUATION FORM

INSTRUCTIONAL AREA

Marketing

Did the participant:

		Little/No Value	Below Expectations	Meets Expectations	Exceeds Expectations	Judged Score
PERFORMANCE INDICATORS						
1.	Discuss the relationships between promotion and marketing?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
2.	Describe marketing functions and related activities?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
3.	Demonstrate connections between company actions and results?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
4.	Identify strategies for attracting a targeted audience to website?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
5.	Explain the use of social media for digital marketing?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
21st CENTURY SKILLS						
6.	Reason effectively and use systems thinking?	0-1	2-3	4	5-6	
7.	Make judgments and decisions, and solve problems?	0-1	2-3	4	5-6	
8.	Communicate clearly?	0-1	2-3	4	5-6	
9.	Show evidence of creativity?	0-1	2-3	4	5-6	
10.	Overall impression and responses to the judge's questions	0-1	2-3	4	5-6	
TOTAL SCORE						



\$8.00 | 18RPH09



QUICK SERVE RESTAURANT MANAGEMENT

ROLE-PLAYS USED IN DECA'S
INDIVIDUAL SERIES EVENTS



2018



QUICK SERVE RESTAURANT MANAGEMENT SERIES

2018 ROLE-PLAYS

INCLUDES:

INTEGRATE DECA'S ROLE-PLAYS AND CASE STUDIES INTO YOUR CLASSROOM

ROLE-PLAY 1: MARKETING

ROLE-PLAY 2: INFORMATION MANAGEMENT

ROLE-PLAY 3: PRODUCT/SERVICE MANAGEMENT



INTEGRATE DECA'S ROLE-PLAYS AND CASE STUDIES INTO YOUR CLASSROOM

With its connection to National Curriculum Standards, DECA's Competitive Events Program is designed to be integrated into classroom instruction to help members apply learning and connect to business. As teaching tools, DECA's role-plays and case studies provide relevant, meaningful problems for students to solve, provide a standards-based evaluation, increase rigor of the instruction, result in evidence of student learning and expose students to DECA – all as part of classroom instruction.

STEP 1: FAMILIARIZE YOURSELF WITH EVENT GUIDELINES AND PERFORMANCE INDICATORS.

Use the DECA Guide to familiarize yourself with event guidelines that explain how each competitive event will operate – time limits, exam specifications, interactions with a judge, etc.

Role-plays and case studies are developed using performance indicators – key concepts from national curriculum standards that students should learn during the school year. DECA uses five lists of performance indicators which are organized by career cluster – business administration core, business management and administration, finance, hospitality and tourism, and marketing, as well as personal financial literacy.

Each performance indicator list is arranged by instructional areas to assist advisors with planning units of instruction. Advisors teaching accounting courses, for example, can use the Finance Career Cluster performance indicator list to plan their curriculum while advisors teaching marketing courses can use the Marketing Career Cluster performance indicator list.

STEP 2: UNDERSTAND HOW ROLE-PLAYS AND CASE STUDIES ARE DESIGNED.

The career cluster and primary instructional area for role-plays and case studies are identified at the top of the first page of the event.

Role-plays used for DECA's Principles of Business Administration Events measure four performance indicators from the business administration core.

Case studies used for DECA's Team Decision Making Events measure seven performance indicators. Usually, at least four of the seven performance indicators have been selected from the case study's instructional area. Therefore, if the event situation is asking the participant to develop a promotion plan, most of the performance indicators will be from the promotion instructional area.

Role-plays used for DECA's Individual Series Events measure five performance indicators. Usually, at least three of the five performance indicators have been selected from the event situation's instructional area. The career pathway is also identified on the role-play, which may include performance indicators from that specific pathway as well.

Role-plays used for DECA's Personal Financial Literacy event measure three performance indicators from the National Standards in K-12 Personal Finance Education, created and maintained by the Jump\$tart Coalition® for Personal Financial Literacy.

STEP 3: START ORGANIZING SAMPLE EVENTS.

Each year, DECA posts sample role-plays and case studies on deca.org. Shop DECA also sells previously used events each year. Gather these samples and begin to categorize them by instructional area.

STEP 4: USE SAMPLE EVENTS AS A CLASSROOM ACTIVITY.

As you teach different instructional areas during the year, use corresponding role-plays and case studies as learning tools. While the traditional competitive event setting requires interaction with judges, many advisors have used role-plays and case studies as:

- warm-up activities at the beginning of classes.
- writing exercises that require students to write their ideas for solving the problem presented in the role-play or case study.
- public speaking exercises that require students to deliver an oral report or recorded video that presents their ideas for solving the problem presented in the role-play or case study.
- assessment tools in lieu of a multiple-choice quiz/test.

Since the evaluation form for each role-play and case study assesses the performance indicators, you are assessing students' performance according to national curriculum standards which are industry validated and aligned to career clusters.

ADDITIONAL RESOURCES

Event guidelines, performance indicator lists, sample events and sample exam questions are available at www.deca.org/competitiveevents. Sample role-play presentations can be viewed at www.deca.org. Advisors may wish to show the videos and ask students to evaluate the presentations using the evaluation forms. Shop DECA sells many items to assist advisors with integrating DECA into curriculum at shopdeca.org.



CAREER CLUSTER
Hospitality and Tourism

CAREER PATHWAY
Restaurant and Food and Beverage Services

INSTRUCTIONAL AREA
Marketing

QUICK SERVE RESTAURANT MANAGEMENT SERIES EVENT

PARTICIPANT INSTRUCTIONS

- The event will be presented to you through your reading of the 21st Century Skills, Performance Indicators and Event Situation. You will have up to 10 minutes to review this information and prepare your presentation. You may make notes to use during your presentation.
- You will have up to 10 minutes to make your presentation to the judge. (you may have more than one judge)
- You will be evaluated on how well you meet the performance indicators of this event.
- Turn in all of your notes and event materials when you have completed the event.

21st CENTURY SKILLS

- Critical Thinking – Reason effectively and use systems thinking.
- Problem Solving – Make judgments and decisions, and solve problems.
- Communication – Communicate clearly.
- Creativity and Innovation – Show evidence of creativity.

PERFORMANCE INDICATORS

1. Determine menu pricing.
2. Explain the role of promotion as a marketing function.
3. Describe marketing functions and related activities.
4. Explain factors that influence customer/client/business buying behavior.
5. Demonstrate connections between company actions and results.

EVENT SITUATION

You are to assume the role of chief marketing officer for QUALITY BURGER, a fast-casual burger chain. The CEO (judge) has asked you to fully design a marketing concept idea that will encourage more frequent repeat business and spur additional purchases.

QUALITY BURGER is a relatively new burger chain, opening its first fast-casual restaurant only a decade ago. The chain has become wildly popular due to the fresh ingredients and hip atmosphere of the restaurants. The menu features a variety of gourmet hamburgers, chicken sandwiches, french fries, onion rings, sodas and milkshakes. All items are available a la carte.

The most popular menu item is the *Q-Burger*: a traditional cheeseburger with ketchup, lettuce, onion, pickles and special sauce. The *Q-Burger* is priced at \$6.50. It is the least expensive of all the gourmet burgers on the menu, but is definitely the most ordered at all 350 QUALITY BURGER locations.

In an attempt to drive more frequent repeat business, the CEO (judge) is interested in developing and selling a *Q-Pass*. The *Q-Pass* would allow the customer to purchase one *Q-Burger* per day for a promotional price. The *Q-Pass* would only be valid for a limited number of days and could only be used once per day during that promotional time period. The CEO (judge) hopes that with using a *Q-Pass*, the customer would then purchase additional menu items to accompany the *Q-Burger*.

The CEO (judge) wants your help in developing the *Q-Pass* program. Keeping in mind that the main goal is for *Q-Pass* to be a marketing tool and not simply for customer relations, the CEO (judge) wants you to decide:

- *Q-Pass* price
- *Q-Pass* time period (how many days will the pass be valid)
- Methods to market *Q-Pass* to QUALITY BURGER customers
- Promotional considerations

You will present your *Q-Pass* ideas to the CEO (judge) in a role-play to take place in the CEO's (judge's) office. The CEO (judge) will begin the role-play by greeting you and asking to hear your ideas. After you have presented the information and have answered the CEO's (judge's) questions, the CEO (judge) will conclude the role-play by thanking you for your work.

JUDGE'S INSTRUCTIONS

DIRECTIONS, PROCEDURES AND JUDGE'S ROLE

In preparation for this event, you should review the following information with your event manager and other judges:

1. Procedures
2. 21st Century Skills and Performance Indicators
3. Event Situation
4. Judge Role-play Characterization
Participants may conduct a slightly different type of meeting and/or discussion with you each time; however, it is important that the information you provide and the questions you ask be uniform for every participant.
5. Judge's Evaluation Instructions
6. Judge's Evaluation Form
Please use a critical and consistent eye in rating each participant.

JUDGE ROLE-PLAY CHARACTERIZATION

You are to assume the role of CEO for QUALITY BURGER, a fast-casual burger chain. You have asked the chief marketing officer (participant) to fully design a marketing concept idea that will encourage more frequent repeat business and spur additional purchases.

QUALITY BURGER is a relatively new burger chain, opening its first fast-casual restaurant only a decade ago. The chain has become wildly popular due to the fresh ingredients and hip atmosphere of the restaurants. The menu features a variety of gourmet hamburgers, chicken sandwiches, french fries, onion rings, sodas and milkshakes. All items are available a la carte.

The most popular menu item is the *Q-Burger*: a traditional cheeseburger with ketchup, lettuce, onion, pickles and special sauce. The *Q-Burger* is priced at \$6.50. It is the least expensive of all the gourmet burgers on the menu, but is definitely the most ordered at all 350 QUALITY BURGER locations.

In an attempt to drive more frequent repeat business, you are interested in developing and selling a *Q-Pass*. The *Q-Pass* would allow the customer to purchase one *Q-Burger* per day for a promotional price. The *Q-Pass* would only be valid for a limited number of days and could only be used once per day during that promotional time period. You hope that with using a *Q-Pass*, the customer would then purchase additional menu items to accompany the *Q-Burger*.

You want the the chief marketing officer's (participant's) help in developing the *Q-Pass* program. Keeping in mind that the main goal is for *Q-Pass* to be a marketing tool and not simply for customer relations, you want the chief marketing officer (participant) to decide:

- *Q-Pass* price
- *Q-Pass* time period (how many days will the pass be valid)
- Methods to market *Q-Pass* to QUALITY BURGER customers
- Promotional considerations

The participant will present information to you in a role-play to take place in your office. You will begin the role-play by greeting the participant and asking to hear about his/her ideas.

During the course of the role-play you are to ask the following questions of each participant:

1. Should we allow *Q-Passes* to be transferrable?
2. When is the best time of year to begin the *Q-Pass* program?
3. Do you think we need to accommodate for our vegetarian customers?

Once the chief marketing officer (participant) has presented the information and has answered your questions, you will conclude the role-play by thanking the chief marketing officer (participant) for the work.

You are not to make any comments after the event is over except to thank the participant.

JUDGE'S EVALUATION INSTRUCTIONS

Evaluation Form Information

The participants are to be evaluated on their ability to perform the specific performance indicators stated on the cover sheet of this event and restated on the Judge's Evaluation Form. Although you may see other performance indicators being demonstrated by the participants, those listed in the Performance Indicators section are the critical ones you are measuring for this particular event.

Evaluation Form Interpretation

The evaluation levels listed below and the evaluation rating procedures should be discussed thoroughly with your event chairperson and the other judges to ensure complete and common understanding for judging consistency.

Level of Evaluation	Interpretation Level
Exceeds Expectations	Participant demonstrated the performance indicator in an extremely professional manner; greatly exceeds business standards; would rank in the top 10% of business personnel performing this performance indicator.
Meets Expectations	Participant demonstrated the performance indicator in an acceptable and effective manner; meets at least minimal business standards; there would be no need for additional formalized training at this time; would rank in the 70-89 th percentile of business personnel performing this performance indicator.
Below Expectations	Participant demonstrated the performance indicator with limited effectiveness; performance generally fell below minimal business standards; additional training would be required to improve knowledge, attitude and/or skills; would rank in the 50-69 th percentile of business personnel performing this performance indicator.
Little/No Value	Participant demonstrated the performance indicator with little or no effectiveness; a great deal of formal training would be needed immediately; perhaps this person should seek other employment; would rank in the 0-49 th percentile of business personnel performing this performance indicator.



QUICK SERVE RESTAURANT MANAGEMENT SERIES, 2018

Participant: _____

I.D. Number: _____

JUDGE'S EVALUATION FORM

INSTRUCTIONAL AREA

Marketing

Did the participant:

		Little/No Value	Below Expectations	Meets Expectations	Exceeds Expectations	Judged Score
PERFORMANCE INDICATORS						
1.	Determine menu pricing?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
2.	Explain the role of promotion as a marketing function?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
3.	Describe marketing functions and related activities?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
4.	Explain factors that influence customer/client/business buying behavior?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
5.	Demonstrate connections between company actions and results?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
21st CENTURY SKILLS						
6.	Reason effectively and use systems thinking?	0-1	2-3	4	5-6	
7.	Make judgments and decisions, and solve problems?	0-1	2-3	4	5-6	
8.	Communicate clearly?	0-1	2-3	4	5-6	
9.	Show evidence of creativity?	0-1	2-3	4	5-6	
10.	Overall impression and responses to the judge's questions	0-1	2-3	4	5-6	
TOTAL SCORE						



CAREER CLUSTER
Hospitality and Tourism

CAREER PATHWAY
Restaurant and Food and Beverage Services

INSTRUCTIONAL AREA
Information Management

QUICK SERVE RESTAURANT MANAGEMENT SERIES EVENT

PARTICIPANT INSTRUCTIONS

- The event will be presented to you through your reading of the 21st Century Skills, Performance Indicators and Event Situation. You will have up to 10 minutes to review this information and prepare your presentation. You may make notes to use during your presentation.
- You will have up to 10 minutes to make your presentation to the judge (you may have more than one judge).
- You will be evaluated on how well you meet the performance indicators of this event.
- Turn in all of your notes and event materials when you have completed the event.

21st CENTURY SKILLS

- Critical Thinking – Reason effectively and use systems thinking.
- Problem Solving – Make judgments and decisions, and solve problems.
- Communication – Communicate clearly.
- Creativity and Innovation – Show evidence of creativity.

PERFORMANCE INDICATORS

1. Assess information needs.
2. Identify information monitored for marketing decision making.
3. Describe methods used to collect business information.
4. Solicit feedback.
5. Demonstrate awareness of operational needs.

EVENT SITUATION

You are to assume the role of director of marketing for FIESTA, a quick service restaurant chain specializing in Mexican inspired fare. The vice president (judge) has asked you to create an outline for market research that will help the company determine the cause of decline in revenue and methods to revitalize the brand.

For over two decades, FIESTA has been trying to gain favor from fast food customers wanting to experience good quality, Mexican-inspired food. With over 500 restaurants across the nation, FIESTA serves better quality food than its number one rival, TACO WIN. FIESTA'S food is of higher quality and uses fresher ingredients, with recipes constructed from chefs with Mexican heritage. Higher quality ingredients mean more expensive ingredients, therefore the menu reflects a higher a price point than TACO WIN. A simple beef soft shell taco at TACO WIN costs \$1.29, but costs \$1.99 at FIESTA.

Executives at FIESTA wanted to set itself apart from TACO WIN. FIESTA was to be the dining destination for true fans of Mexican inspired food, while TACO WIN focused on gimmicky menu items that have little to do with the cultural cuisine. Each FIESTA location has a sophisticated design with cloth napkins and real cutlery, offering customers the feel of a full-service restaurant. FIESTA also set itself apart from TACO WIN by not engaging in silly promotions or coupons.

The last earnings report for FIESTA showed a revenue decline of 4.9% and same store sales down 4% yet again. At the same time, TACO WIN is showing increases in same store sales; it seems that customers want TACO WIN. Even though FIESTA has far superior food, better dining designs and a hint of sophistication, customers prefer TACO WIN.

The vice president (judge) and other executives want to begin the process of rebranding and re-launching FIESTA to better serve customers. The first step in beginning the rebranding process is to find out what customers want and do not want. The vice president (judge) has asked you to create an outline for marketing research that will be conducted to find out what changes or additions can be made to FIESTA that will better serve the public. The vice president (judge) wants you to include inquiries about product, prices, restaurant type and promotions in your research.

The outline must include:

- Sample plan (who, how many, how chosen)
- Specific questions
- Data-collection methods
- Incentives to solicit feedback

You will present your outline of marketing research to the vice president (judge) in a role-play to take place in the vice president's (judge's) office. The vice president (judge) will begin the role-play by greeting you and asking to hear your ideas. After you have presented the outline and have answered the vice president's (judge's) questions, the vice president (judge) will conclude the role-play by thanking you for your work.

JUDGE'S INSTRUCTIONS

DIRECTIONS, PROCEDURES AND JUDGE'S ROLE

In preparation for this event, you should review the following information with your event manager and other judges:

1. Procedures
2. 21st Century Skills and Performance Indicators
3. Event Situation
4. Judge Role-play Characterization
Participants may conduct a slightly different type of meeting and/or discussion with you each time; however, it is important that the information you provide and the questions you ask be uniform for every participant.
5. Judge's Evaluation Instructions
6. Judge's Evaluation Form
Please use a critical and consistent eye in rating each participant.

JUDGE ROLE-PLAY CHARACTERIZATION

You are to assume the role of vice president for FIESTA, a quick service restaurant chain specializing in Mexican-inspired fare. You have asked the director of marketing (participant) to create an outline for market research that will help the company determine the cause of decline in revenue and methods to revitalize the brand.

For over two decades, FIESTA has been trying to gain favor from fast food customers wanting to experience good quality, Mexican inspired food. With over 500 restaurants across the nation, FIESTA serves better quality food than its number one rival, TACO WIN. FIESTA'S food is of higher quality and uses fresher ingredients, with recipes constructed from chefs with Mexican heritage. Higher quality ingredients mean more expensive ingredients, therefore the menu reflects a higher a price point than TACO WIN. A simple beef soft shell taco at TACO WIN costs \$1.29, but costs \$1.99 at FIESTA.

Executives at FIESTA wanted to set itself apart from TACO WIN. FIESTA was to be the dining destination for true fans of Mexican inspired food, while TACO WIN focused on gimmicky menu items that have little to do with the cultural cuisine. Each FIESTA location has a sophisticated design with cloth napkins and real cutlery, offering customers the feel of a full-service restaurant. FIESTA also set itself apart from TACO WIN by not engaging in silly promotions or coupons.

The last earnings report for FIESTA showed a revenue decline of 4.9% and same store sales down 4% yet again. At the same time, TACO WIN is showing increases in same store sales; it seems that customers want TACO WIN. Even though FIESTA has far superior food, better dining designs and a hint of sophistication, customers prefer TACO WIN.

You and other executives want to begin the process of rebranding and re-launching FIESTA to better serve customers. The first step in beginning the rebranding process is to find out what customers want and do not want. You have asked the director of marketing (participant) to create an outline for marketing research that will be conducted to find out what changes or additions can be made to FIESTA that will better serve the public. You want the director of marketing (participant) to include inquiries about product, prices, restaurant type and promotions in the research.

The outline must include:

- Sample plan (who, how many, how chosen)
- Specific questions
- Data-collection methods
- Incentives to solicit feedback

The participant will present the outline to you in a role-play to take place in your office. You will begin the role-play by greeting the participant and asking to hear about his/her ideas.

During the course of the role-play you are to ask the following questions of each participant:

1. Should any other stakeholder participate in the research?
2. Do you think we will be able to make changes and additions to our brand while still maintaining our identity?
3. How long should the marketing research last before we end the research phase and analyze the data?

Once the director of marketing (participant) has presented the research outline and has answered your questions, you will conclude the role-play by thanking the director of marketing (participant) for the work.

You are not to make any comments after the event is over except to thank the participant.

JUDGE'S EVALUATION INSTRUCTIONS

Evaluation Form Information

The participants are to be evaluated on their ability to perform the specific performance indicators stated on the cover sheet of this event and restated on the Judge's Evaluation Form. Although you may see other performance indicators being demonstrated by the participants, those listed in the Performance Indicators section are the critical ones you are measuring for this particular event.

Evaluation Form Interpretation

The evaluation levels listed below and the evaluation rating procedures should be discussed thoroughly with your event chairperson and the other judges to ensure complete and common understanding for judging consistency.

Level of Evaluation	Interpretation Level
Exceeds Expectations	Participant demonstrated the performance indicator in an extremely professional manner; greatly exceeds business standards; would rank in the top 10% of business personnel performing this performance indicator.
Meets Expectations	Participant demonstrated the performance indicator in an acceptable and effective manner; meets at least minimal business standards; there would be no need for additional formalized training at this time; would rank in the 70-89 th percentile of business personnel performing this performance indicator.
Below Expectations	Participant demonstrated the performance indicator with limited effectiveness; performance generally fell below minimal business standards; additional training would be required to improve knowledge, attitude and/or skills; would rank in the 50-69 th percentile of business personnel performing this performance indicator.
Little/No Value	Participant demonstrated the performance indicator with little or no effectiveness; a great deal of formal training would be needed immediately; perhaps this person should seek other employment; would rank in the 0-49 th percentile of business personnel performing this performance indicator.



**QUICK SERVE RESTAURANT MANAGEMENT
SERIES, 2018**

Participant: _____

I.D. Number: _____

JUDGE'S EVALUATION FORM

INSTRUCTIONAL AREA

Information Management

Did the participant:

		Little/No Value	Below Expectations	Meets Expectations	Exceeds Expectations	Judged Score
PERFORMANCE INDICATORS						
1.	Assess information needs?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
2.	Identify information monitored for marketing decision making?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
3.	Describe methods used to collect business information?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
4.	Solicit feedback?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
5.	Demonstrate awareness of operational needs?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
21st CENTURY SKILLS						
6.	Reason effectively and use systems thinking?	0-1	2-3	4	5-6	
7.	Make judgments and decisions, and solve problems?	0-1	2-3	4	5-6	
8.	Communicate clearly?	0-1	2-3	4	5-6	
9.	Show evidence of creativity?	0-1	2-3	4	5-6	
10.	Overall impression and responses to the judge's questions	0-1	2-3	4	5-6	
TOTAL SCORE						



CAREER CLUSTER
Hospitality and Tourism

CAREER PATHWAY
Restaurant and Food and Beverage Services

INSTRUCTIONAL AREA
Product/Service Management

QUICK SERVE RESTAURANT MANAGEMENT SERIES EVENT

PARTICIPANT INSTRUCTIONS

- The event will be presented to you through your reading of the 21st Century Skills, Performance Indicators and Event Situation. You will have up to 10 minutes to review this information and prepare your presentation. You may make notes to use during your presentation.
- You will have up to 10 minutes to make your presentation to the judge. (you may have more than one judge)
- You will be evaluated on how well you meet the performance indicators of this event.
- Turn in all of your notes and event materials when you have completed the event.

21st CENTURY SKILLS

- Critical Thinking – Reason effectively and use systems thinking.
- Problem Solving – Make judgments and decisions, and solve problems.
- Communication – Communicate clearly.
- Creativity and Innovation – Show evidence of creativity.

PERFORMANCE INDICATORS

1. Explain the nature of product/service branding.
2. Communicate core values of product/service.
3. Identify product's/service's competitive advantage.
4. Explain the concept of competition.
5. Explain the use of a variety of sauces.

EVENT SITUATION

You are to assume the role of director of marketing for CHICKEN STAR, a quick service restaurant chain specializing in chicken sandwiches, salads, strips and nuggets. The director of merchandising (judge) has asked you to analyze the possibility of selling a CHICKEN STAR product in retail stores.

CHICKEN STAR first began in the 1960s, with locations in southern states. Since that time, the chain has become one of the most popular and profitable quick serve restaurants and has close to 2,000 locations in both the US and Canada. The menu is simple and kept to chicken products, including breakfast items. The price point at CHICKEN STAR is higher than other quick serve establishments, but due to the high quality of the food and superior customer service, customers have not complained.

Customers are given the option of a CHICKEN STAR dipping sauce when placing an order. Originally the dipping sauces were meant to accompany chicken strips or chicken nuggets, but customers frequently request the dipping sauces for chicken sandwiches or french fries. Dipping sauces come in individual sizes and are free of charge with an order. There are five varieties of dipping sauce: barbeque, ranch, jalapeno, sweet and sour and STAR original. STAR original is a specialty sauce with unique flavors that resemble thousand island salad dressing.

CHICKEN STAR dipping sauces have gained so much notoriety that a user-generated Facebook page has been created, called “Fans of CHICKEN STAR Dipping Sauce.” Marketers have used the product’s popularity in advertising campaigns, asking customers to “Declare your favorite.” Executives at CHICKEN STAR were surprised by the amount of attention paid to a non-menu item.

The director of merchandising (judge) thinks there would be many benefits to bottling the dipping sauces and selling them in retail stores. It would be a method for the company to profit from the popular item that is free in the restaurants. The director of merchandising (judge) needs your help in developing this idea, specifically analyzing the following:

- Are there similar products on the market?
- Are there uses for bottled CHICKEN STAR dipping sauce?
- How many ounces in bottled dipping sauce and suggested price?
- How would bottled dipping sauce positively and negatively affect the CHICKEN STAR brand?
- Overall recommendation for if CHICKEN STAR should sell bottled dipping sauce in retail stores

You will present your product analysis and recommendation to the director of merchandising (judge) in a role-play to take place in the director’s (judge’s) office. The director of merchandising (judge) will begin the role-play by greeting you and asking to hear your ideas. After you have presented the information and have answered the director’s (judge’s) questions, the director (judge) will conclude the role-play by thanking you for your work.

JUDGE'S INSTRUCTIONS

DIRECTIONS, PROCEDURES AND JUDGE'S ROLE

In preparation for this event, you should review the following information with your event manager and other judges:

1. Procedures
2. 21st Century Skills and Performance Indicators
3. Event Situation
4. Judge Role-play Characterization
Participants may conduct a slightly different type of meeting and/or discussion with you each time; however, it is important that the information you provide and the questions you ask be uniform for every participant.
5. Judge's Evaluation Instructions
6. Judge's Evaluation Form
Please use a critical and consistent eye in rating each participant.

JUDGE ROLE-PLAY CHARACTERIZATION

You are to assume the role of director of merchandising for CHICKEN STAR, a quick service restaurant chain specializing in chicken sandwiches, salads, strips and nuggets. You have asked the director of marketing (participant) to analyze the possibility of selling a CHICKEN STAR product in retail stores.

CHICKEN STAR first began in the 1960s, with locations in southern states. Since that time, the chain has become one of the most popular and profitable quick serve restaurants and has close to 2,000 locations in both the US and Canada. The menu is simple and kept to chicken products, including breakfast items. The price point at CHICKEN STAR is higher than other quick serve establishments, but due to the high quality of the food and superior customer service, customers have not complained.

Customers are given the option of a CHICKEN STAR dipping sauce when placing an order. Originally the dipping sauces were meant to accompany chicken strips or chicken nuggets, but customers frequently request the dipping sauces for chicken sandwiches or french fries. Dipping sauces come in individual sizes and are free of charge with an order. There are five varieties of dipping sauce: barbeque, ranch, jalapeno, sweet and sour and STAR original. STAR original is a specialty sauce with unique flavors that resemble thousand island salad dressing.

CHICKEN STAR dipping sauces have gained so much notoriety that a user-generated Facebook page has been created, called “Fans of CHICKEN STAR Dipping Sauce.” Marketers have used the product’s popularity in advertising campaigns, asking customers to “Declare your favorite.” Executives at CHICKEN STAR were surprised by the amount of attention paid to a non-menu item.

You think there would be many benefits to bottling the dipping sauces and selling them in retail stores. It would be a method for the company to profit from the popular item that is free in the restaurants. You need the director of marketing’s (participant’s) help in developing this idea, specifically analyzing the following:

- Are there similar products on the market?
- Are there uses for bottled CHICKEN STAR dipping sauce?
- How many ounces in bottled dipping sauce and suggested price?
- How would bottled dipping sauce positively and negatively affect the CHICKEN STAR brand?
- Overall recommendation for if CHICKEN STAR should sell bottled dipping sauce in retail stores

The participant will present information to you in a role-play to take place in your office. You will begin the role-play by greeting the participant and asking to hear about his/her ideas.

During the course of the role-play, you are to ask the following questions of each participant:

1. If we go ahead with this project, should we also sell the bottled product in our restaurants? Why or why not?
2. If we start with a test market, how many cities should we include in the test market?
3. Who is the target market for the bottled dipping sauce?

Once the director of marketing (participant) has presented the information and has answered your questions, you will conclude the role-play by thanking the director of marketing (participant) for the work.

You are not to make any comments after the event is over except to thank the participant.

JUDGE'S EVALUATION INSTRUCTIONS

Evaluation Form Information

The participants are to be evaluated on their ability to perform the specific performance indicators stated on the cover sheet of this event and restated on the Judge's Evaluation Form. Although you may see other performance indicators being demonstrated by the participants, those listed in the Performance Indicators section are the critical ones you are measuring for this particular event.

Evaluation Form Interpretation

The evaluation levels listed below and the evaluation rating procedures should be discussed thoroughly with your event chairperson and the other judges to ensure complete and common understanding for judging consistency.

Level of Evaluation	Interpretation Level
Exceeds Expectations	Participant demonstrated the performance indicator in an extremely professional manner; greatly exceeds business standards; would rank in the top 10% of business personnel performing this performance indicator.
Meets Expectations	Participant demonstrated the performance indicator in an acceptable and effective manner; meets at least minimal business standards; there would be no need for additional formalized training at this time; would rank in the 70-89 th percentile of business personnel performing this performance indicator.
Below Expectations	Participant demonstrated the performance indicator with limited effectiveness; performance generally fell below minimal business standards; additional training would be required to improve knowledge, attitude and/or skills; would rank in the 50-69 th percentile of business personnel performing this performance indicator.
Little/No Value	Participant demonstrated the performance indicator with little or no effectiveness; a great deal of formal training would be needed immediately; perhaps this person should seek other employment; would rank in the 0-49 th percentile of business personnel performing this performance indicator.



**QUICK SERVE RESTAURANT MANAGEMENT
SERIES, 2018**

Participant: _____

I.D. Number: _____

JUDGE'S EVALUATION FORM

INSTRUCTIONAL AREA

Product/Service Management

Did the participant:

		Little/No Value	Below Expectations	Meets Expectations	Exceeds Expectations	Judged Score
PERFORMANCE INDICATORS						
1.	Explain the nature of product/service branding?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
2.	Communicate core values of product/service?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
3.	Identify product's/service's competitive advantage?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
4.	Explain the concept of competition?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
5.	Explain the use of a variety of sauces?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
21st CENTURY SKILLS						
6.	Reason effectively and use systems thinking?	0-1	2-3	4	5-6	
7.	Make judgments and decisions, and solve problems?	0-1	2-3	4	5-6	
8.	Communicate clearly?	0-1	2-3	4	5-6	
9.	Show evidence of creativity?	0-1	2-3	4	5-6	
10.	Overall impression and responses to the judge's questions	0-1	2-3	4	5-6	
TOTAL SCORE						



\$8.00 | 18RPH10



RESTAURANT AND FOOD SERVICE MANAGEMENT

ROLE-PLAYS USED IN DECA'S
INDIVIDUAL SERIES EVENTS



2018



RESTAURANT + FOOD SERVICE MANAGEMENT SERIES

2018 ROLE-PLAYS

INCLUDES:

INTEGRATE DECA'S ROLE-PLAYS AND CASE STUDIES INTO YOUR CLASSROOM

ROLE-PLAY 1: ECONOMICS

ROLE-PLAY 2: MARKET PLANNING

ROLE-PLAY 3: MARKETING



INTEGRATE DECA'S ROLE-PLAYS AND CASE STUDIES INTO YOUR CLASSROOM

With its connection to National Curriculum Standards, DECA's Competitive Events Program is designed to be integrated into classroom instruction to help members apply learning and connect to business. As teaching tools, DECA's role-plays and case studies provide relevant, meaningful problems for students to solve, provide a standards-based evaluation, increase rigor of the instruction, result in evidence of student learning and expose students to DECA – all as part of classroom instruction.

STEP 1: FAMILIARIZE YOURSELF WITH EVENT GUIDELINES AND PERFORMANCE INDICATORS.

Use the DECA Guide to familiarize yourself with event guidelines that explain how each competitive event will operate – time limits, exam specifications, interactions with a judge, etc.

Role-plays and case studies are developed using performance indicators – key concepts from national curriculum standards that students should learn during the school year. DECA uses five lists of performance indicators which are organized by career cluster – business administration core, business management and administration, finance, hospitality and tourism, and marketing, as well as personal financial literacy.

Each performance indicator list is arranged by instructional areas to assist advisors with planning units of instruction. Advisors teaching accounting courses, for example, can use the Finance Career Cluster performance indicator list to plan their curriculum while advisors teaching marketing courses can use the Marketing Career Cluster performance indicator list.

STEP 2: UNDERSTAND HOW ROLE-PLAYS AND CASE STUDIES ARE DESIGNED.

The career cluster and primary instructional area for role-plays and case studies are identified at the top of the first page of the event.

Role-plays used for DECA's Principles of Business Administration Events measure four performance indicators from the business administration core.

Case studies used for DECA's Team Decision Making Events measure seven performance indicators. Usually, at least four of the seven performance indicators have been selected from the case study's instructional area. Therefore, if the event situation is asking the participant to develop a promotion plan, most of the performance indicators will be from the promotion instructional area.

Role-plays used for DECA's Individual Series Events measure five performance indicators. Usually, at least three of the five performance indicators have been selected from the event situation's instructional area. The career pathway is also identified on the role-play, which may include performance indicators from that specific pathway as well.

Role-plays used for DECA's Personal Financial Literacy event measure three performance indicators from the National Standards in K-12 Personal Finance Education, created and maintained by the Jump\$tart Coalition® for Personal Financial Literacy.

STEP 3: START ORGANIZING SAMPLE EVENTS.

Each year, DECA posts sample role-plays and case studies on deca.org. Shop DECA also sells previously used events each year. Gather these samples and begin to categorize them by instructional area.

STEP 4: USE SAMPLE EVENTS AS A CLASSROOM ACTIVITY.

As you teach different instructional areas during the year, use corresponding role-plays and case studies as learning tools. While the traditional competitive event setting requires interaction with judges, many advisors have used role-plays and case studies as:

- warm-up activities at the beginning of classes.
- writing exercises that require students to write their ideas for solving the problem presented in the role-play or case study.
- public speaking exercises that require students to deliver an oral report or recorded video that presents their ideas for solving the problem presented in the role-play or case study.
- assessment tools in lieu of a multiple-choice quiz/test.

Since the evaluation form for each role-play and case study assesses the performance indicators, you are assessing students' performance according to national curriculum standards which are industry validated and aligned to career clusters.

ADDITIONAL RESOURCES

Event guidelines, performance indicator lists, sample events and sample exam questions are available at www.deca.org/competitiveevents. Sample role-play presentations can be viewed at www.deca.org. Advisors may wish to show the videos and ask students to evaluate the presentations using the evaluation forms. Shop DECA sells many items to assist advisors with integrating DECA into curriculum at shopdeca.org.



CAREER CLUSTER
Hospitality and Tourism

CAREER PATHWAY
Restaurant and Food and Beverage Services

INSTRUCTIONAL AREA
Economics

RESTAURANT AND FOOD SERVICE MANAGEMENT SERIES EVENT

PARTICIPANT INSTRUCTIONS

- The event will be presented to you through your reading of the 21st Century Skills, Performance Indicators and Event Situation. You will have up to 10 minutes to review this information and prepare your presentation. You may make notes to use during your presentation.
- You will have up to 10 minutes to make your presentation to the judge (you may have more than one judge).
- You will be evaluated on how well you meet the performance indicators of this event.
- Turn in all of your notes and event materials when you have completed the event.

21st CENTURY SKILLS

- Critical Thinking – Reason effectively and use systems thinking.
- Problem Solving – Make judgments and decisions, and solve problems.
- Communication – Communicate clearly.
- Creativity and Innovation – Show evidence of creativity.

PERFORMANCE INDICATORS

1. Demonstrate awareness of capabilities and limitations of the operation.
2. Describe factors that affect the business environment.
3. Identify factors affecting a business's profit.
4. Determine factors affecting business risk.
5. Explain the nature of corporate branding.

EVENT SITUATION

You are to assume the role of senior vice president of PASTA GRILL, a chain of restaurants specializing in Italian-inspired cuisine. The president of the company (judge) has asked you to decide how to best handle low-performing PASTA GRILL locations.

PASTA GRILL has 150 locations across the nation. The restaurants are favored by business people for appetizers and happy hours and by families during the dinner hours. The menu prices are considered moderate, with entrees starting at \$12.99. Each table is given freshly baked focaccia bread with marinated olive oil for dipping.

Reports have shown that companywide, PASTA GRILL sales are unsteady. Each quarter shows a wide variance in terms of increase and decline in profits. Upon further investigation, the reports demonstrated that 100 PASTA GRILL locations had consistent increase in same-store sales and outperformed the entire restaurant industry. The extremely low performance of 50 PASTA GRILL locations are the cause of the declines.

The 50 low-performing PASTA GRILL locations are surprisingly all located in busy downtown neighborhoods of large cities. It seems that chain restaurants do not perform as well as local, independently-owned restaurants in those areas. The busy downtown areas tend to have two types of people: business people and tourists. The business people may not have time for a sit-down lunch or choose to impress clients with local tastes, while tourists do not like to eat at establishments they can frequent at home.

The president of the company (judge) has met with executives and decided on two possible remedies to the 50 low-performing locations. One remedy would be to close all 50 low-performing locations. The second remedy is to restructure the restaurants to feature quick grab and go takeout from a smaller menu, which would mean a smaller staff.

The president (judge) wants you to analyze the pros and cons of each remedy and discuss how each remedy would affect the overall PASTA GRILL corporate brand image. Finally, the president (judge) wants you to make a final recommendation.

You will present your analysis and recommendation to the president (judge) in a role-play to take place in the president's (judge's) office. The president (judge) will begin the role-play by greeting you and asking to hear your ideas. After you have presented the analysis and have answered the president's (judge's) questions, the president (judge) will conclude the role-play by thanking you for your work.

JUDGE'S INSTRUCTIONS

DIRECTIONS, PROCEDURES AND JUDGE'S ROLE

In preparation for this event, you should review the following information with your event manager and other judges:

1. Procedures
2. 21st Century Skills and Performance Indicators
3. Event Situation
4. Judge Role-play Characterization
Participants may conduct a slightly different type of meeting and/or discussion with you each time; however, it is important that the information you provide and the questions you ask be uniform for every participant.
5. Judge's Evaluation Instructions
6. Judge's Evaluation Form
Please use a critical and consistent eye in rating each participant.

JUDGE ROLE-PLAY CHARACTERIZATION

You are to assume the role of president of PASTA GRILL, a chain of restaurants specializing in Italian-inspired cuisine. You have asked the senior vice president (participant) to decide how to best handle low-performing PASTA GRILL locations.

PASTA GRILL has 150 locations across the nation. The restaurants are favored by business people for appetizers and happy hours and by families during the dinner hours. The menu prices are considered moderate, with entrees starting at \$12.99. Each table is given freshly baked focaccia bread with marinated olive oil for dipping.

Reports have shown that companywide, PASTA GRILL sales are unsteady. Each quarter shows a wide variance in terms of increase and decline in profits. Upon further investigation, the reports demonstrated that 100 PASTA GRILL locations had consistent increase in same-store-sales and outperformed the entire restaurant industry. The extremely low performance of 50 PASTA GRILL locations are the cause of the declines.

The 50 low-performing PASTA GRILL locations are surprisingly all located in busy downtown neighborhoods of large cities. It seems that chain restaurants do not perform as well as local, independently-owned restaurants in those areas. The busy downtown areas tend to have two types of people: business people and tourists. The business people may not have time for a sit-

down lunch or choose to impress clients with local tastes, while tourists do not like to eat at establishments they can frequent at home.

You have met with executives and decided on two possible remedies to the 50 low-performing locations. One remedy would be to close all 50 low-performing locations. The second remedy is to restructure the restaurants to feature quick grab and go takeout from a smaller menu, which would mean a smaller staff.

You want the senior vice president (participant) to analyze the pros and cons of each remedy and discuss how each remedy would affect the overall PASTA GRILL corporate brand image. Finally, you want the senior vice president (participant) to make a final recommendation.

The participant will present ideas to you in a role-play to take place in your office. You will begin the role-play by greeting the participant and asking to hear about his/her ideas.

During the course of the role-play you are to ask the following questions of each participant:

1. Would your analysis change if most of the PASTA GRILL locations in downtown areas had several years left on their leases?
2. What should our timeline be for implementing your recommendation?

Once the senior vice president (participant) has presented the analysis and has answered your questions, you will conclude the role-play by thanking the senior vice president (participant) for the work.

You are not to make any comments after the event is over except to thank the participant.

JUDGE'S EVALUATION INSTRUCTIONS

Evaluation Form Information

The participants are to be evaluated on their ability to perform the specific performance indicators stated on the cover sheet of this event and restated on the Judge's Evaluation Form. Although you may see other performance indicators being demonstrated by the participants, those listed in the Performance Indicators section are the critical ones you are measuring for this particular event.

Evaluation Form Interpretation

The evaluation levels listed below and the evaluation rating procedures should be discussed thoroughly with your event chairperson and the other judges to ensure complete and common understanding for judging consistency.

Level of Evaluation	Interpretation Level
Exceeds Expectations	Participant demonstrated the performance indicator in an extremely professional manner; greatly exceeds business standards; would rank in the top 10% of business personnel performing this performance indicator.
Meets Expectations	Participant demonstrated the performance indicator in an acceptable and effective manner; meets at least minimal business standards; there would be no need for additional formalized training at this time; would rank in the 70-89 th percentile of business personnel performing this performance indicator.
Below Expectations	Participant demonstrated the performance indicator with limited effectiveness; performance generally fell below minimal business standards; additional training would be required to improve knowledge, attitude and/or skills; would rank in the 50-69 th percentile of business personnel performing this performance indicator.
Little/No Value	Participant demonstrated the performance indicator with little or no effectiveness; a great deal of formal training would be needed immediately; perhaps this person should seek other employment; would rank in the 0-49 th percentile of business personnel performing this performance indicator.



**RESTAURANT AND FOOD SERVICE
MANAGEMENT SERIES, 2018**

Participant: _____

I.D. Number: _____

JUDGE'S EVALUATION FORM

INSTRUCTIONAL AREA

Economics

Did the participant:

		Little/No Value	Below Expectations	Meets Expectations	Exceeds Expectations	Judged Score
PERFORMANCE INDICATORS						
1.	Demonstrate awareness of capabilities and limitations of the operation?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
2.	Describe factors that affect the business environment?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
3.	Identify factors affecting a business's profit?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
4.	Determine factors affecting business risk?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
5.	Explain the nature of corporate branding?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
21st CENTURY SKILLS						
6.	Reason effectively and use systems thinking?	0-1	2-3	4	5-6	
7.	Make judgments and decisions, and solve problems?	0-1	2-3	4	5-6	
8.	Communicate clearly?	0-1	2-3	4	5-6	
9.	Show evidence of creativity?	0-1	2-3	4	5-6	
10.	Overall impression and responses to the judge's questions	0-1	2-3	4	5-6	
TOTAL SCORE						



CAREER CLUSTER
Hospitality and Tourism

CAREER PATHWAY
Restaurant and Food and Beverage Services

INSTRUCTIONAL AREA
Market Planning

RESTAURANT AND FOOD SERVICE MANAGEMENT SERIES EVENT

PARTICIPANT INSTRUCTIONS

- The event will be presented to you through your reading of the 21st Century Skills, Performance Indicators and Event Situation. You will have up to 10 minutes to review this information and prepare your presentation. You may make notes to use during your presentation.
- You will have up to 10 minutes to make your presentation to the judge (you may have more than one judge.)
- You will be evaluated on how well you meet the performance indicators of this event.
- Turn in all of your notes and event materials when you have completed the event.

21st CENTURY SKILLS

- Critical Thinking – Reason effectively and use systems thinking.
- Problem Solving – Make judgments and decisions, and solve problems.
- Communication– Communicate clearly.
- Creativity and Innovation – Show evidence of creativity.

PERFORMANCE INDICATORS

1. Demonstrate awareness of capabilities and limitations of the operation.
2. Explain factors that influence customer/client/business buying behavior.
3. Identify ways to segment hospitality and tourism markets.
4. Explain the use of marketing strategies in hospitality and tourism.
5. Explain the concept of market and market identification.

EVENT SITUATION

You are to assume the role of director of marketing for FOOD FACTORY, a chain of full-service restaurants with over 200 locations. The director of operations (judge) has asked you to create a marketing plan that will combat a decline in surrounding retail foot traffic.

FOOD FACTORY is known for its large menu, even larger portion sizes and many handmade desserts. The menu prices are considered moderate, but are met without complaint due to the large portion sizes. There are over 200 locations across the nation, all of them located inside, adjacent to or near a shopping center or retail center. FOOD FACTORY has always considered itself a destination for shoppers needing to take a break from shopping for lunch or dinner.

Unfortunately, for the 16th straight month in a row, retail industry traffic is down. Shoppers are choosing to shop online or through mobile devices over shopping in physical stores. The number of shoppers choosing not to shop in stores has been increasing year after year. This has not only effected the retail industry, but it is also affecting the restaurant industry. FOOD FACTORY has historically placed restaurants in retail shopping areas; fewer people in those retail shopping areas means fewer potential customers for the restaurant.

The director of operations for FOOD FACTORY (judge) is concerned about the decline in retail foot traffic and wants to prepare for future standalone locations that do not rely on the retail industry. The director of operations (judge) wants you to prepare a marketing plan that singles out one new type of location for FOOD FACTORY and the market it will serve. The director of operations (judge) also wants you to explain strategies to market the new location type to the key clientele.

You will present your plan to the director of operations (judge) in a role-play to take place in the director's (judge's) office. The director of operations (judge) will begin the role-play by greeting you and asking to hear your ideas. After you have presented the plan and have answered the director's (judge's) questions, the director of operations (judge) will conclude the role-play by thanking you for your work.

JUDGE'S INSTRUCTIONS

DIRECTIONS, PROCEDURES AND JUDGE'S ROLE

In preparation for this event, you should review the following information with your event manager and other judges:

1. Procedures
2. 21st Century Skills and Performance Indicators
3. Event Situation
4. Judge Role-play Characterization
Participants may conduct a slightly different type of meeting and/or discussion with you each time; however, it is important that the information you provide and the questions you ask be uniform for every participant.
5. Judge's Evaluation Instructions
6. Judge's Evaluation Form
Please use a critical and consistent eye in rating each participant.

JUDGE ROLE-PLAY CHARACTERIZATION

You are to assume the role of director of operations for FOOD FACTORY, a chain of full-service restaurants with over 200 locations. You have asked the director of marketing (participant) to create a marketing plan that will combat a decline in surrounding retail foot traffic.

FOOD FACTORY is known for its large menu, even larger portion sizes and many handmade desserts. The menu prices are considered moderate, but are met without complaint due to the large portion sizes. There are over 200 locations across the nation, all of them located inside, adjacent to or near a shopping center or retail center. FOOD FACTORY has always considered itself a destination for shoppers needing to take a break from shopping for lunch or dinner.

Unfortunately, for the 16th straight month in a row, retail industry traffic is down. Shoppers are choosing to shop online or through mobile devices over shopping in physical stores. The number of shoppers choosing not to shop in stores has been increasing year after year. This has not only effected the retail industry, but it is also affecting the restaurant industry. FOOD FACTORY has historically placed restaurants in retail shopping areas; fewer people in those retail shopping areas means fewer potential customers for the restaurant.

You are concerned about the decline in retail foot traffic and want to prepare for future standalone locations that do not rely on the retail industry. You want the director of marketing (participant) to prepare a marketing plan that singles out one new type of location for FOOD

FACTORY and the market it will serve. You also want the director of marketing (participant) to explain strategies to market the new location type to the key clientele.

The participant will present ideas to you in a role-play to take place in your office. You will begin the role-play by greeting the participant and asking to hear about his/her ideas.

During the course of the role-play you are to ask the following questions of each participant:

1. Do you think we should make any changes to our existing locations near/in shopping centers?
2. Will your suggested new location type be a good fit for our moderate prices?
3. Will your suggested new location be best for lunch crowds, dinner crowds, happy hours, late night snacks or all of the above? Why?

Once the director of marketing (participant) has presented the plan and has answered your questions, you will conclude the role-play by thanking the director of marketing (participant) for the work.

You are not to make any comments after the event is over except to thank the participant.

JUDGE'S EVALUATION INSTRUCTIONS

Evaluation Form Information

The participants are to be evaluated on their ability to perform the specific performance indicators stated on the cover sheet of this event and restated on the Judge's Evaluation Form. Although you may see other performance indicators being demonstrated by the participants, those listed in the Performance Indicators section are the critical ones you are measuring for this particular event.

Evaluation Form Interpretation

The evaluation levels listed below and the evaluation rating procedures should be discussed thoroughly with your event chairperson and the other judges to ensure complete and common understanding for judging consistency.

Level of Evaluation	Interpretation Level
Exceeds Expectations	Participant demonstrated the performance indicator in an extremely professional manner; greatly exceeds business standards; would rank in the top 10% of business personnel performing this performance indicator.
Meets Expectations	Participant demonstrated the performance indicator in an acceptable and effective manner; meets at least minimal business standards; there would be no need for additional formalized training at this time; would rank in the 70-89 th percentile of business personnel performing this performance indicator.
Below Expectations	Participant demonstrated the performance indicator with limited effectiveness; performance generally fell below minimal business standards; additional training would be required to improve knowledge, attitude and/or skills; would rank in the 50-69 th percentile of business personnel performing this performance indicator.
Little/No Value	Participant demonstrated the performance indicator with little or no effectiveness; a great deal of formal training would be needed immediately; perhaps this person should seek other employment; would rank in the 0-49 th percentile of business personnel performing this performance indicator.



**RESTAURANT AND FOOD SERVICE
MANAGEMENT SERIES, 2018**

Participant: _____

I.D. Number: _____

JUDGE'S EVALUATION FORM

INSTRUCTIONAL AREA

Market Planning

Did the participant:

		Little/No Value	Below Expectations	Meets Expectations	Exceeds Expectations	Judged Score
PERFORMANCE INDICATORS						
1.	Demonstrate awareness of capabilities and limitations of the operation?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
2.	Explain factors that influence customer/client/business buying behavior?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
3.	Identify ways to segment hospitality and tourism markets?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
4.	Explain the use of marketing strategies in hospitality and tourism?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
5.	Explain the concept of market and market identification?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
21st CENTURY SKILLS						
6.	Reason effectively and use systems thinking?	0-1	2-3	4	5-6	
7.	Make judgments and decisions, and solve problems?	0-1	2-3	4	5-6	
8.	Communicate clearly?	0-1	2-3	4	5-6	
9.	Show evidence of creativity?	0-1	2-3	4	5-6	
10.	Overall impression and responses to the judge's questions	0-1	2-3	4	5-6	
TOTAL SCORE						



CAREER CLUSTER
Hospitality and Tourism

CAREER PATHWAY
Restaurant and Food and Beverage Services

INSTRUCTIONAL AREA
Marketing

RESTAURANT AND FOOD SERVICE MANAGEMENT SERIES EVENT

PARTICIPANT INSTRUCTIONS

- The event will be presented to you through your reading of the 21st Century Skills, Performance Indicators and Event Situation. You will have up to 10 minutes to review this information and prepare your presentation. You may make notes to use during your presentation.
- You will have up to 10 minutes to make your presentation to the judge (you may have more than one judge).
- You will be evaluated on how well you meet the performance indicators of this event.
- Turn in all of your notes and event materials when you have completed the event.

21st CENTURY SKILLS

- Critical Thinking – Reason effectively and use systems thinking.
- Problem Solving – Make judgments and decisions, and solve problems.
- Communication – Communicate clearly.
- Creativity and Innovation – Show evidence of creativity.

PERFORMANCE INDICATORS

1. Describe marketing functions and related activities.
2. Explain factors that influence customer/client/business buying behavior.
3. Demonstrate connections between company actions and results (e.g., influencing consumer buying behavior).
4. Explain the concept of product mix.
5. Get regular feedback from guests and staff.

EVENT SITUATION

You are to assume the role of director of marketing for BENNY'S, a classic American-fare family restaurant chain with 1,500 locations. The director of food and beverage (judge) has asked you to analyze three choices for new menu additions and make a recommendation on which choice is the most marketable and fits with the BENNY'S brand.

BENNY'S is a family restaurant that offers family-friendly food, 24 hours a day. The chain is known for serving breakfast/lunch/dinner items all day, clever entrée names and affordable prices. Many BENNY'S locations are near freeway exits and airports, offering a familiar brand to travelers.

The last menu update was two years ago, when the restaurant added three healthy salads. Television and radio ads promoted the new menu items and the restaurants marketed the new items heavily in-store. The new healthy salads were met with marginal success. Most BENNY'S customers desire the traditional American-fare menu items: pancakes, steak and eggs, hamburgers, chicken sandwiches, club sandwiches and chicken fried steak.

The director of food and beverage (judge) has identified three new menu items for the chain. The director (judge) wants you to analyze each of the three menu items and identify the best features of each, but recommend only one for the new menu. The director (judge) wants your choice to be the most marketable and the best fit with the BENNY'S brand.

Once you have explained your recommendation to the director of food and beverage (judge) you must then explain how BENNY'S can get feedback from both customers and employees on the new menu item.

Item 1: Chicken wings. An addition to the appetizer menu, the chicken wings will be available with a choice of sauce: Buffalo, BBQ or Teriyaki. An order would consist of five chicken wings and be priced at \$6.99

Item 2: Specialty coffees. With the purchase of new machinery, BENNY'S would be able to provide customers with lattes, cappuccinos and other specialty hot and cold coffee-based drinks. Drinks would be comparable in price to coffeehouse chains. Wait staff would be responsible for making all specialty drinks. A small latte will list at \$2.99.

Item 3: Pizza. Individual pizzas would be added to the entrée menu with choices of meats and vegetable toppings. An 8-inch individual, one topping pizza will list at \$9.99.

You will present your ideas to the director of food and beverage (judge) in a role-play to take place in the director's (judge's) office. The director of food and beverage (judge) will begin the role-play by greeting you and asking to hear your ideas. After you have presented your analysis and recommendation and have answered the director's (judge's) questions, the director of food and beverage (judge) will conclude the role-play by thanking you for your work.

JUDGE'S INSTRUCTIONS

DIRECTIONS, PROCEDURES AND JUDGE'S ROLE

In preparation for this event, you should review the following information with your event manager and other judges:

1. Procedures
2. 21st Century Skills and Performance Indicators
3. Event Situation
4. Judge Role-play Characterization
Participants may conduct a slightly different type of meeting and/or discussion with you each time; however, it is important that the information you provide and the questions you ask be uniform for every participant.
5. Judge's Evaluation Instructions
6. Judge's Evaluation Form
Please use a critical and consistent eye in rating each participant.

JUDGE ROLE-PLAY CHARACTERIZATION

You are to assume the role of director of food and beverage for BENNY'S, a classic American-fare family restaurant chain with 1,500 locations. You have asked the director of marketing (participant) to analyze three choices for new menu additions and make a recommendation on which choice is the most marketable and fits with the BENNY'S brand.

BENNY'S is a family restaurant that offers family-friendly food, 24 hours a day. The chain is known for serving breakfast/lunch/dinner items all day, clever entrée names and affordable prices. Many BENNY'S locations are near freeway exits and airports, offering a familiar brand to travelers.

The last menu update was two years ago, when the restaurant added three healthy salads. Television and radio ads promoted the new menu items and the restaurants marketed the new items heavily in-store. The new healthy salads were met with marginal success. Most BENNY'S customers desire the traditional American-fare menu items: pancakes, steak and eggs, hamburgers, chicken sandwiches, club sandwiches and chicken fried steak.

You have identified three new menu items for the chain. You want the director of marketing (participant) to analyze each of the three menu items and identify the best features of each, but recommend only one for the new menu. You want the director of marketing's (participant's) choice to be the most marketable and the best fit with the BENNY'S brand.

Once the director of marketing (participant) has explained the recommendation to you, the director of marketing (participant) must then explain how BENNY'S can get feedback from both customers and employees on the new menu item.

Item 1: Chicken wings. An addition to the appetizer menu, the chicken wings will be available with a choice of sauce: Buffalo, BBQ or Teriyaki. An order would consist of five chicken wings and will be listed at \$6.99

Item 2: Specialty coffees. With the purchase of new machinery, BENNY'S would be able to provide customers with lattes, cappuccinos and other specialty hot and cold coffee-based drinks. Drinks would be comparable in price to coffeehouse chains. Wait staff would be responsible for making all specialty drinks.

Item 3: Pizza. Individual pizzas would be added to the entrée menu with choices of meats and vegetable toppings. An 8-inch individual, one topping pizza will list at \$9.99.

The participant will present ideas to you in a role-play to take place in your office. You will begin the role-play by greeting the participant and asking to hear about his/her ideas.

During the course of the role-play you are to ask the following questions of each participant:

1. If our customers love our traditional menu items, why do we keep adding new items?
2. Which item do you think is the worst choice? Why?

Once the director of marketing (participant) has presented the recommendation and has answered your questions, you will conclude the role-play by thanking the director of marketing (participant) for the work.

You are not to make any comments after the event is over except to thank the participant.

JUDGE'S EVALUATION INSTRUCTIONS

Evaluation Form Information

The participants are to be evaluated on their ability to perform the specific performance indicators stated on the cover sheet of this event and restated on the Judge's Evaluation Form. Although you may see other performance indicators being demonstrated by the participants, those listed in the Performance Indicators section are the critical ones you are measuring for this particular event.

Evaluation Form Interpretation

The evaluation levels listed below and the evaluation rating procedures should be discussed thoroughly with your event chairperson and the other judges to ensure complete and common understanding for judging consistency.

Level of Evaluation	Interpretation Level
Exceeds Expectations	Participant demonstrated the performance indicator in an extremely professional manner; greatly exceeds business standards; would rank in the top 10% of business personnel performing this performance indicator.
Meets Expectations	Participant demonstrated the performance indicator in an acceptable and effective manner; meets at least minimal business standards; there would be no need for additional formalized training at this time; would rank in the 70-89 th percentile of business personnel performing this performance indicator.
Below Expectations	Participant demonstrated the performance indicator with limited effectiveness; performance generally fell below minimal business standards; additional training would be required to improve knowledge, attitude and/or skills; would rank in the 50-69 th percentile of business personnel performing this performance indicator.
Little/No Value	Participant demonstrated the performance indicator with little or no effectiveness; a great deal of formal training would be needed immediately; perhaps this person should seek other employment; would rank in the 0-49 th percentile of business personnel performing this performance indicator.



**RESTAURANT AND FOOD SERVICE
MANAGEMENT SERIES, 2018**

Participant: _____

I.D. Number: _____

JUDGE'S EVALUATION FORM

INSTRUCTIONAL AREA

Marketing

Did the participant:

		Little/No Value	Below Expectations	Meets Expectations	Exceeds Expectations	Judged Score
PERFORMANCE INDICATORS						
1.	Describe marketing functions and related activities?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
2.	Explain factors that influence customer/client/business buying behavior?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
3.	Demonstrate connections between company actions and results (e.g., influencing consumer buying behavior, etc.)?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
4.	Explain the concept of product mix?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
5.	Get regular feedback from guests and staff?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
21st CENTURY SKILLS						
6.	Reason effectively and use systems thinking?	0-1	2-3	4	5-6	
7.	Make judgments and decisions, and solve problems?	0-1	2-3	4	5-6	
8.	Communicate clearly?	0-1	2-3	4	5-6	
9.	Show evidence of creativity?	0-1	2-3	4	5-6	
10.	Overall impression and responses to the judge's questions	0-1	2-3	4	5-6	
TOTAL SCORE						



CAREER CLUSTER
Hospitality and Tourism

CAREER PATHWAY
Restaurant and Food and Beverage Services

INSTRUCTIONAL AREA
Economics

RESTAURANT AND FOOD SERVICE MANAGEMENT SERIES EVENT

PARTICIPANT INSTRUCTIONS

- The event will be presented to you through your reading of the 21st Century Skills, Performance Indicators and Event Situation. You will have up to 10 minutes to review this information and prepare your presentation. You may make notes to use during your presentation.
- You will have up to 10 minutes to make your presentation to the judge (you may have more than one judge).
- You will be evaluated on how well you meet the performance indicators of this event.
- Turn in all of your notes and event materials when you have completed the event.

21st CENTURY SKILLS

- Critical Thinking – Reason effectively and use systems thinking.
- Problem Solving – Make judgments and decisions, and solve problems.
- Communication – Communicate clearly.
- Creativity and Innovation – Show evidence of creativity.

PERFORMANCE INDICATORS

1. Demonstrate awareness of capabilities and limitations of the operation.
2. Describe factors that affect the business environment.
3. Identify factors affecting a business's profit.
4. Determine factors affecting business risk.
5. Explain the nature of corporate branding.



CAREER CLUSTER
Hospitality and Tourism

CAREER PATHWAY
Restaurant and Food and Beverage Services

INSTRUCTIONAL AREA
Economics

RESTAURANT AND FOOD SERVICE MANAGEMENT SERIES EVENT

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CAREER CLUSTER
Hospitality and Tourism

CAREER PATHWAY
Restaurant and Food and Beverage Services

INSTRUCTIONAL AREA
Economics

RESTAURANT AND FOOD SERVICE MANAGEMENT SERIES EVENT

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CAREER CLUSTER
Hospitality and Tourism

CAREER PATHWAY
Restaurant and Food and Beverage Services

INSTRUCTIONAL AREA
Economics

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CAREER CLUSTER
Hospitality and Tourism

CAREER PATHWAY
Restaurant and Food and Beverage Services

INSTRUCTIONAL AREA
Economics

RESTAURANT AND FOOD SERVICE MANAGEMENT SERIES EVENT

PARTICIPANT INSTRUCTIONS

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- You will be evaluated on how well you meet the performance indicators of this event.
- Turn in all of your notes and event materials when you have completed the event.

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CAREER CLUSTER
Hospitality and Tourism

CAREER PATHWAY
Restaurant and Food and Beverage Services

INSTRUCTIONAL AREA
Economics

RESTAURANT AND FOOD SERVICE MANAGEMENT SERIES EVENT

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\$8.00 | 18RPH11



RETAIL MERCHANDISING

ROLE-PLAYS USED IN DECA'S
INDIVIDUAL SERIES EVENTS



2018



RETAIL MERCHANDISING SERIES

2018 ROLE-PLAYS

INCLUDES:

INTEGRATE DECA'S ROLE-PLAYS AND CASE STUDIES INTO YOUR CLASSROOM

ROLE-PLAY 1: ECONOMICS

ROLE-PLAY 2: MARKET PLANNING

ROLE-PLAY 3: MARKETING



INTEGRATE DECA'S ROLE-PLAYS AND CASE STUDIES INTO YOUR CLASSROOM

With its connection to National Curriculum Standards, DECA's Competitive Events Program is designed to be integrated into classroom instruction to help members apply learning and connect to business. As teaching tools, DECA's role-plays and case studies provide relevant, meaningful problems for students to solve, provide a standards-based evaluation, increase rigor of the instruction, result in evidence of student learning and expose students to DECA – all as part of classroom instruction.

STEP 1: FAMILIARIZE YOURSELF WITH EVENT GUIDELINES AND PERFORMANCE INDICATORS.

Use the DECA Guide to familiarize yourself with event guidelines that explain how each competitive event will operate – time limits, exam specifications, interactions with a judge, etc.

Role-plays and case studies are developed using performance indicators – key concepts from national curriculum standards that students should learn during the school year. DECA uses five lists of performance indicators which are organized by career cluster – business administration core, business management and administration, finance, hospitality and tourism, and marketing, as well as personal financial literacy.

Each performance indicator list is arranged by instructional areas to assist advisors with planning units of instruction. Advisors teaching accounting courses, for example, can use the Finance Career Cluster performance indicator list to plan their curriculum while advisors teaching marketing courses can use the Marketing Career Cluster performance indicator list.

STEP 2: UNDERSTAND HOW ROLE-PLAYS AND CASE STUDIES ARE DESIGNED.

The career cluster and primary instructional area for role-plays and case studies are identified at the top of the first page of the event.

Role-plays used for DECA's Principles of Business Administration Events measure four performance indicators from the business administration core.

Case studies used for DECA's Team Decision Making Events measure seven performance indicators. Usually, at least four of the seven performance indicators have been selected from the case study's instructional area. Therefore, if the event situation is asking the participant to develop a promotion plan, most of the performance indicators will be from the promotion instructional area.

Role-plays used for DECA's Individual Series Events measure five performance indicators. Usually, at least three of the five performance indicators have been selected from the event situation's instructional area. The career pathway is also identified on the role-play, which may include performance indicators from that specific pathway as well.

Role-plays used for DECA's Personal Financial Literacy event measure three performance indicators from the National Standards in K-12 Personal Finance Education, created and maintained by the Jump\$tart Coalition® for Personal Financial Literacy.

STEP 3: START ORGANIZING SAMPLE EVENTS.

Each year, DECA posts sample role-plays and case studies on deca.org. Shop DECA also sells previously used events each year. Gather these samples and begin to categorize them by instructional area.

STEP 4: USE SAMPLE EVENTS AS A CLASSROOM ACTIVITY.

As you teach different instructional areas during the year, use corresponding role-plays and case studies as learning tools. While the traditional competitive event setting requires interaction with judges, many advisors have used role-plays and case studies as:

- warm-up activities at the beginning of classes.
- writing exercises that require students to write their ideas for solving the problem presented in the role-play or case study.
- public speaking exercises that require students to deliver an oral report or recorded video that presents their ideas for solving the problem presented in the role-play or case study.
- assessment tools in lieu of a multiple-choice quiz/test.

Since the evaluation form for each role-play and case study assesses the performance indicators, you are assessing students' performance according to national curriculum standards which are industry validated and aligned to career clusters.

ADDITIONAL RESOURCES

Event guidelines, performance indicator lists, sample events and sample exam questions are available at www.deca.org/competitiveevents. Sample role-play presentations can be viewed at www.deca.org. Advisors may wish to show the videos and ask students to evaluate the presentations using the evaluation forms. Shop DECA sells many items to assist advisors with integrating DECA into curriculum at shopdeca.org.



CAREER CLUSTER

Marketing

CAREER PATHWAY

Merchandising

INSTRUCTIONAL AREA

Emotional Intelligence

RETAIL MERCHANDISING SERIES EVENT

PARTICIPANT INSTRUCTIONS

- The event will be presented to you through your reading of the 21st Century Skills, Performance Indicators and Event Situation. You will have up to 10 minutes to review this information and prepare your presentation. You may make notes to use during your presentation.
- You will have up to 10 minutes to make your presentation to the judge (you may have more than one judge).
- You will be evaluated on how well you meet the performance indicators of this event.
- Turn in all of your notes and event materials when you have completed the event.

21st CENTURY SKILLS

- Critical Thinking – Reason effectively and use systems thinking.
- Problem Solving – Make judgments and decisions, and solve problems.
- Communication – Communicate clearly.
- Creativity and Innovation – Show evidence of creativity.

PERFORMANCE INDICATORS

1. Identify career opportunities in retailing.
2. Discuss the impact of a nation's unemployment rate.
3. Motivate team members.
4. Recognize/reward others for their efforts and contributions.
5. Develop an achievement orientation.

EVENT SITUATION

You are to assume the role of director of employee management for HANDY MART, a discount retailer with over 1,500 stores. The senior vice president (judge) has asked you to determine how the chain can recruit seasonal holiday employees and keep them motivated to provide quality work without a monetary incentive.

HANDY MART is expected to hire approximately 100,000 seasonal employees for the holiday season. Many other retailers will be hiring seasonal employees as well, so the job market is hot, especially given the nation's 4.2% unemployment rate.

In years past, HANDY MART has hired seasonal employees to work November 1st through January 15th in the physical store locations. In the last several years, HANDY MART has also hired seasonal employees to work November 1st through January 31st in the warehouses and shipping facilities, due to the increasing use of home delivery and ship-to-store. Seasonal employees working in stores make \$1.00 higher than minimum wage and seasonal employees working in the warehouse or shipping facilities make \$3.00 higher than minimum wage.

Seasonal employees are not given the exact same goals as permanent employees, but do have specific jobs that must be done each day, and done well. HANDY MART has not had great success in motivating seasonal employees to meet daily goals, because they do not offer any incentives for seasonal employees to achieve daily goals. There is absolutely no room in the budget to award monetary bonuses or incentives to seasonal employees.

The senior vice president (judge) feels that seasonal employees could easily transition into permanent employees if they prove themselves to be valuable and goal-oriented. The senior vice president (judge) has asked you to determine how HANDY MART can reward seasonal employees that meet goals, without financial compensation. The senior vice president (judge) wants you to consider both in-store seasonal employees and warehouse and shipping seasonal employees. The senior vice president (judge) wants to use your seasonal employee incentives/rewards in job postings for recruitment purposes.

You will meet with the senior vice president (judge) in a role-play to take place in the vice president's (judge's) office. The senior vice president (judge) will begin the role-play by greeting you and asking to hear your ideas. After you have met with the senior vice president (judge) and have answered the vice president's (judge's) questions, the senior vice president (judge) will conclude the role-play by thanking you for your work.

JUDGE'S INSTRUCTIONS

DIRECTIONS, PROCEDURES AND JUDGE'S ROLE

In preparation for this event, you should review the following information with your event manager and other judges:

1. Procedures
2. 21st Century Skills and Performance Indicators
3. Event Situation
4. Judge Role-play Characterization
Participants may conduct a slightly different type of meeting and/or discussion with you each time; however, it is important that the information you provide and the questions you ask be uniform for every participant.
5. Judge's Evaluation Instructions
6. Judge's Evaluation Form
Please use a critical and consistent eye in rating each participant.

JUDGE ROLE-PLAY CHARACTERIZATION

You are to assume the role of director of senior vice president for HANDY MART, a discount retailer with over 1,500 stores. You have asked the director of employee management (participant) to determine how the chain can recruit seasonal holiday employees and keep them motivated to provide quality work without a monetary incentive.

HANDY MART is expected to hire approximately 100,000 seasonal employees for the holiday season. Many other retailers will be hiring seasonal employees as well, so the job market is hot, especially given the nation's 4.2% unemployment rate.

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Seasonal employees are not given the exact same goals as permanent employees, but do have specific jobs that must be done each day, and done well. HANDY MART has not had great success in motivating seasonal employees to meet daily goals, because they do not offer any incentives

for seasonal employees to achieve daily goals. There is absolutely no room in the budget to award monetary bonuses or incentives to seasonal employees.

You feel that seasonal employees could easily transition into permanent employees if they prove themselves to be valuable and goal-oriented. You have asked the director of employee management (participant) to determine how HANDY MART can reward seasonal employees that meet goals, without financial compensation. You want the director of employee management (participant) to consider both in-store seasonal employees and warehouse and shipping seasonal employees. You want to use the director of employee management's (participant's) seasonal employee incentives/rewards in job postings for recruitment purposes.

The participant will meet with you to discuss ideas in a role-play to take place in your office. You will begin the role-play by greeting the participant and asking to hear ideas.

During the course of the role-play you are to ask the following questions of each participant:

1. If seasonal employment begins on November 1st, when should we promote the job openings?
2. How can each HANDY MART store promote the need for seasonal employees?
3. Will seasonal workers that start work later in the season still be eligible for incentives?

Once the director of employee management (participant) has discussed the seasonal employee incentives and has answered your questions, you will conclude the role-play by thanking the director of employee management (participant) for the work.

You are not to make any comments after the event is over except to thank the participant.

JUDGE'S EVALUATION INSTRUCTIONS

Evaluation Form Information

The participants are to be evaluated on their ability to perform the specific performance indicators stated on the cover sheet of this event and restated on the Judge's Evaluation Form. Although you may see other performance indicators being demonstrated by the participants, those listed in the Performance Indicators section are the critical ones you are measuring for this particular event.

Evaluation Form Interpretation

The evaluation levels listed below and the evaluation rating procedures should be discussed thoroughly with your event chairperson and the other judges to ensure complete and common understanding for judging consistency.

Level of Evaluation	Interpretation Level
Exceeds Expectations	Participant demonstrated the performance indicator in an extremely professional manner; greatly exceeds business standards; would rank in the top 10% of business personnel performing this performance indicator.
Meets Expectations	Participant demonstrated the performance indicator in an acceptable and effective manner; meets at least minimal business standards; there would be no need for additional formalized training at this time; would rank in the 70-89 th percentile of business personnel performing this performance indicator.
Below Expectations	Participant demonstrated the performance indicator with limited effectiveness; performance generally fell below minimal business standards; additional training would be required to improve knowledge, attitude and/or skills; would rank in the 50-69 th percentile of business personnel performing this performance indicator.
Little/No Value	Participant demonstrated the performance indicator with little or no effectiveness; a great deal of formal training would be needed immediately; perhaps this person should seek other employment; would rank in the 0-49 th percentile of business personnel performing this performance indicator.



RETAIL MERCHANDISING SERIES, 2018

Participant: _____

JUDGE'S EVALUATION FORM

I.D. Number: _____

INSTRUCTIONAL AREA

Emotional Intelligence

Did the participant:

Did the participant:		Little/No Value	Below Expectations	Meets Expectations	Exceeds Expectations	Judged Score
PERFORMANCE INDICATORS						
1.	Identify career opportunities in retailing?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
2.	Discuss the impact of a nation's unemployment rate?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
3.	Motivate team members?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
4.	Recognize/reward others for their efforts and contributions?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
5.	Develop an achievement orientation?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
21st CENTURY SKILLS						
6.	Reason effectively and use systems thinking?	0-1	2-3	4	5-6	
7.	Make judgments and decisions, and solve problems?	0-1	2-3	4	5-6	
8.	Communicate clearly?	0-1	2-3	4	5-6	
9.	Show evidence of creativity?	0-1	2-3	4	5-6	
10.	Overall impression and responses to the judge's questions	0-1	2-3	4	5-6	
TOTAL SCORE						



CAREER CLUSTER

Marketing

CAREER PATHWAY

Merchandising

INSTRUCTIONAL AREA

Product/Service Management

RETAIL MERCHANDISING SERIES EVENT

PARTICIPANT INSTRUCTIONS

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- You will have up to 10 minutes to make your presentation to the judge (you may have more than one judge.)
- You will be evaluated on how well you meet the performance indicators of this event.
- Turn in all of your notes and event materials when you have completed the event.

21st CENTURY SKILLS

- Critical Thinking – Reason effectively and use systems thinking.
- Problem Solving – Make judgments and decisions, and solve problems.
- Communication – Communicate clearly.
- Creativity and Innovation – Show evidence of creativity.

PERFORMANCE INDICATORS

1. Identify the importance of product life cycles on marketing decisions.
2. Plan reductions.
3. Plan stock.
4. Determine when to buy/reorder.
5. Develop a promotional calendar.

EVENT SITUATION

You are to assume the role of director of merchandising for HALF TIME, a retail chain that sells athletic shoes and other related products. The senior vice president of the chain (judge) has asked you to determine how the chain can influence back-to-school shoppers to purchase a backpack from HALF TIME.

A recent report from NATIONAL RETAIL FEDERATION states that back-to-school shoppers' biggest splurges are fashion sneakers and backpacks. Over 70% of students will purchase a brand-new backpack this year, regardless if a new one is needed. Executives at HALF TIME are intrigued by this report; while the chain is known for the extensive inventory of fashion and athletic sneakers, it also sells backpacks.

While the back-to-school shopping season is the busiest season for HALF TIME, the focus has always been on the shoes. The stores only display 20 backpacks, all hanging from perimeter walls near the back of the store. Each HALF TIME store maintains a total inventory of 35 total backpacks, regardless of the season. HALF TIME has never promoted or featured backpacks; that attention has always been placed on the shoes, which account for the vast majority of the chain's sales.

The senior vice president (judge) wants to take advantage of back-to-school shoppers' biggest splurges and not only provide top quality athletic and fashion sneakers, but also provide and promote backpacks as well.

The senior vice president (judge) wants you to use the calendar provided to plan for the back-to-school season and HALF TIME'S effort to promote its backpacks. The senior vice president (judge) wants you to determine:

- Quantity of backpacks stores should have in inventory prior to back-to-school season, providing both number and date for inventory in stores.
- The quantity at which stores should reorder and how many backpacks should be in each reorder
- Timing of sales/reductions throughout the back-to-school season, keeping in mind that shoppers are willing to splurge on backpacks.
- Quantity of backpacks stores should maintain during off-season.

You will meet with the senior vice president (judge) to discuss backpacks in a role-play to take place in the vice president's (judge's) office. The senior vice president (judge) will begin the role-play by greeting you and asking to hear your ideas. After you have met with the senior vice president (judge) and have answered the vice president's (judge's) questions, the senior vice president (judge) will conclude the role-play by thanking you for your work.

July 2018

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August 2018

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September 2018

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3 Labor Day	4	5	6	7	8
9	10	11	12	13	14	15

JUDGE'S INSTRUCTIONS

DIRECTIONS, PROCEDURES AND JUDGE'S ROLE

In preparation for this event, you should review the following information with your event manager and other judges:

1. Procedures
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3. Event Situation
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Participants may conduct a slightly different type of meeting and/or discussion with you each time; however, it is important that the information you provide and the questions you ask be uniform for every participant.
5. Judge's Evaluation Instructions
6. Judge's Evaluation Form
Please use a critical and consistent eye in rating each participant.

JUDGE ROLE-PLAY CHARACTERIZATION

You are to assume the role of senior vice president for HALF TIME, a retail chain that sells athletic shoes and other related products. You have asked the director of merchandising (participant) to determine how the chain can influence back-to-school shoppers to purchase a backpack from HALF TIME.

A recent report from NATIONAL RETAIL FEDERATION states that back-to-school shoppers' biggest splurges are fashion sneakers and backpacks. Over 70% of students will purchase a brand-new backpack this year, regardless if a new one is needed. Executives at HALF TIME are intrigued by this report; while the chain is known for the extensive inventory of fashion and athletic sneakers, it also sells backpacks.

While the back-to-school shopping season is the busiest season for HALF TIME, the focus has always been on the shoes. The stores only display 20 backpacks, all hanging from perimeter walls near the back of the store. Each HALF TIME store maintains a total inventory of 35 total backpacks, regardless of the season. HALF TIME has never promoted or featured backpacks; that attention has always been placed on the shoes, which account for the vast majority of the chain's sales.

You want to take advantage of back-to-school shoppers' biggest splurges and not only provide top quality athletic and fashion sneakers, but also provide and promote backpacks, as well.

You want the director of merchandising (participant) to use the calendar provided to plan for the back-to-school season and HALF TIME'S effort to promote its backpacks. You want the director of merchandising (participant) to determine:

- Quantity of backpacks stores should have in inventory prior to back-to-school season, providing both number and date for inventory in stores.
- The quantity at which stores should reorder and how many backpacks should be in each reorder
- Timing of sales/reductions throughout the back-to-school season, keeping in mind shoppers are willing to splurge on backpacks.
- Quantity of backpacks stores should maintain during off-season.

The participant will meet with you to discuss ideas in a role-play to take place in your office. You will begin the role-play by greeting the participant and asking to hear ideas.

During the course of the role-play you are to ask the following questions of each participant:

1. Are there any other times during the year that people might purchase a new backpack?
2. What happens if stores are left with a lot of extra inventory at the end of the back-to-school season?
3. Who are our biggest competitors when it comes to backpack sales? Why?

Once the director of merchandising (participant) has discussed the backpack promotion and has answered your questions, you will conclude the role-play by thanking the director of merchandising (participant) for the work.

You are not to make any comments after the event is over except to thank the participant.

JUDGE'S EVALUATION INSTRUCTIONS

Evaluation Form Information

The participants are to be evaluated on their ability to perform the specific performance indicators stated on the cover sheet of this event and restated on the Judge's Evaluation Form. Although you may see other performance indicators being demonstrated by the participants, those listed in the Performance Indicators section are the critical ones you are measuring for this particular event.

Evaluation Form Interpretation

The evaluation levels listed below and the evaluation rating procedures should be discussed thoroughly with your event chairperson and the other judges to ensure complete and common understanding for judging consistency.

Level of Evaluation	Interpretation Level
Exceeds Expectations	Participant demonstrated the performance indicator in an extremely professional manner; greatly exceeds business standards; would rank in the top 10% of business personnel performing this performance indicator.
Meets Expectations	Participant demonstrated the performance indicator in an acceptable and effective manner; meets at least minimal business standards; there would be no need for additional formalized training at this time; would rank in the 70-89 th percentile of business personnel performing this performance indicator.
Below Expectations	Participant demonstrated the performance indicator with limited effectiveness; performance generally fell below minimal business standards; additional training would be required to improve knowledge, attitude and/or skills; would rank in the 50-69 th percentile of business personnel performing this performance indicator.
Little/No Value	Participant demonstrated the performance indicator with little or no effectiveness; a great deal of formal training would be needed immediately; perhaps this person should seek other employment; would rank in the 0-49 th percentile of business personnel performing this performance indicator.



RETAIL MERCHANDISING SERIES, 2018

Participant: _____

JUDGE'S EVALUATION FORM

I.D. Number: _____

INSTRUCTIONAL AREA

Product/Service Management

Did the participant:

		Little/No Value	Below Expectations	Meets Expectations	Exceeds Expectations	Judged Score
PERFORMANCE INDICATORS						
1.	Identify the importance of product life cycles on marketing decisions?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
2.	Plan reductions?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
3.	Plan stock?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
4.	Determine when to buy/reorder?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
5.	Develop a promotional calendar?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
21st CENTURY SKILLS						
6.	Reason effectively and use systems thinking?	0-1	2-3	4	5-6	
7.	Make judgments and decisions, and solve problems?	0-1	2-3	4	5-6	
8.	Communicate clearly?	0-1	2-3	4	5-6	
9.	Show evidence of creativity?	0-1	2-3	4	5-6	
10.	Overall impression and responses to the judge's questions	0-1	2-3	4	5-6	
TOTAL SCORE						



CAREER CLUSTER

Marketing

CAREER PATHWAY

Merchandising

INSTRUCTIONAL AREA

Operations

RETAIL MERCHANDISING SERIES EVENT

PARTICIPANT INSTRUCTIONS

- The event will be presented to you through your reading of the 21st Century Skills, Performance Indicators and Event Situation. You will have up to 10 minutes to review this information and prepare your presentation. You may make notes to use during your presentation.
- You will have up to 10 minutes to make your presentation to the judge (you may have more than one judge).
- You will be evaluated on how well you meet the performance indicators of this event.
- Turn in all of your notes and event materials when you have completed the event.

21st CENTURY SKILLS

- Critical Thinking – Reason effectively and use systems thinking.
- Problem Solving – Make judgments and decisions, and solve problems.
- Communication – Communicate clearly.
- Creativity and Innovation – Show evidence of creativity.

PERFORMANCE INDICATORS

1. Discuss the role of ethics in operations.
2. Maintain a safe work environment.
3. Allocate merchandise to stores/regions.
4. Explain the nature of effective communications.
5. Make decisions.

EVENT SITUATION

You are to assume the role of district manager for STATION EXPRESS, a chain of 24-hour convenience stores. You manage a dozen locations in the district. The senior vice president of the chain (judge) has asked you to create a plan for your stores that are located in a voluntary evacuation area due to a possible hurricane.

STATION EXPRESS is a typical convenience store, stocked with snacks, beverages, hot prepared food, newspapers, magazines, and small grocery and household items. STATION EXPRESS does not sell gasoline, but does have a small supply of automobile products such as windshield wiper fluid, windshield wiper blades and motor oil.

Six of the twelve STATION EXPRESS stores in your district are located on or near the coast. The other six locations are 200-300 miles inland. The weather service has been following a potential hurricane as it heads toward the coast. Currently, it is not a hurricane. The weather pattern began as Tropical Depression Pat but has now gained strength and is Tropical Storm Pat. Meteorologists are predicting that when Pat reaches the coast, it will hit as a Category 1 or Category 2 Hurricane. Pat is predicted to reach the coast in three days. There is a voluntary evacuation in place.

Executives at STATION EXPRESS want to provide service to all customers in the path of the storm. It is known that water and grocery items will be in high demand in those areas. Executives also want to ensure the utmost safety of customers, employees and their families.

The senior vice president (judge) wants you to decide what measures need to be taken to ensure the six STATION EXPRESS stores in Pat's path have appropriate supplies of bottled water and other necessities. You may move products among the twelve stores in your district. The senior vice president (judge) also wants you to determine how each location can maintain a safe work environment. Specifically, the senior vice president (judge) wants you to determine:

- How to manage staff that want to voluntarily evacuate from the coastal areas
- How to manage store managers that want to voluntarily evacuate from the coastal areas
- At what point to close all six coastal stores
- How to communicate store closings to employees and the public

You will meet with the senior vice president (judge) to discuss the potential hurricane in a role-play to take place in the vice president's (judge's) office. The senior vice president (judge) will begin the role-play by greeting you and asking to hear your ideas. After you have met with the senior vice president (judge) and have answered the vice president's (judge's) questions, the senior vice president (judge) will conclude the role-play by thanking you for your work.

JUDGE'S INSTRUCTIONS

DIRECTIONS, PROCEDURES AND JUDGE'S ROLE

In preparation for this event, you should review the following information with your event manager and other judges:

1. Procedures
2. 21st Century Skills and Performance Indicators
3. Event Situation
4. Judge Role-play Characterization
Participants may conduct a slightly different type of meeting and/or discussion with you each time; however, it is important that the information you provide and the questions you ask be uniform for every participant.
5. Judge's Evaluation Instructions
6. Judge's Evaluation Form
Please use a critical and consistent eye in rating each participant.

JUDGE ROLE-PLAY CHARACTERIZATION

You are to assume the role of senior vice president for STATION EXPRESS, a chain of 24-hour convenience stores. You have asked a district manager (participant), that manages a dozen stores, to create a plan for the stores in the district that are located in a voluntary evacuation area due to a possible hurricane.

STATION EXPRESS is a typical convenience store, stocked with snacks, beverages, hot prepared food, newspapers, magazines, and small grocery and household items. STATION EXPRESS does not sell gasoline, but does have a small supply of automobile products such as windshield wiper fluid, windshield wiper blades and motor oil.

Six of the twelve STATION EXPRESS stores in the district manager's (participant's) district are located on or near the coast. The other six locations are 200-300 miles inland. The weather service has been following a potential hurricane as it heads toward the coast. Currently, it is not a hurricane. The weather pattern began as Tropical Depression Pat but has now gained strength and is Tropical Storm Pat. Meteorologists are predicting that when Pat reaches the coast, it will hit as a Category 1 or Category 2 Hurricane. Pat is predicted to reach the coast in three days. There is a voluntary evacuation in place.

Executives at STATION EXPRESS want to provide service to all customers in the path of the storm. It is known that water and grocery items will be in high demand in those areas. Executives also want to ensure the utmost safety of customers, employees and their families.

You want the district manager (participant) to decide what measures need to be taken to ensure the six STATION EXPRESS stores in Pat's path have appropriate supplies of bottled water and other necessities. The district manager (participant) may move products among the twelve stores in the district. You also want the district manager (participant) to determine how each location can maintain a safe work environment. Specifically, you want the district manager (participant) to determine:

- How to manage staff that want to voluntarily evacuate from the coastal areas
- How to manage store managers that want to voluntarily evacuate from the coastal areas
- At what point to you close all six coastal stores
- How to communicate store closings to employees and the public

The participant will meet with you to discuss his/her ideas in a role-play to take place in your office. You will begin the role-play by greeting the participant and asking to hear ideas.

During the course of the role-play you are to ask the following questions of each participant:

1. Should the major decisions be up to you or each store manager?
2. Is it ethical to mark up the price of bottled water if the demand will increase as Tropical Storm Pat approaches the district?

Once the district manager (participant) has discussed the hurricane plan and has answered your questions, you will conclude the role-play by thanking the district manager (participant) for the work.

You are not to make any comments after the event is over except to thank the participant.

JUDGE'S EVALUATION INSTRUCTIONS

Evaluation Form Information

The participants are to be evaluated on their ability to perform the specific performance indicators stated on the cover sheet of this event and restated on the Judge's Evaluation Form. Although you may see other performance indicators being demonstrated by the participants, those listed in the Performance Indicators section are the critical ones you are measuring for this particular event.

Evaluation Form Interpretation

The evaluation levels listed below and the evaluation rating procedures should be discussed thoroughly with your event chairperson and the other judges to ensure complete and common understanding for judging consistency.

Level of Evaluation	Interpretation Level
Exceeds Expectations	Participant demonstrated the performance indicator in an extremely professional manner; greatly exceeds business standards; would rank in the top 10% of business personnel performing this performance indicator.
Meets Expectations	Participant demonstrated the performance indicator in an acceptable and effective manner; meets at least minimal business standards; there would be no need for additional formalized training at this time; would rank in the 70-89 th percentile of business personnel performing this performance indicator.
Below Expectations	Participant demonstrated the performance indicator with limited effectiveness; performance generally fell below minimal business standards; additional training would be required to improve knowledge, attitude and/or skills; would rank in the 50-69 th percentile of business personnel performing this performance indicator.
Little/No Value	Participant demonstrated the performance indicator with little or no effectiveness; a great deal of formal training would be needed immediately; perhaps this person should seek other employment; would rank in the 0-49 th percentile of business personnel performing this performance indicator.



RETAIL MERCHANDISING SERIES, 2018

Participant: _____

JUDGE'S EVALUATION FORM

I.D. Number: _____

INSTRUCTIONAL AREA

Operations

Did the participant:

		Little/No Value	Below Expectations	Meets Expectations	Exceeds Expectations	Judged Score
PERFORMANCE INDICATORS						
1.	Discuss the role of ethics in operations?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
2.	Maintain a safe work environment?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
3.	Allocate merchandise to stores/regions?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
4.	Explain the nature of effective communications?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
5.	Make decisions?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
21st CENTURY SKILLS						
6.	Reason effectively and use systems thinking?	0-1	2-3	4	5-6	
7.	Make judgments and decisions, and solve problems?	0-1	2-3	4	5-6	
8.	Communicate clearly?	0-1	2-3	4	5-6	
9.	Show evidence of creativity?	0-1	2-3	4	5-6	
10.	Overall impression and responses to the judge's questions	0-1	2-3	4	5-6	
TOTAL SCORE						



\$8.00 | 18RPH12



SPORTS AND ENTERTAINMENT MARKETING

ROLE-PLAYS USED IN DECA'S
INDIVIDUAL SERIES EVENTS



2018



SPORTS + ENTERTAINMENT MARKETING SERIES

2018 ROLE-PLAYS

INCLUDES:

INTEGRATE DECA'S ROLE-PLAYS AND CASE STUDIES INTO YOUR CLASSROOM

ROLE-PLAY 1: SELLING

ROLE-PLAY 2: MARKET PLANNING

ROLE-PLAY 3: PROMOTION



INTEGRATE DECA'S ROLE-PLAYS AND CASE STUDIES INTO YOUR CLASSROOM

With its connection to National Curriculum Standards, DECA's Competitive Events Program is designed to be integrated into classroom instruction to help members apply learning and connect to business. As teaching tools, DECA's role-plays and case studies provide relevant, meaningful problems for students to solve, provide a standards-based evaluation, increase rigor of the instruction, result in evidence of student learning and expose students to DECA – all as part of classroom instruction.

STEP 1: FAMILIARIZE YOURSELF WITH EVENT GUIDELINES AND PERFORMANCE INDICATORS.

Use the DECA Guide to familiarize yourself with event guidelines that explain how each competitive event will operate – time limits, exam specifications, interactions with a judge, etc.

Role-plays and case studies are developed using performance indicators – key concepts from national curriculum standards that students should learn during the school year. DECA uses five lists of performance indicators which are organized by career cluster – business administration core, business management and administration, finance, hospitality and tourism, and marketing, as well as personal financial literacy.

Each performance indicator list is arranged by instructional areas to assist advisors with planning units of instruction. Advisors teaching accounting courses, for example, can use the Finance Career Cluster performance indicator list to plan their curriculum while advisors teaching marketing courses can use the Marketing Career Cluster performance indicator list.

STEP 2: UNDERSTAND HOW ROLE-PLAYS AND CASE STUDIES ARE DESIGNED.

The career cluster and primary instructional area for role-plays and case studies are identified at the top of the first page of the event.

Role-plays used for DECA's Principles of Business Administration Events measure four performance indicators from the business administration core.

Case studies used for DECA's Team Decision Making Events measure seven performance indicators. Usually, at least four of the seven performance indicators have been selected from the case study's instructional area. Therefore, if the event situation is asking the participant to develop a promotion plan, most of the performance indicators will be from the promotion instructional area.

Role-plays used for DECA's Individual Series Events measure five performance indicators. Usually, at least three of the five performance indicators have been selected from the event situation's instructional area. The career pathway is also identified on the role-play, which may include performance indicators from that specific pathway as well.

Role-plays used for DECA's Personal Financial Literacy event measure three performance indicators from the National Standards in K-12 Personal Finance Education, created and maintained by the Jump\$tart Coalition® for Personal Financial Literacy.

STEP 3: START ORGANIZING SAMPLE EVENTS.

Each year, DECA posts sample role-plays and case studies on deca.org. Shop DECA also sells previously used events each year. Gather these samples and begin to categorize them by instructional area.

STEP 4: USE SAMPLE EVENTS AS A CLASSROOM ACTIVITY.

As you teach different instructional areas during the year, use corresponding role-plays and case studies as learning tools. While the traditional competitive event setting requires interaction with judges, many advisors have used role-plays and case studies as:

- warm-up activities at the beginning of classes.
- writing exercises that require students to write their ideas for solving the problem presented in the role-play or case study.
- public speaking exercises that require students to deliver an oral report or recorded video that presents their ideas for solving the problem presented in the role-play or case study.
- assessment tools in lieu of a multiple-choice quiz/test.

Since the evaluation form for each role-play and case study assesses the performance indicators, you are assessing students' performance according to national curriculum standards which are industry validated and aligned to career clusters.

ADDITIONAL RESOURCES

Event guidelines, performance indicator lists, sample events and sample exam questions are available at www.deca.org/competitiveevents. Sample role-play presentations can be viewed at www.deca.org. Advisors may wish to show the videos and ask students to evaluate the presentations using the evaluation forms. Shop DECA sells many items to assist advisors with integrating DECA into curriculum at shopdeca.org.



CAREER CLUSTER

Marketing

CAREER PATHWAY

Marketing Management

INSTRUCTIONAL AREA

Selling

SPORTS AND ENTERTAINMENT MARKETING SERIES EVENT

PARTICIPANT INSTRUCTIONS

- The event will be presented to you through your reading of the 21st Century Skills, Performance Indicators and Event Situation. You will have up to 10 minutes to review this information and prepare your presentation. You may make notes to use during your presentation.
- You will have up to 10 minutes to make your presentation to the judge (you may have more than one judge).
- You will be evaluated on how well you meet the performance indicators of this event.
- Turn in all of your notes and event materials when you have completed the event.

21st CENTURY SKILLS

- Critical Thinking – Reason effectively and use systems thinking.
- Problem Solving – Make judgments and decisions, and solve problems.
- Communication – Communicate clearly.
- Creativity and Innovation – Show evidence of creativity.

PERFORMANCE INDICATORS

1. Explain key factors in building a clientele.
2. Explain the role of customer service as a component of selling relationships.
3. Discuss motivational theories that impact buying behavior.
4. Explain the concept of product mix.
5. Communicate core values of a product/service.

EVENT SITUATION

You are to assume the role of general manager at MANE LANES, a bowling alley located in a city of 300,000 people. The owner of the bowling alley (judge) has asked you to decide what additions should be made to the business to increase traffic from 18-30-year-olds.

MANE LANES has been a staple in the community for over 40 years. The bowling alley was constructed during an exciting time when bowling leagues were extremely popular. Bowling competitions were regularly broadcast on television and top bowlers were well-known among enthusiasts. MANE LANES has 24 bowling lanes, a snack bar and a small arcade.

These days, MANE LANES often has only half of the lanes occupied by bowlers. The bulk of profits come from children's parties. There is one bowling league left in the area that occupies MANE LANES on Sunday mornings and Wednesday evenings.

There have been no additions to the services provided by MANE LANES or changes to the décor since it opened. The owner of MANE LANES (judge) has been approved for financing to give the business a remodel; the entire interior will be redone in brighter colors and additional space will be created inside for other use. The owner (judge) hopes the remodel will bring in more customers.

The owner (judge) wants to attract more 18-30-year-olds into the bowling alley. While young children and older adults do frequent the business, the 18-30-year-olds simply do not. Research has shown that the number one reason young adults do not bowl is because they do not know how to bowl, the second reason being that they feel the sport is outdated.

Given this information, the owner (judge) has asked you to decide what other services, activities and/or additions should be provided to MANE LANES that will attract 18-30-year-olds. The owner (judge) wants you to discuss how each of your recommendations will increase the 18-30-year-old clientele.

You will present your ideas to the owner (judge) in a role-play to take place in the owner's (judge's) office. The owner (judge) will begin the role-play by greeting you and asking to hear your ideas. After you have presented your ideas and have answered the owner's (judge's) questions, the owner (judge) will conclude the role-play by thanking you for your work.

JUDGE'S INSTRUCTIONS

DIRECTIONS, PROCEDURES AND JUDGE'S ROLE

In preparation for this event, you should review the following information with your event manager and other judges:

1. Procedures
2. 21st Century Skills and Performance Indicators
3. Event Situation
4. Judge Role-play Characterization
Participants may conduct a slightly different type of meeting and/or discussion with you each time; however, it is important that the information you provide and the questions you ask be uniform for every participant.
5. Judge's Evaluation Instructions
6. Judge's Evaluation Form
Please use a critical and consistent eye in rating each participant.

JUDGE ROLE-PLAY CHARACTERIZATION

You are to assume the role of owner of MANE LANES, a bowling alley located in a city of 300,000 people. You have asked the general manager (participant) to decide what additions should be made to the business to increase traffic from 18-30-year-olds.

MANE LANES has been a staple in the community for over 40 years. The bowling alley was constructed during an exciting time when bowling leagues were extremely popular. Bowling competitions were regularly broadcast on television and top bowlers were well-known among enthusiasts. MANE LANES has 24 bowling lanes, a snack bar and a small arcade.

These days, MANE LANES often has only half of the lanes occupied by bowlers. The bulk of profits come from children's parties. There is one bowling league left in the area that occupies MANE LANES on Sunday mornings and Wednesday evenings.

There have been no additions to the services provided by MANE LANES or changes to the décor since it opened. You have been approved for financing to give the business a remodel; the entire interior will be redone in brighter colors and additional space will be created inside for other use. You hope the remodel will bring in more customers.

You want to attract more 18-30-year-olds into the bowling alley. While young children and older adults do frequent the business, the 18-30-year-olds simply do not. Research has shown that the

number one reason young adults do not bowl is because they do not know how to bowl, the second reason being that they feel the sport is outdated.

Given this information, you have asked the general manager (participant) to decide what other services, activities and/or additions should be provided to MANE LANES that will attract 18-30-year-olds. You want the general manager (participant) to discuss how each of the recommendations will increase the 18-30-year-old clientele.

The participant will present ideas to you in a role-play to take place in your office. You will begin the role-play by greeting the participant and asking to hear about his/her ideas.

During the course of the role-play you are to ask the following questions of each participant:

1. Will your recommendations negatively affect our current bowling leagues and children's parties?
2. What communications channels are the best for promoting our remodel to 18-30-year-olds?
3. Will your recommendations attract any other demographics?

Once the general manager (participant) has presented ideas and has answered your questions, you will conclude the role-play by thanking the general manager (participant) for the work.

You are not to make any comments after the event is over except to thank the participant.

JUDGE'S EVALUATION INSTRUCTIONS

Evaluation Form Information

The participants are to be evaluated on their ability to perform the specific performance indicators stated on the cover sheet of this event and restated on the Judge's Evaluation Form. Although you may see other performance indicators being demonstrated by the participants, those listed in the Performance Indicators section are the critical ones you are measuring for this particular event.

Evaluation Form Interpretation

The evaluation levels listed below and the evaluation rating procedures should be discussed thoroughly with your event chairperson and the other judges to ensure complete and common understanding for judging consistency.

Level of Evaluation	Interpretation Level
Exceeds Expectations	Participant demonstrated the performance indicator in an extremely professional manner; greatly exceeds business standards; would rank in the top 10% of business personnel performing this performance indicator.
Meets Expectations	Participant demonstrated the performance indicator in an acceptable and effective manner; meets at least minimal business standards; there would be no need for additional formalized training at this time; would rank in the 70-89 th percentile of business personnel performing this performance indicator.
Below Expectations	Participant demonstrated the performance indicator with limited effectiveness; performance generally fell below minimal business standards; additional training would be required to improve knowledge, attitude and/or skills; would rank in the 50-69 th percentile of business personnel performing this performance indicator.
Little/No Value	Participant demonstrated the performance indicator with little or no effectiveness; a great deal of formal training would be needed immediately; perhaps this person should seek other employment; would rank in the 0-49 th percentile of business personnel performing this performance indicator.



SPORTS AND ENTERTAINMENT MARKETING SERIES, 2018

Participant: _____

I.D. Number: _____

JUDGE'S EVALUATION FORM

INSTRUCTIONAL AREA

Selling

Did the participant:

		Little/No Value	Below Expectations	Meets Expectations	Exceeds Expectations	Judged Score
PERFORMANCE INDICATORS						
1.	Explain key factors in building a clientele?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
2.	Explain the role of customer service as a component of selling relationships?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
3.	Discuss motivational theories that impact buying behavior?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
4.	Explain the concept of product mix?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
5.	Communicate core values of a product/service?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
21st CENTURY SKILLS						
6.	Reason effectively and use systems thinking?	0-1	2-3	4	5-6	
7.	Make judgments and decisions, and solve problems?	0-1	2-3	4	5-6	
8.	Communicate clearly?	0-1	2-3	4	5-6	
9.	Show evidence of creativity?	0-1	2-3	4	5-6	
10.	Overall impression and responses to the judge's questions	0-1	2-3	4	5-6	
TOTAL SCORE						



CAREER CLUSTER

Marketing

CAREER PATHWAY

Marketing Management

INSTRUCTIONAL AREA

Market Planning

SPORTS AND ENTERTAINMENT MARKETING SERIES EVENT

PARTICIPANT INSTRUCTIONS

- The event will be presented to you through your reading of the 21st Century Skills, Performance Indicators and Event Situation. You will have up to 10 minutes to review this information and prepare your presentation. You may make notes to use during your presentation.
- You will have up to 10 minutes to make your presentation to the judge (you may have more than one judge.)
- You will be evaluated on how well you meet the performance indicators of this event.
- Turn in all of your notes and event materials when you have completed the event.

21st CENTURY SKILLS

- Critical Thinking – Reason effectively and use systems thinking.
- Problem Solving – Make judgments and decisions, and solve problems.
- Communication – Communicate clearly.
- Creativity and Innovation – Show evidence of creativity.

PERFORMANCE INDICATORS

1. Explain the nature of marketing plans.
2. Explain the concept of market and market identification.
3. Explain the concept of marketing strategies.
4. Identify product/service's competitive advantage.
5. Identify communications channels used in sales promotion.

EVENT SITUATION

You are to assume the role of bulk sales specialist for PREMIERE, a premium cable and satellite television network. The director of bulk sales (judge) has asked you to create a marketing plan that will identify a new target market for bulk sales and to describe marketing strategies and promotional considerations that will attract the new target market.

PREMIERE's programming primarily includes newly released movies, original television series, made-for-TV movies and various sporting events. Customers pay an extra fee or premium on their cable or satellite service bill each month to receive PREMIERE's channels. PREMIERE is the second highest rated premium network in number of subscribers.

The bulk sales department at PREMIERE has been serving hotels and other lodging properties for many years. The bulk sales department supplies hotels with PREMIERE network on every television unit in the property, giving the property an incentive if 100% of all television units feature PREMIERE and do not charge guests for access.

The bulk sales department offers an incentive for hotel properties to carry PREMIERE network. Properties with 100 television units or more that launch or renew PREMIERE network on all units and do not charge guests for access, will receive \$7.00/unit incentive for each unit if a three-year contract is signed and paid in full.

The hotel property incentive has been successful in gaining new clients for PREMIERE. To expand its bulk sales customer base, the director of bulk sales (judge) has asked you to choose one other business type that would have at least 100 television units and create a marketing plan proposing PREMIERE network on all units. You may use the \$7.00/unit incentive. The marketing plan must include strategies and methods to communicate the promotion.

You will present your ideas to the manager (judge) in a role-play to take place in the manager's (judge's) office. The manager (judge) will begin the role-play by greeting you and asking to hear your ideas. After you have presented your ideas and have answered the manager's (judge's) questions, the manager (judge) will conclude the role-play by thanking you for your work.

JUDGE'S INSTRUCTIONS

DIRECTIONS, PROCEDURES AND JUDGE'S ROLE

In preparation for this event, you should review the following information with your event manager and other judges:

1. Procedures
2. 21st Century Skills and Performance Indicators
3. Event Situation
4. Judge Role-play Characterization
Participants may conduct a slightly different type of meeting and/or discussion with you each time; however, it is important that the information you provide and the questions you ask be uniform for every participant.
5. Judge's Evaluation Instructions
6. Judge's Evaluation Form
Please use a critical and consistent eye in rating each participant.

JUDGE ROLE-PLAY CHARACTERIZATION

You are to assume the role of the director of bulk sales for PREMIERE, a premium cable and satellite television network. You have asked the bulk sales specialist (participant) to create a marketing plan that will identify a new target market for bulk sales and to describe marketing strategies and promotional considerations that will attract the new target market.

PREMIERE's programming primarily includes newly released movies, original television series, made-for-TV movies and various sporting events. Customers pay an extra fee or premium on their cable or satellite service bill each month to receive PREMIERE's channels. PREMIERE is the second highest rated premium network in number of subscribers.

The bulk sales department at PREMIERE has been serving hotels and other lodging properties for many years. The bulk sales department supplies hotels with PREMIERE network on every television unit in the property, giving the property an incentive if 100% of all television units feature PREMIERE and do not charge guests for access.

The bulk sales department offers an incentive for hotel properties to carry PREMIERE network. Properties with 100 television units or more that launch or renew PREMIERE network on all units and do not charge guests for access, will receive \$7.00/unit incentive for each unit if a three-year contract is signed and paid in full.

The hotel property incentive has been successful in gaining new clients for PREMIERE. To expand its bulk sales customer base, you have asked the bulk sales specialist (participant) to choose one other business type that would have at least 100 television units and create a marketing plan proposing PREMIERE network on all units. The bulk sales specialist (participant) may use the \$7.00/unit incentive. The marketing plan must include strategies and methods to communicate the promotion.

The participant will present ideas to you in a role-play to take place in your office. You will begin the role-play by greeting the participant and asking to hear about his/her ideas.

During the course of the role-play you are to ask the following questions of each participant:

1. What is the benefit of providing incentives to businesses that have more than enough money to pay for PREMIERE's services?
2. How have streaming services affected cable and satellite services?
3. How is it beneficial for a business to offer PREMIERE network?

Once the bulk sales specialist (participant) has presented ideas and has answered your questions, you will conclude the role-play by thanking the bulk sales specialist (participant) for the work.

You are not to make any comments after the event is over except to thank the participant.

JUDGE'S EVALUATION INSTRUCTIONS

Evaluation Form Information

The participants are to be evaluated on their ability to perform the specific performance indicators stated on the cover sheet of this event and restated on the Judge's Evaluation Form. Although you may see other performance indicators being demonstrated by the participants, those listed in the Performance Indicators section are the critical ones you are measuring for this particular event.

Evaluation Form Interpretation

The evaluation levels listed below and the evaluation rating procedures should be discussed thoroughly with your event chairperson and the other judges to ensure complete and common understanding for judging consistency.

Level of Evaluation	Interpretation Level
Exceeds Expectations	Participant demonstrated the performance indicator in an extremely professional manner; greatly exceeds business standards; would rank in the top 10% of business personnel performing this performance indicator.
Meets Expectations	Participant demonstrated the performance indicator in an acceptable and effective manner; meets at least minimal business standards; there would be no need for additional formalized training at this time; would rank in the 70-89 th percentile of business personnel performing this performance indicator.
Below Expectations	Participant demonstrated the performance indicator with limited effectiveness; performance generally fell below minimal business standards; additional training would be required to improve knowledge, attitude and/or skills; would rank in the 50-69 th percentile of business personnel performing this performance indicator.
Little/No Value	Participant demonstrated the performance indicator with little or no effectiveness; a great deal of formal training would be needed immediately; perhaps this person should seek other employment; would rank in the 0-49 th percentile of business personnel performing this performance indicator.



SPORTS AND ENTERTAINMENT MARKETING SERIES, 2018

Participant: _____

I.D. Number: _____

JUDGE'S EVALUATION FORM

INSTRUCTIONAL AREA

Market Planning

Did the participant:

		Little/No Value	Below Expectations	Meets Expectations	Exceeds Expectations	Judged Score
PERFORMANCE INDICATORS						
1.	Explain the nature of marketing plans?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
2.	Explain the concept of market and market identification?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
3.	Explain the concept of marketing strategies?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
4.	Identify product/service's competitive advantage?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
5.	Identify communications channels used in sales promotion?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
21st CENTURY SKILLS						
6.	Reason effectively and use systems thinking?	0-1	2-3	4	5-6	
7.	Make judgments and decisions, and solve problems?	0-1	2-3	4	5-6	
8.	Communicate clearly?	0-1	2-3	4	5-6	
9.	Show evidence of creativity?	0-1	2-3	4	5-6	
10.	Overall impression and responses to the judge's questions	0-1	2-3	4	5-6	
TOTAL SCORE						



CAREER CLUSTER

Marketing

CAREER PATHWAY

Marketing Management

INSTRUCTIONAL AREA

Promotion

SPORTS AND ENTERTAINMENT MARKETING SERIES EVENT

PARTICIPANT INSTRUCTIONS

- The event will be presented to you through your reading of the 21st Century Skills, Performance Indicators and Event Situation. You will have up to 10 minutes to review this information and prepare your presentation. You may make notes to use during your presentation.
- You will have up to 10 minutes to make your presentation to the judge (you may have more than one judge).
- You will be evaluated on how well you meet the performance indicators of this event.
- Turn in all of your notes and event materials when you have completed the event.

21st CENTURY SKILLS

- Critical Thinking – Reason effectively and use systems thinking.
- Problem Solving – Make judgments and decisions, and solve problems.
- Communication – Communicate clearly.
- Creativity and Innovation – Show evidence of creativity.

PERFORMANCE INDICATORS

1. Explain the nature of a promotional plan.
2. Explain the role of promotion as a marketing function.
3. Explain the nature of direct marketing channels.
4. Explain the concept of marketing strategies.
5. Explain factors that influence customer/client/business buying behavior.

EVENT SITUATION

You are to assume the role of marketing director for EAST CITY EAGLES, a minor league baseball team. The director of ticket sales (judge) has asked you to create a promotional plan for a game the team will play on June 20th, which is also National Bald Eagle Day.

THE EAST CITY EAGLES is a team that is part of a double-A league. The team's home is East City and the home stadium has a 9,000-person seating capacity. The team is very successful and has had winning seasons the last five years. In the past two seasons, however, attendance at home games has declined. The decline has been blamed on the loss of a key player that has moved up to the major leagues.

You have been working with the director of ticket sales (judge) to create marketing strategies to bring more fans to the games. Strategies have included reducing ticket prices, free merchandise giveaways, and special meet and greets with the players. The strategies have been met with moderate success; more fans attend on these special game days, but not on regular game days without special promotions.

While researching, the director of ticket sales (judge) found that June 20th has been named National Bald Eagle Day. The mascot of the EAST CITY EAGLES is the bald eagle. The director of ticket sales (judge) feels that a special promotion needs to be created to market the EAST CITY EAGLES baseball game on June 20th, a home game.

The director of ticket sales (judge) wants you to create a promotional plan that will use National Bald Eagle Day to promote the EAST CITY EAGLES brand and increase ticket sales for the June 20th game and beyond. The director of ticket sales (judge) wants you to decide how to promote the holiday and game leading up to June 20th and how the holiday and team can be promoted in-stadium during the game.

You will present your ideas to the director of ticket sales (judge) in a role-play to take place in the director's (judge's) office. The director of ticket sales (judge) will begin the role-play by greeting you and asking to hear your ideas. After you have presented your ideas and have answered the director's (judge's) questions, the director of ticket sales (judge) will conclude the role-play by thanking you for your work.

JUDGE'S INSTRUCTIONS

DIRECTIONS, PROCEDURES AND JUDGE'S ROLE

In preparation for this event, you should review the following information with your event manager and other judges:

1. Procedures
2. 21st Century Skills and Performance Indicators
3. Event Situation
4. Judge Role-play Characterization
Participants may conduct a slightly different type of meeting and/or discussion with you each time; however, it is important that the information you provide and the questions you ask be uniform for every participant.
5. Judge's Evaluation Instructions
6. Judge's Evaluation Form
Please use a critical and consistent eye in rating each participant.

JUDGE ROLE-PLAY CHARACTERIZATION

You are to assume the role of director of ticket sales for EAST CITY EAGLES, a minor league baseball team. You have asked the marketing director (participant) to create a promotional plan for a game the team will play on June 20th, which is also National Bald Eagle Day.

THE EAST CITY EAGLES is a team that is part of a double-A league. The team's home is East City and the home stadium has a 9,000-person seating capacity. The team is very successful and has had winning seasons the last five years. In the past two seasons, however, attendance at home games has declined. The decline has been blamed on the loss of a key player that has moved up to the major leagues.

You have been working with the marketing director (participant) to create marketing strategies to bring more fans to the games. Strategies have included reducing ticket prices, free merchandise giveaways and special meet and greets with the players. The strategies have been met with moderate success; more fans attend on these special game days, but not on regular game days without special promotions.

While researching, you found that June 20th has been named National Bald Eagle Day. The mascot of the EAST CITY EAGLES is the bald eagle. You feel that a special promotion needs to be created to market the EAST CITY EAGLES baseball game on June 20th, a home game.

You want the marketing director (participant) to create a promotional plan that will use National Bald Eagle Day to promote the EAST CITY EAGLES brand and increase ticket sales for the June 20th game and beyond. You want the marketing director (participant) to decide how to promote the holiday and game leading up to June 20th and how the holiday and team can be promoted in-stadium during the game.

The participant will present ideas to you in a role-play to take place in your office. You will begin the role-play by greeting the participant and asking to hear about his/her ideas.

During the course of the role-play you are to ask the following questions of each participant:

1. Do you think your promotion will lead to higher attendance at games after June 20th?
2. What other team staff need to be aware of the strategies you have proposed?
3. How could we incorporate strategies next year if the June 20th game is an away game?

Once the marketing director (participant) has presented ideas and has answered your questions, you will conclude the role-play by thanking the marketing director (participant) for the work.

You are not to make any comments after the event is over except to thank the participant.

JUDGE'S EVALUATION INSTRUCTIONS

Evaluation Form Information

The participants are to be evaluated on their ability to perform the specific performance indicators stated on the cover sheet of this event and restated on the Judge's Evaluation Form. Although you may see other performance indicators being demonstrated by the participants, those listed in the Performance Indicators section are the critical ones you are measuring for this particular event.

Evaluation Form Interpretation

The evaluation levels listed below and the evaluation rating procedures should be discussed thoroughly with your event chairperson and the other judges to ensure complete and common understanding for judging consistency.

Level of Evaluation	Interpretation Level
Exceeds Expectations	Participant demonstrated the performance indicator in an extremely professional manner; greatly exceeds business standards; would rank in the top 10% of business personnel performing this performance indicator.
Meets Expectations	Participant demonstrated the performance indicator in an acceptable and effective manner; meets at least minimal business standards; there would be no need for additional formalized training at this time; would rank in the 70-89 th percentile of business personnel performing this performance indicator.
Below Expectations	Participant demonstrated the performance indicator with limited effectiveness; performance generally fell below minimal business standards; additional training would be required to improve knowledge, attitude and/or skills; would rank in the 50-69 th percentile of business personnel performing this performance indicator.
Little/No Value	Participant demonstrated the performance indicator with little or no effectiveness; a great deal of formal training would be needed immediately; perhaps this person should seek other employment; would rank in the 0-49 th percentile of business personnel performing this performance indicator.



SPORTS AND ENTERTAINMENT MARKETING SERIES, 2018

Participant: _____

I.D. Number: _____

JUDGE'S EVALUATION FORM

INSTRUCTIONAL AREA

Promotion

Did the participant:

		Little/No Value	Below Expectations	Meets Expectations	Exceeds Expectations	Judged Score
PERFORMANCE INDICATORS						
1.	Explain the nature of a promotional plan?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
2.	Explain the role of promotion as a marketing function?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
3.	Explain the nature of direct marketing channels?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
4.	Explain the concept of marketing strategies?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
5.	Explain factors that influence customer/client/business buying behavior?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
21st CENTURY SKILLS						
6.	Reason effectively and use systems thinking?	0-1	2-3	4	5-6	
7.	Make judgments and decisions, and solve problems?	0-1	2-3	4	5-6	
8.	Communicate clearly?	0-1	2-3	4	5-6	
9.	Show evidence of creativity?	0-1	2-3	4	5-6	
10.	Overall impression and responses to the judge's questions	0-1	2-3	4	5-6	
TOTAL SCORE						



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