

Individual Series Events, 2012

Accounting Applications Series

Apparel and Accessories Marketing Series

Sponsored by Men's Wearhouse

Automotive Services Marketing Series

Sponsored by National Automotive Parts Association

Business Finance Series

Business Services Marketing Series

Food Marketing Series

Sponsored by Safeway, Inc.

Hotel and Lodging Management Series

Human Resources Management Series

Marketing Management Series

Quick Serve Restaurant Management Series

Restaurant and Food Service Management Series

Retail Merchandising Series

Sponsored by Sears Holdings Corporation

Sports and Entertainment Marketing Series

Purpose

DECA's individual events effectively measure students' proficiency in those skills identified by occupational practitioners as essential to success in a given occupation. Participants receive recognition for achievement in each event and in the series as a whole.

The guidelines for each of the Individual Series Events have been consolidated to facilitate coordination of participant activities in each occupational category. This means the guidelines are exactly the same for each occupational category. However, each occupational category's role-play will be occupation specific and will be different and distinct from the role-plays of the other occupational categories. Each area will be treated separately as a competitive event; however, only one copy of the guidelines is included.

The skills evaluated are selected from a list of performance indicators validated by industry representatives. Participants in these competitive events are not informed in advance of the performance indicators to be evaluated.

Skills Assessed

The participants will demonstrate skills described by the performance indicators in the business administration core and appropriate career cluster and pathway as well as learn/understand the importance of

- communications skills—the ability to exchange information and ideas with others through writing, speaking, reading or listening
- analytical skills—the ability to derive facts from data, findings from facts, conclusions from findings and recommendations from conclusions
- critical thinking/problem-solving skills
- production skills—the ability to take a concept from an idea and make it real
- priorities/time management—the ability to determine priorities and manage time commitments

Complete lists of performance indicators are available at www.deca.org/competitions/2/.

Definitions

The following definitions are used to determine the activities and occupations that are included in each of the Individual Series Events.

- ◆ **Accounting Applications:** The student is given a description of a specific situation that measures skills, knowledge and attitudes in accounting applications. Students will be challenged to perform management functions and tasks focusing on the application of financial data to business planning, including collection and organization of data, development and use of reports, and analysis of data to make business decisions. Concepts include understanding the source and purpose of financial statements, the impact of management decisions on statements, and the analysis and interpretation of data for planning purposes. Roles in these events are those of supervisors, managers or entrepreneurs. The concepts include the instructional areas in the Finance cluster and the Accounting pathway.

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- ◆ **Apparel and Accessories Marketing:** The student is given a description of a specific situation that measures skills, knowledge and attitudes in apparel and accessories marketing or marketing management. Students will be challenged to perform marketing and management functions and tasks in retail establishments, wholesale establishments and/or manufacturing firms primarily engaged in the marketing of clothing and related articles for personal wear and adornment. Roles in these events are those of customers, employees, supervisors and managers. The concepts include the instructional areas in the Marketing cluster and the Merchandising pathway.
- ◆ **Automotive Services Marketing:** The student is given a description of a specific situation that measures skills, knowledge and attitudes in automotive services marketing. Students will be challenged to perform marketing and management functions and tasks related to service stations and related businesses or auto parts stores. Roles in these events are those of customers, employees, supervisors, managers and entrepreneurs. The concepts include the instructional areas in the Marketing cluster and the Marketing Management pathway.
- ◆ **Business Finance:** The student is given a description of a specific situation that measures skills, knowledge and attitudes in business finance. Students will be challenged to perform management functions and tasks focusing on high-level financial and business planning, including collection and organization of data, development and use of reports, and analysis of data to make business decisions. Concepts include understanding the source and purpose of financial statements, the impact of management decisions on statements, and the analysis and interpretation of data for corporate planning purposes. Roles in these events are those of supervisors, managers, financial experts or entrepreneurs. The concepts include the instructional areas in the Finance cluster and the Corporate Finance pathway.
- ◆ **Business Services Marketing:** The student is given a description of a specific situation that measures skills, knowledge and attitudes in business services marketing. Students will be challenged to perform marketing functions and tasks involved in providing services to businesses on a fee or contract basis or providing services to consumers. Roles in these events are those of customers, employees, supervisors, managers and entrepreneurs. The concepts include the instructional areas in the Marketing cluster and the Marketing Management pathway.
- ◆ **Food Marketing:** The student is given a description of a specific situation that measures skills, knowledge and attitudes in food marketing or marketing management. Students will be challenged to perform marketing and management functions and tasks in retail establishments, wholesale establishments and manufacturing firms resulting in the sale of food. Roles in these events are those of customers, employees, supervisors and managers. The concepts include the instructional areas in the Marketing cluster and the Marketing Management pathway.
- ◆ **Hotel and Lodging Management:** The student is given a description of a specific situation that measures skills, knowledge and attitudes in hotel and lodging marketing or marketing management. Students will be challenged to perform marketing and management functions and tasks in hotels, motels, lodging services, convention services, and food and beverage services. Roles in these events are those of customers, employees, supervisors and managers. The concepts include the instructional areas in the Hospitality and Tourism cluster and the Lodging pathway.
- ◆ **Human Resources Management:** The student is given a description of a specific situation that measures skills, knowledge and attitudes in human resources management. Students will be challenged to perform management functions and tasks focusing on staffing, recruitment, selection, training, performance appraisal, compensation and safety training. Roles in these events are those of supervisors, managers, human resource experts or entrepreneurs. The concepts include the instructional areas of the Business Management and Administration cluster and Human Resources Management pathway.
- ◆ **Marketing Management:** The student is given a description of a specific situation that measures skills, knowledge and attitudes in marketing management. Students will be challenged to perform marketing and management functions and tasks that can be applied broadly in a non-retail marketing environment. Roles in these events are those of clients, employees, supervisors, managers and entrepreneurs. The concepts include the instructional areas in the Marketing cluster and the Marketing Management pathway.
- ◆ **Quick Serve Restaurant Management:** The student is given a description of a specific situation that measures skills, knowledge and attitudes in quick-service restaurant management. Students will be challenged to perform marketing and management functions and tasks in retail establishments, wholesale establishments and manufacturing firms primarily engaged in the quick-serve restaurant industry. Roles in these events are those of customers, employees, supervisors, managers and entrepreneurs. The concepts include the instructional areas in the Hospitality and Tourism cluster and the Restaurants and Food and Beverage Services pathway.
- ◆ **Restaurant and Food Service Management:** The student is given a description of a specific situation that measures skills, knowledge and attitudes in restaurant and food service management. Students will be chal-

lenged to perform marketing and management functions and tasks in a full-service restaurant or a food-service business. Roles in these events are those of supervisors, managers and entrepreneurs. The concepts include the instructional areas in the Hospitality and Tourism cluster and the Restaurants and Food and Beverage Services Pathway.

- ◆ **Retail Merchandising:** The student is given a description of a specific situation that measures skills, knowledge and attitudes in retail merchandising management. Students will be challenged to perform marketing and management functions and tasks that can be applied in any retail establishment. Roles in these events are those of customers, employees, supervisors and managers. The concepts include the instructional areas in the Marketing cluster and the Merchandising pathway.
- ◆ **Sports and Entertainment Marketing:** The student is given a description of a specific situation that measures skills, knowledge and attitudes in sports and entertainment marketing. Students will be challenged to perform marketing and management functions and tasks related to amateur or professional sports or sporting events, entertainment or entertainment events, selling or renting of supplies and equipment (other than vehicles) used for recreational or sporting purposes, products and services related to hobbies or cultural events, or businesses primarily engaged in satisfying the desire to make productive or enjoyable use of leisure time. Roles in these events are those of supervisors and managers. The concepts include the instructional areas in the Marketing cluster and the Marketing Management pathway.

Procedure

- An individual series event consists of two major parts: a written **cluster exam** and two preliminary **role-playing events**. A third role-play activity will be given to finalists.
- The participant will be given a 100-question, multiple-choice, cluster exam.
- The participant will be given a written scenario to review. It may indicate a product or service to sell; a merchandising decision; a situation involving communications, human relations, economics or professional development; or a business management consideration. The event description will inform the participant of the role he/she will play and the role the judge will play.
- In the role-playing portion of the event, participants must accomplish a task by translating what they have learned into effective, efficient and spontaneous action.
- A list of five performance indicators specific to the scenario is included in the participant's instructions. These are distinct tasks the participant must accomplish during the role-play. The judge will evaluate the participant's role-play performance on these tasks and on several follow-up questions.
- Participants will have 10 minutes to review the situation and to develop a professional approach to solving the problem. Participants may use notes made during the preparation time during the presentation.
- Up to 10 minutes are then allowed for the participant to interact with a competent judge and demonstrate how he/she would solve the situation or problem. The judge is a qualified business executive playing the role of a second party in the situation. Following the role-play, the judge evaluates the participant's responses and records the results on an evaluation form developed especially for each role-play event.
- Participants may not bring printed reference materials, visual aids, etc., to the competitive event.
- Materials appropriate for the situation may be handed to or left with the judge. Materials handed to the judge must be created using materials provided during the designated preparation period.
- If any of these rules are violated, the adult assistant must be notified by the judge.
- The maximum score for the evaluation is 100 points. The comprehensive exam and each role-play presentation will be valued at $\frac{1}{3}$ of the total score. The exam score carries forward into the final round of competition.

Presentation Judging

Participants will be evaluated according to the Evaluation Form.

The participant will have a 10-minute preparation period and may make notes to use during the role-play.

After introductions, the judge will begin the 10-minute role-play. During or following the participant's explanation of the solution to the role-play, the judge will ask the questions related to the scenario that are provided in the event. These questions will cause the student to think and respond beyond the performance indicators provided.

Close the role-play by thanking the participant for his/her work. Then complete the Evaluation Form, making sure to record a score for all categories. The maximum score for the evaluation is 100 points.