

Individual Series Events, 2008

Accounting Applications Series

Sponsored by National Association of Mortgage Brokers

Apparel and Accessories Marketing Series

Sponsored by J.C. Penney Company, Inc.

Automotive Services Marketing Series

Sponsored by National Automotive Parts Association

Business Services Marketing Series

Food Marketing Series

Sponsored by Safeway, Inc.

Hotel and Lodging 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.

Complete lists of performance indicators are available from DECA's Web site, www.deca.org/celisting.html.

Skills Developed

The participants will demonstrate skills described by the performance indicators for general marketing 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

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 marketing and 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.

- ◆ **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.
- ◆ **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.
- ◆ **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.
- ◆ **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.
- ◆ **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.
- ◆ **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 management functions and tasks that can be applied broadly in a nonretail marketing environment. Roles in these events are those of clients, employees, supervisors, managers and entrepreneurs.
- ◆ **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 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.
- ◆ **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 challenged 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.
- ◆ **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.

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- ◆ **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.

Procedure

- An individual series event consists of two major parts: a written **comprehensive 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, comprehensive exam testing knowledge of the National Curriculum Framework specific to each occupational area.
- 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 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.
- Participants may not pass material of any kind to the judge.
- 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.

Presentation Judging

Participants will be evaluated according to the Evaluation Form.

Place the name and identification number label on the Scantron sheet (unless it has already been done).

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

During the first 10 minutes of the role-play (after introductions), the participant will explain his/her solution to the role-play problem. During or following the participant's explanation of the solution to the role-play, you will ask the questions related to the scenario that are provided for you 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.

A maximum score of “Exceeds Expectations” in any category means that, in your opinion, the information is presented effectively and creatively; nothing more could be expected of an employee.

A “Meets Expectations” rating means that the information is presented well. Though there may be a few minor problems or omissions, they are not significant. Creativity, however, is not shown to any great degree. A combined total score of 70 or better on the written and presentation sections will earn the participant DECA’s Certificate of Excellence at the international conference.

A “Below Expectations” score means that the information presented does not meet minimum standards of acceptability.

A “Little/No Value” score means either that some major flaw has been noted that damages the effectiveness of the presentation (this may be a major omission, a serious misstatement or any other major flaw) or that the information presented is of no value (does not help the presentation at all).

We thank you for your help!

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Sample Role-play



OCCUPATIONAL CATEGORY
Apparel and Accessories Series

INSTRUCTIONAL AREA
Selling

PARTICIPANT INSTRUCTIONS

PROCEDURES

1. The event will be presented to you through your reading of these instructions, including the Performance Indicators and Event Situation. You will have up to 10 minutes to review this information to determine how you will handle the role-play situation and demonstrate the performance indicators of this event. During the preparation period, you may make notes to use during the role-play situation.
2. You will give an ID label to your adult assistant during the preparation time.
3. You will have up to 10 minutes to role-play your situation with a judge (you may have more than one judge).
4. You will be evaluated on how well you meet the performance indicators of this event.
5. Turn in all your notes and event materials when you have completed the role-play.

PERFORMANCE INDICATORS

1. Explain the role of customer service as a component of selling relationships.
2. Explain company selling policies.
3. Acquire product information for use in selling.
4. Explain the nature of branding.
5. Explain the selling process.

EVENT SITUATION

You are to assume the role of sales trainer for SEA AND SCALE, an upscale catalog clothing and accessories marketer. You are to present to your vice president of sales (judge) a sales training plan for a new marketing venture.

SEA AND SCALE has sold high-quality traditional men's and women's apparel for more than 30 years. Your telephone sales reps receive 100 hours of training that enables them to answer customer questions about product fit, fashion, accessorizing and availability. SEA AND SHORE's high level of service and high-quality merchandise have produced an excellent reputation and a following of loyal customers.

Because of a recent corporate acquisition, SEA AND SCALE will be distributing your branded apparel through MURPHY'S, a mid-priced mass retailer. Selling the SEA AND SCALE merchandise through MURPHY'S will widen distribution throughout the United States and will also make the products immediately available to customers (rather than waiting for home delivery). MURPHY'S is delighted to sell SEA AND SCALE apparel because their chain has a poor reputation for apparel; the acquisition of SEA AND SCALE has instantly given them a widely respected brand name.

As a sales trainer for SEA AND SCALE, your concern is that your loyal customers will not receive the same high standard of service they have become accustomed to when they purchase items at MURPHY'S. Your customers may also be skeptical about the level of service they may receive because the sales associates at MURPHY'S are accustomed to providing a medium level of service to their more price-conscious customers.

Your task is to develop a sales-training plan to be implemented at MURPHY'S that will emphasize customer service, product knowledge, familiarity with company background and advanced selling strategies. You will present your ideas to the vice president of sales (judge). Both you and your vice president of sales (judge) are concerned that MURPHY'S current sales staff might not understand how their sales style will need to change in order to service the SEA AND SCALE customers. You need to be careful that this sales-training plan does not offend the current sales staff, yet stresses the importance of providing SEA AND SCALE shoppers with a higher level of service.

You will present your training plan to the vice president of sales (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 plan. Once you have made your presentation 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 ROLE-PLAY CHARACTERIZATION

You are to assume the role of vice president of sales for SEA AND SCALE, an upscale catalog clothing and accessories marketer. You have asked your sales trainer (participant) to present to you a sales training plan for a new marketing venture.

SEA AND SCALE has sold high-quality traditional men's and women's apparel for more than 30 years. Your telephone sales reps receive 100 hours of training that enables them to answer customer questions about product fit, fashion, accessorizing and availability. SEA AND SHORE's high level of service and high-quality merchandise have produced an excellent reputation and a following of loyal customers.

Because of a recent corporate acquisition, SEA AND SCALE will be distributing your branded apparel through MURPHY'S, a mid-priced mass retailer. Selling the SEA AND SCALE merchandise through

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MURPHY'S will widen distribution throughout the United States and will also make the products immediately available to customers (rather than waiting for home delivery). MURPHY'S is delighted to sell SEA AND SCALE apparel because their chain has a poor reputation for apparel; the acquisition of SEA AND SCALE has instantly given them a widely respected brand name.

The sales trainer for SEA AND SCALE (participant) is concerned that your loyal customers will not receive the same high standard of service they have become accustomed to when they purchase items at MURPHY'S. Your customers may also be skeptical about the level of service they may receive because the sales associates at MURPHY'S are accustomed to providing a medium level of service to their more price-conscious customers.

You have asked the sales trainer (participant) to develop a sales-training plan to be implemented at MURPHY'S that will emphasize customer service, product knowledge, familiarity with company background and advanced selling strategies. Both you and the sales trainer (participant) are concerned that MURPHY'S current sales staff might not understand how their sales style will need to change in order to service the SEA AND SCALE customers. The trainer (participant) must be careful that this sales-training plan does not offend the current sales staff, yet stresses the importance of providing SEA AND SCALE shoppers with a higher level of service.

The sales trainer (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 sales trainer (participant) and asking to hear his/her plan.

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

1. How does your plan maintain or increase the morale of the MURPHY'S sales staff?
2. Do you expect your sales training to affect the retention of sales staff at MURPHY'S?
3. What services do our customers expect that the traditional MURPHY'S customer did not expect?
4. How will we know if your training was effective?

Once the sales trainer (participant) has made the presentation and has answered your questions, you will conclude the role-play by thanking the sales trainer (participant) for the plan.

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

JUDGE'S EVALUATION FORM

AAM Sample Event 2008

DID THE PARTICIPANT:

1. Explain the role of customer service as a component of selling relationships?

Little/No Value 0, 2	Below Expectations 4, 6, 8	Meets Expectations 10, 12, 14	Exceeds Expectations 16, 18
Attempts at explaining the role of customer service as a component of selling relationships were inadequate or unclear.	Adequately explained the role of customer service as a component of selling relationships	Effectively explained the role of customer service as a component of selling relationships.	Very effectively explained the role of customer service as a component of selling relationships.

2. Explain company selling policies?

Little/No Value 0, 2	Below Expectations 4, 6, 8	Meets Expectations 10, 12, 14	Exceeds Expectations 16, 18
Attempts at explaining company selling policies were inadequate or unclear.	Adequately explained company selling policies.	Effectively explained company selling policies.	Very effectively explained company selling policies.

3. Acquire product information for use in selling?

Little/No Value 0, 2	Below Expectations 4, 6, 8	Meets Expectations 10, 12, 14	Exceeds Expectations 16, 18
Attempts at acquiring product information for use in selling were inadequate or unclear.	Adequately acquired product information for use in selling.	Effectively acquired product information for use in selling.	Very effectively acquired product information for use in selling.

4. Explain the nature of branding?

Little/No Value 0, 2	Below Expectations 4, 6, 8	Meets Expectations 10, 12, 14	Exceeds Expectations 16, 18
Attempts at explaining the nature of branding were inadequate or unclear.	Adequately explained the nature of branding.	Effectively explained the nature of branding.	Very effectively explained the nature of branding.

5. Explain the selling process?

Little/No Value 0, 2	Below Expectations 4, 6, 8	Meets Expectations 10, 12, 14	Exceeds Expectations 16, 18
Attempts at explaining the selling process were inadequate or unclear.	Adequately explained the selling process.	Effectively explained the selling process.	Very effectively explained the selling process.

6. Overall impression and response to the judge's questions:

Little/No Value 0, 1	Below Expectations 2, 3, 4	Meets Expectations 5, 6, 7	Exceeds Expectations 8, 9, 10
Demonstrated few skills; could not answer the judge's questions.	Demonstrated limited ability to link skills; answered the judge's questions adequately.	Demonstrated the specified skills; answered the judge's questions effectively.	Demonstrated skills confidently and professionally; answered the judge's questions very effectively.

Judge's Initials _____

TOTAL SCORE _____