Think NAPA is just a parts store? We are so much more! With 6,000 stores, 57 distribution centers, and 16,000 NAPA AutoCare Centers to support, we offer lots of awesome opportunities that you may not know exist.

Some of our careers require an automotive background, but there are many that do not. We offer part- and full-time employment in a variety of roles including Retail, Marketing, IT, Sales, Management Training, Logistics, and more.

Did you know that NAPA partners with the Walt Disney World resort, major airlines, schools, police, and fire departments to keep their equipment and vehicles moving? Just one of the many cool things about NAPA!

NAPA is proud to partner with DECA to help students across the country with scholarships, career exploration, internships, and mentorship (national and local). Visit NAPAAutoJobs.com to discover the many career opportunities with NAPA!
A new DECA year is upon us, and with that means #LIMITLESS opportunities to enhance your students’ DECA experience.

When it comes to helping your students prepare for college and careers, DECA provides #LIMITLESS ways to ensure that they are ready for whatever lies ahead after graduation. Whether they plan on attending college or entering the workforce, DECA’s Comprehensive Learning Program will give them the skills, knowledge and experience they need to excel at whatever project or assignment comes their way.

Did you know DECA has 58 competitive events to choose from? This means that no matter what industry or career field your students are interested in pursuing, DECA has an event that applies to their potential career path. The remarkable industry-related content in DECA’s competitive events makes DECA stand apart from other Career & Technical Student Organizations, and is what will make your DECA members eventually stand apart from other students when it comes time to apply for college or jobs. The expertise students gain in their role-plays, written events or virtual competitions is invaluable to them as emerging leaders.

The DECA Guide is the ultimate resource to helping you understand the requirements and performance indicators for each competitive event DECA offers, and passing on that knowledge to each of your students. Teach your members to use this guide as their secret weapon throughout the year, so they can eventually make it on stage at the 2018 International Career Development Conference in Atlanta, Ga., and be declared international champions!

The DECA Inc. staff has taken the time to ensure that the DECA Guide provides members with every piece of information they need to excel in their DECA year, so have your students take the time to learn and understand what is required of them, so they can do their very best this year.

For a student right now, the future beyond school may seem like light-years away, but the truth is it will be here before they know it. Don’t let your students miss out on a life-changing experience, and encourage them to take advantage of DECA’s #LIMITLESS opportunities!

Sincerely,

MARY PERES
BOARD PRESIDENT
DECA Inc.
### TABLE OF CONTENTS

#### 7 COMPREHENSIVE LEARNING PROGRAM

- 9 Calendar of Events
- 11 Communications
- 13 Chapter Campaigns
- 15 Educational Conferences
- 17 Emerging Leader Series
- 19 Recognition + Scholarships
- 21 School-based Enterprises
- 23 Challenges
- 27 Professional Learning

#### 29 COMPETITIVE EVENTS PROGRAM

- 30 Competitive Events Framework
- 34 DECA Exams
- 36 Recognition and Awards
- 36 Sponsored Events
- 38 ICDC Qualifications and Dress Code
- 39 Competitive Events Updates
- 40 Integrate DECA’s Competitive Events Program Into Your Classroom
- 42 Official Competitive Events List
- 52 Written Entry Checklist
- 53 Written Event Statement of Assurances and Academic Integrity
COMPETITIVE EVENTS GUIDELINES

43 PRINCIPLES OF BUSINESS ADMINISTRATION EVENTS
45 TEAM DECISION MAKING EVENTS
47 INDIVIDUAL SERIES EVENTS
50 PERSONAL FINANCIAL LITERACY
54 BUSINESS OPERATIONS RESEARCH EVENTS

CHAPTER TEAM EVENTS
60 Community Service Project
65 Creative Marketing Project
70 Entrepreneurship Promotion Project
75 Financial Literacy Promotion Project
80 Learn and Earn Project
85 Public Relations Project

ENTREPRENEURSHIP EVENTS
90 Innovation Plan
94 Start-Up Business Plan
98 Independent Business Plan
104 International Business Plan
110 Business Growth Plan
115 Franchise Business Plan

MARKETING REPRESENTATIVE EVENTS
121 Advertising Campaign
125 Fashion Merchandising Promotion Plan
129 Sports and Entertainment Promotion Plan

133 PROFESSIONAL SELLING AND CONSULTING EVENTS

ONLINE EVENTS
137 Stock Market Game
141 Virtual Business Challenges

SHOP DECA IMAGES
145 Apparel and Accessories
163 Competition Preparation Materials
DECA PREPARES EMERGING LEADERS & ENTREPRENEURS IN MARKETING, FINANCE, HOSPITALITY AND MANAGEMENT
DECA’s COMPREHENSIVE LEARNING PROGRAM

INTEGRATES INTO CLASSROOM INSTRUCTION

APPLIES LEARNING

PROMOTES COMPETITION

CONNECTS TO BUSINESS

DECA PREPARES THE NEXT GENERATION TO BE

ACADEMICALLY PREPARED

COMMUNITY ORIENTED

PROFESSIONALLY RESPONSIBLE

EXPERIENCED LEADERS
SUPPORTS EDUCATIONAL INITIATIVES

The DECA experience starts in the classroom where students learn business concepts in preparation for college and careers. A powerful instructional component, DECA brings the classroom to life by empowering the teacher-educator to make learning relevant with educational programs that integrate into classroom instruction, apply learning, connect to business and promote competition.

DECA continues to be a leader in supporting key educational initiatives through its comprehensive learning program, which directly supports Career Clusters®, National Curriculum Standards, 21st Century Skills, project-based learning and financial literacy.

CAREER CLUSTERS®
Career Clusters® provide students with relevant contexts for studying and learning by linking school-based learning with the knowledge and skills required for success in the workplace. DECA’s Comprehensive Learning Program supports the career clusters of marketing, business management and administration, finance, and hospitality and tourism.

NATIONAL CURRICULUM STANDARDS
The National Curriculum Standards for Business Administration provide insight into what business leaders view as important to the success of employees at various levels and in various specialties. These standards define the content for the respective Career Cluster®. They inform teachers, administrators, and curriculum developers as to what should be taught. DECA’s Comprehensive Learning Program provides instructional strategies that align with National Curriculum Standards.

21ST CENTURY SKILLS
21st century skills are a series of skills and abilities that employers seek in their employees. In order to succeed in today’s workplace, employees must excel in the 4Cs: critical thinking and problem solving, communication, collaboration, and creativity and innovation. DECA understands that 21st century skills are important to college and career success, and its programs can help students develop these important skills.

PROJECT-BASED LEARNING
Project-based learning (PBL) is a dynamic classroom approach in which students actively explore real-world problems and challenges while acquiring a deeper knowledge. DECA’s Comprehensive Learning Program can help teachers engage students in project-based learning while teaching and reinforcing course curriculum.

PERSONAL FINANCIAL LITERACY
The demand for personal financial literacy resources has never been greater, and DECA has developed an ever-expanding list of programs to help educators teach personal financial literacy standards and engage students in meaningful instructional activities.
DECA’s COMPREHENSIVE LEARNING PROGRAM offers exciting opportunities for classroom activities that connect your instruction to college and careers. DECA’s activities naturally support programs of study in the career clusters of marketing, business management, finance and hospitality, giving you tools and resources to incorporate DECA into your curriculum and courses.

DECA’s Comprehensive Learning Program enhances the possibility for a greater range of student cognitive abilities to be developed. When using program components as application or extended learning activities, student members are rigorously engaged in relevant exercises that develop the problem-solving and comprehension skills essential for college and careers.

This section contains an expansive listing of DECA’s Comprehensive Learning Program.
The DECA experience isn’t just for one kind of member with one specific set of goals. The DECA experience is about exploring your options, discovering new paths and experiencing opportunities you never knew existed. With DECA, the possibilities for success are LIMITLESS
At Walgreens, we have transformed ourselves into the neighborhood retailer that makes health and happiness simpler, easier and within reach for everyone on a daily basis. Whether you’re in our stores or corporate headquarters, you’ll find that innovation thrives and incredible career and growth opportunities await. We offer the chance to work in a truly supportive environment and be part of a progressive organization dedicated to the well-being of our customers, employees, and the communities we all call home.

To apply, visit www.walgreens.jobs

Walgreens is an Equal Opportunity Employer and welcomes individuals of diverse talent and backgrounds. Walgreens promotes and supports a smoke-free and drug-free workplace.
STAY CONNECTED

USE #LIMITLESS
in all your tweets, photos, posts and videos this year!

FIND US @DECAINC
DECADIRECT.ORG
NUTRIENTS PACKED INTO EVERY SQUARE OUNCE.

MIGHTY. GOOD. JUICE.

NO SUGAR ADDED  NO PRESERVATIVES

John Wilson (203) 331-7320
www.nakedjuice.com

Naked

BOOSTED blue machine
WITH OTHER NATURAL FLAVORS

Naked

PROTEIN protein zone
WITH OTHER NATURAL FLAVORS

©2017 Naked Juice Co.
MEMBERSHIP
Guide your membership efforts by meeting these goals.

20 MORE STUDENTS THAN LAST YEAR
20 ALUMNI
20 PROFESSIONALS

GLOBAL ENTREPRENEURSHIP WEEK

3 IDEA CHALLENGE ENTRIES
3 SUCCESS STORIES OF LOCAL ENTREPRENEURS
3 SCHOOL/COMMUNITY OUTREACH ACTIVITIES

PROMOTIONAL
Conduct these activities from the beginning of your school year through DECA Month.

3 SCHOOL OUTREACH ACTIVITIES
3 SUCCESS STORIES OF ALUMNI
3 COMMUNITY OUTREACH ACTIVITIES

COMMUNITY SERVICE
Conduct a community service activity from the beginning of your school year through DECA Month.

1 OR MORE COMMUNITY SERVICE ACTIVITIES
75% OR MORE PARTICIPATION OF YOUR DECA MEMBERS
1 FORM OF PUBLICITY OR PROMOTION

ADVOCACY
Advocate during Career and Technical Education Month in February.

3 SCHOOL OUTREACH ACTIVITIES
3 PUBLIC POLICY MAKERS OUTREACH
3 COMMUNITY OUTREACH ACTIVITIES

DEADLINE 12.1.17
Earn ACHIEVEMENT LEVEL by meeting the requirements in any ONE of the categories (students, alumni or professionals) of the Membership Campaign and receive a pennant and certificate.

Earn THRIVE LEVEL by meeting the requirements in any TWO of the categories of the Membership Campaign and receive a pennant, plaque, flag and three allocations to attend the THRIVE ACADEMY at ICDC.

DEADLINE 12.1.17
Earn ACHIEVEMENT LEVEL by meeting the requirements in any ONE of the three DECA Month Chapter Campaigns (Global Entrepreneurship Week Campaign, Promotional Campaign, or Community Service Campaign) and receive a pennant and certificate.

Earn THRIVE LEVEL by meeting the requirements in any TWO of the three DECA Month Chapter Campaigns (Global Entrepreneurship Week Campaign, Promotional Campaign, and Community Service Campaign) and receive a pennant, plaque, flag and three allocations to attend the THRIVE ACADEMY at ICDC.

DEADLINE 3.1.18
Meet the requirements in the Advocacy Campaign during February and receive a pennant, special plaque from DECA’s Congressional Advisory Board and a letter of recognition sent to your school administrator and government officials.

Eligibility to attend ICDC is determined by the chartered associations, based on their policies. Chapters should consult with their association advisor for eligibility guidelines.
Wear-a-Knit

Quality Custom Knitwear

Great items for:
School Stores,
Sports Teams,
Fundraisers, etc.

Low Minimums
and
Affordable Prices!

www.wearaknit.com

CUSTOMER SERVICE
CONTACTS
sonja@wearaknit.com
teresa@wearaknit.com

TELEPHONE
Local: 218-879-1203
Toll Free: 800-346-0748
Fax: 218-879-1205

NET 30 TERMS AVAILABLE WITH A SCHOOL PURCHASE ORDER
Social Media Challenge with MIMIC SOCIAL

The Stukent Social Media Challenge is the chance for DECA members to compete in a social media marketing competition using Stukent's Mimic Social simulation.

The top team in each chartered association (state) will be recognized and the top 3 overall scores will be recognized onstage at ICDC in Atlanta, GA, April 24th, 2018.

You'll gain knowledge in:
- Budgeting and promoting content
- Content planning & scheduling
- Analyzing key social media metrics
- Managing a $50,000 campaign

Challenge dates:
- October 16th, 2017
- January 16th, 2018

Please visit our website for more details:
WWW.STUKENT.COM/MIMIC-SOCIAL-CHALLENGE

Prizes:
- 1st Place: $1,500
- 2nd Place: $1,000
- 3rd Place: $500
DECA’S EMERGING LEADER SERIES is designed to empower DECA members to provide effective leadership through goal setting, consensus building and project implementation.

Aligned with 21st Century Skills in the areas of critical thinking and problem solving, communication, collaboration and creativity, and innovation, DECA’s Emerging Leader Series prepares members to be effective leaders in college and careers. All of these academies are available during the DECA International Career Development Conference, and Elevate and Empower are also available at the DECA Emerging Leader Summit.

Participation in DECA’s Emerging Leader Series at ICDC is the primary conference activity for members, except for Empower. Empower is limited to chartered association officers, who may also participate in DECA’s Competitive Events Program. Register through your chartered association advisor using the name of the academy.
Your Future is LIMITLESS when you apply your DECA skills at Vector!

VectorLovesDECA.com

#VectorLovesDECA

Contact Helen Brown (hbrown@cutco.com) if you are looking for speakers, judges or mentors for your chapter.
DECA's SCHOLARSHIP PROGRAM provides over $300,000 in scholarships at the International Career Development Conference (ICDC) each year.

Many corporate partners of DECA provide scholarships through the DECA Scholarship Program. DECA Inc. administers the program based on guidelines set by the donor. DECA scholarships are strictly merit based.

Scholarship applications are due online January 19, 2018. Visit www.deca.org/scholarships/ to learn more and apply.

THE DECA EMERGING LEADER HONOR AWARD recognizes DECA members for being academically prepared, community oriented, professionally responsible and experienced leaders through their participation in DECA.

QUALIFICATIONS
To receive the DECA Emerging Leader Honor Award a student must:
1. be a DECA member at the local, chartered association and DECA Inc. levels.
2. be a senior.
3. have an overall cumulative grade point average of 3.2 for the seven previous semesters (with 4.0 being equal to an A).
4. complete one course in any one of the following areas:
   - Marketing
   - Business Management & Administration
   - Entrepreneurship
   - Finance
   - Hospitality and Tourism
5. participate in at least three of the areas listed under Community Oriented, Professionally Responsible and Experienced Leader.

PROCEDURES
• Applications and a $5 application fee must be submitted electronically following the directions at deca.org/honoraward no later than January 30, 2018.
• An honor award certificate will be mailed directly to the local advisor with suggestions for appropriate presentation and recognition on decadirect.org.
A Proven Winner Now in Its 4th Edition!

Marketing Dynamics
FOURTH EDITION
Available Spring 2018

Features relevant DECA activities
Includes “Building Your Marketing Plan,” a hands-on, project-based learning experience
Expertly written by marketing educators, for marketing educators
Prepares students for industry-recognized certification

Available in digital, print, and bundles—with a free Companion Website and Instructor Resources

Reserve Your Preview Sample Today

Together, We Build Careers!
800.323.0440 • custserv@g-w.com • www.g-w.com
A SCHOOL-BASED ENTERPRISE (SBE) is an entrepreneurial operation in a school setting that provides goods and/or services to meet the needs of the market. SBEs are managed and operated by students as hands-on learning laboratories that integrate National Curriculum Standards in Marketing, Finance, Hospitality or Management. SBEs provide realistic and practical learning experience that reinforces classroom instruction.

DECA offers SBE certification on two levels: chapter level through a written project and individual level through a comprehensive exam. The certification program reinforces the integration of National Curriculum Standards and 21st century skills. Standards covered in both the written project and exam include retail, marketing and entrepreneurship concepts, and a range of business operations standards including financial analysis, operations, marketing-information management, pricing, distribution/channel management, promotion, selling and human resources management.

GUIDELINES + RESOURCES
Visit www.deca.org/sbe for additional information including:

- Chapter certification guidelines
- Instructional units that reinforce the topics covered by the SBE certification standards through learning packets and PowerPoint presentations
- Individual certification exam guidelines, study guides and registration instructions

CHAPTER CERTIFICATION
SBEs may earn chapter certification at three levels: Gold, Silver or Bronze.

Gold Level SBEs may remain certified at the Gold level for four additional years by meeting the requirements for Gold Re-certification.

Bronze and Silver Level SBEs are recognized at the chartered association level.

Gold Level and Gold Level Re-certified SBEs may be eligible to participate in the SBE Academy and Competition at the 2018 International Career Development Conference in Atlanta.

INDIVIDUAL CERTIFICATION
DECA members involved in their SBE may pursue an Individual Certification through the successful completion of the online certification exam.

The certification exam consists of 100 multiple-choice questions which cover the same 10 key business operations standards also covered in the chapter certification project.

A minimum score of 70% is required to earn individual certification.

The $15 exam fee includes an exam transcript with instructional area analysis. Certified students receive a certificate of achievement and recognition via decadirect.org.
HERFF JONES YEARBOOK
MARKETING RESULTS CHALLENGE

Your marketing prowess could win a team from your chapter a TRIP TO COMPETE IN THE FINALS and a $5,000 TRAVEL AWARD FOR ICDC RECOGNITION on stage at a general session in Atlanta in April.

While the creative team is producing the yearbook at your school, YOU CAN MAKE A DIFFERENCE BY FOCUSING ON BOOK SALES.

More details at DECADIRECT.ORG
Or email questions to DECAINFO@HERFFJONES.COM

DECA
A Varsity ACHIEVEMENT Brand
DECA’s CHALLENGES provide DECA members opportunities to demonstrate the knowledge and skills learned in the classroom through innovative challenges in partnership with several corporate partners. Each challenge has a unique focus and a specific set of required tasks.

FIDM CHALLENGE
Demonstrate your entrepreneurial spirit by proposing a new product idea for a specific market segment. Pitch your new clothing, beauty, home, health, food or entertainment concept in a four-minute YouTube presentation that describes your target market, product offering and benefits, market potential, and marketing and distribution strategy.

HERFF JONES CHALLENGE
Participants in the Herff Jones Marketing Results Challenge will assist Herff Jones in testing an array of promotional messages delivered to potential yearbook buyers through various channels. After analysis of buying patterns and attitudes at their own schools, teams will create and implement marketing campaigns to increase yearbook awareness and sales on campus. Whether they opt to employ a single campaign with messages delivered through multiple channels or several different approaches in order to study and measure effectiveness, they will conclude the challenge by sharing research results in written format and preparing a video which details their methods and results. Herff Jones executives will evaluate all research and videos to determine finalists.

STUKENT SOCIAL MEDIA MARKETING CHALLENGE
Here’s your chance to compete in the world’s first social media marketing simulation used by top institutions around the world. Test your social media marketing skills by managing a $50,000 budget in simulated ad dollars for a fictitious, global bag company marketing on Facebook, Instagram, Twitter, LinkedIn, YouTube and Pinterest. Mimic Social teaches audience targeting, how to promote and schedule content, as well as mastering the key performance indicators that drive product sales.
STUDY IN NEW YORK

Apply Now For DECA Participant Scholarships

Here's how to get started:

- Download and complete the DECA Scholarship Application (BerkeleyCollege.edu/LP/DECA)
- Submit a letter of recommendation from your DECA advisor
- Submit your high school transcript

Scholarships are renewable yearly based on GPA and consecutive full-time enrollment.*

Berkeley College reserves the right to add, discontinue, or modify its programs and policies at any time. Modifications subsequent to the original publication of this document may not be reflected here. For the most up-to-date information, please visit BerkeleyCollege.edu.

*Award amounts applied after all other federal and state grants and scholarships are calculated and will not exceed the remaining cost of tuition and fees. Cost of books and supplies not included.
“Growing up in Arkansas, I was so excited to win a DECA Scholarship to Berkeley College in New York! DECA is a great organization that exposes us to the fundamentals of business. Berkeley takes it to the next level with great relationships with many corporations and networking opportunities that can be a great career advantage.”

Rebecca Aguilera
Marketing Communications
Former DECA State President
- Arkansas

For more information, call 800-446-5400 ext. GDG
or email info@BerkeleyCollege.edu

Berkeley College

Programs offered in New York, New Jersey, and Online
TAKING STOCK WITH TEENS
ONLINE SURVEY

www.piperjaffray.com/teens
DECA’s **PROFESSIONAL LEARNING SERIES** offers high-quality professional development workshops, seminars and resources to improve your performance and fulfill your continuing professional development certification requirements.

**FACE-TO-FACE LEARNING**

**DECA AMPED**

DECA AMPED provides teachers and DECA advisors the education, knowledge and inspiration to ignite their instruction. Focused on improving teaching and learning, the conference is packed with great ideas and learning strategies for teachers to bring their classrooms to life, push their members to excel in DECA’s Comprehensive Learning Program, maximize hands-on learning with school-based enterprises and position their chapter for success. Continuing education units (CEUs) are offered.

**DECA ADVISOR ACADEMY**

A highlight of the International Career Development Conference, DECA’s Advisor Academy is designed to help DECA advisors understand their various roles, as well as how DECA’s Comprehensive Learning Program integrates into classroom instruction, applies learning, connects to business and promotes competition.

**DECA EDUCATIONAL CONFERENCES**

Professional development activities are provided at educational conferences, focusing on helping teachers integrate DECA into classroom instruction, apply learning, connect business and promote competition.

**TRAIN THE TRAINER CERTIFICATION COURSE**

The Train the Trainer Certification Course is designed to prepare key leaders of chartered associations to effectively deliver presentations and new content useful to DECA local chapter advisors. Certified trainers are equipped to facilitate workshops within their associations using best practices, teacher and student learning activities, resource materials and evaluation tools.

**EDUCATIONAL PRACTICES**

**DECA DIRECT WEEKLY**

Delivered directly to your inbox each Tuesday, DECA Direct Weekly informs chapter advisors of the latest DECA happenings and shares articles on classroom and chapter strategies.

**INSIGHT + CHAPTER PACKETS**

DECA Insight provides professional development articles to help advisors use components of the DECA Comprehensive Learning Program in the classroom. DECA Insight is delivered four times a year in chapter packets that include tools such as DECA’s business partner poster series and classroom resources.

**E-LEARNING**

DECA Inc.’s E-Learning component of the Professional Learning Series contains free live and archived webinars, modules from selected face-to-face learning opportunities and other educational materials.

**PROFESSIONAL DEVELOPMENT SCHOLARSHIPS**

DECA offers professional development scholarships to advisors for use at professional development conferences providing continuing education credit (CEU) in their field. The postmark deadline for applications is March 5, 2018.
Calling all students:

Looking for a career that makes a difference? Residential property management offers rewarding opportunities!

**TRANSFORM YOUR FUTURE TODAY!**

Check out exciting opportunities in residential property management at RPMcareers.org — watch RPM Careers videos and learn more from an RPM Careers ambassador.

NAAEI NOW TODAY’S INVESTMENT. TOMORROW’S WORKFORCE.
DECA’s COMPETITIVE EVENTS PROGRAM directly supports our mission of preparing emerging leaders and entrepreneurs in marketing, finance, hospitality and management.

As an integral part of the classroom curriculum, DECA’s industry-validated competitive events apply learning, connect to business and promote competition. DECA’s competitive events directly contribute to every student being college and career ready when they graduate from high school. The program also strongly supports the development of 21st Century Skills.
DECA’s COMPETITIVE EVENTS PROGRAM is aligned to National Curriculum Standards in the career clusters of marketing, business management and administration, finance and hospitality and tourism.

The Business Administration Core is the foundation of DECA’s Competitive Events Program. As events become more specialized, they are associated with a career cluster and possibly a career pathway. At each tier, content becomes more specialized, as well. Within each tier, each performance indicator is assigned a curriculum planning level on a continuum of instruction ranging from simple to complex. DECA mostly uses performance indicators at the prerequisite, career-sustaining and specialist curriculum planning levels. The tiers do not necessarily indicate levels of rigor, but rather a progression of knowledge and skills from a broad career interest to a very specialized career focus.
**Performance Indicators**

Performance indicators for **Principles of Business Administration** role-plays and exams will be selected from the business administration core.

Performance indicators for **Team Decision Making** case studies and exams will be selected from the business administration core and appropriate career cluster.

Performance indicators for **Individual Series** exams will be selected from the business administration core, appropriate career cluster, and appropriate pathway.

Performance indicators for the exam and role-plays used for the **Personal Financial Literacy Event** will be selected from the National Standards in K-12 Personal Finance Education, created and maintained by the Jump$tart Coalition® for Personal Financial Literacy.

Performance indicators for the exams used for **Marketing Representative Events** and **Professional Selling and Consulting Events** will be selected from the business administration core and appropriate career cluster.

**Tier 3 | Career Pathways**

**Curriculum Structure**
Career Clusters are then separated into career pathways, grouping similar careers together in broad based pathways representing knowledge and skills unique to the pathway.

**Competitive Events Framework**
Performance indicators in this tier are not used in exams. The performance indicators in the respective pathway are used in role-plays for Individual Series Events.

**Tier 4 | Specialties**

**Curriculum Structure**
The specialty level addresses knowledge and skills needed for each specific career within a pathway. For example, in professional selling, some job opportunities are pharmaceutical sales, real estate sales, and advertising sales.

**Competitive Events Framework**
Because they are so specialized, performance indicators from this tier are not used in DECA’s competitive events.
DECA EXAMS
DECA currently uses only seven industry-validated exams for the following competitive events. Each exam item represents a specific performance indicator from the respective national curriculum standards.

BUSINESS ADMINISTRATION CORE
Principles of Business Management and Administration
Principles of Finance
Principles of Hospitality and Tourism
Principles of Marketing

BUSINESS MANAGEMENT + ADMINISTRATION
Business Law and Ethics Team Decision Making
Human Resources Management Series

ENTREPRENEURSHIP
Entrepreneurship Series
Entrepreneurship Team Decision Making

FINANCE
Accounting Applications Series
Business Finance Series
Financial Consulting
Financial Services Team Decision Making

HOSPITALITY + TOURISM
Hospitality and Tourism Professional Selling
Hospitality Services Team Decision Making
Hotel and Lodging Management Series
Quick Service Restaurant Management Series
Restaurant and Food Service Management Series
Travel and Tourism Team Decision Making

MARKETING
Advertising Campaign
Apparel and Accessories Marketing Series
Automotive Services Series
Business Services Marketing Series
Buying and Merchandising Team Decision Making
Fashion Merchandising Promotion Plan
Food Marketing Series
Marketing Communications Series
Marketing Management Team Decision Making
Professional Selling
Retail Merchandising Series
Sports and Entertainment Marketing Series
Sports and Entertainment Marketing Team Decision Making
Sports and Entertainment Promotion Plan

PERSONAL FINANCIAL LITERACY
Personal Financial Literacy

PERFORMANCE INDICATORS
Specific knowledge and skills students are expected to address and perform during their competition. Performance indicators are national curriculum standards which are taught in the classroom.

INSTRUCTIONAL AREAS
Broad areas of content knowledge (i.e., promotion, pricing, emotional intelligence, business law) that are comprised of many performance indicators.

BUSINESS ADMINISTRATION CORE
The Business Administration Core is the foundation for all of DECA’s competitive events. Performance indicators in the Business Administration Core are common to all career areas and competitive events.

CAREER CLUSTERS
There are sixteen (16) career clusters, each representing a distinct grouping of careers and industries based on the knowledge and skills they require. DECA supports four (4) career clusters:
• Marketing
• Business Management and Administration
• Finance
• Hospitality and Tourism

CAREER PATHWAYS
Each career cluster contains several career pathways, or specialized career areas. For example, the Finance Career Cluster has career pathways such as Accounting, Banking Services, Corporate Finance, Insurance, and Securities and Investments.
EVIDENCE OF STUDENT LEARNING

Supporting college and career readiness, DECA’s competitive events transcripts express each member’s performance rated against National Curriculum Standards identified as essential knowledge and skills and 21st Century Skills. DECA transcripts provide evidence of student learning and achievement through their participation in DECA’s Competitive Events Program at the International Career Development Conference.

DECA transcripts are an exceptional tool to provide feedback for both advisors and members in helping them assess areas for improvement in course instruction and student learning.

The transcripts provide ranking and performance measures for each instructional area on the career cluster exam and feedback for each performance indicator and/or evaluation criterion that the judge evaluates.

Because of the structure of DECA’s competitive events program, all data is normalized to provide this feedback and should be viewed as a snapshot of performance rather than in terms of final competition rankings.

DECA transcripts are yet another tool in demonstrating DECA’s commitment to integrating DECA into classroom instruction, applying learning, connecting to business and promoting competition. DECA members may wish to use their DECA transcripts as part of their portfolios when applying for scholarships, to college or for jobs.

Learn more and order transcripts at www.deca.org.

EVALUATION

The judge will become familiar with all of the event guidelines before starting to evaluate event components and use the following definitions when completing the scoring.

A maximum score of “EXCEEDS EXPECTATIONS” in any category means that, in the judge’s opinion, the information is presented effectively and creatively; nothing more could be expected of a participant.

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 “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 information (this may be a major omission, a serious misstatement, poor communications or any other major flaw) or that the information presented is of no value (does not address the problem at all).

A combined total score of 70 or better on the written and presentation sections will earn the participant/team DECA’s Certificate of Excellence at the international conference.

ROLE-PLAY SCORING

A list of performance indicators specific to the scenario is included in the evaluation. These are distinct tasks the participants must accomplish during the role-play or case study. The judge will evaluate the participants’ performance on these tasks and on several follow-up questions. The judge will complete the Presentation Evaluation Form.

WRITTEN EVENT SCORING

The Written Entry Evaluation Form follows the outline shown in the section entitled Written Entry Guidelines, which explains in greater detail what should be discussed/included in each section. The judge will complete the Written Entry Evaluation Form. Penalty points (see Written Entry Checklist) will have already been assessed.
RECOGNITION AND AWARDS
DECA’s competitive events provide recognition for competitors in a number of different areas. The following list describes the recognition provided at ICDC:

CERTIFICATE OF ACHIEVEMENT: All competitors will receive a Certificate of Achievement recognizing the achievement necessary to qualify to participate in the International Career Development Conference.

CERTIFICATE OF EXCELLENCE: Competitors scoring a combined total score of 70% or better on the competitive event components will earn a Certificate of Excellence.

ACHIEVEMENT AWARDS: For each event with an exam, the highest ten individual scores on the exam will receive a silver-ribbon medallion. For each Principles of Business Administration Event, Team Decision Making Event, Individual Series Event, Personal Financial Literacy Event, Marketing Representative Event and Professional Selling and Consulting Event, participants with top scores in each section of the presentation component will each receive a silver-ribbon medallion. In all events, the top two overall scores in each section will be considered finalists and receive blue-ribbon medallions.

GRAND AWARDS: The top ten finalists will be called to the stage and receive red-white-blue ribboned medallions with first, second and third places receiving trophies.

CASH AWARDS: All competitive event first place winners will receive a minimum of $100. Several events provide larger awards based on company sponsorship.

SPONSORED EVENTS
DECA gratefully acknowledges the competitive events sponsorship of these generous corporations and organizations.

Unless otherwise noted, each sponsoring organization provides the following awards for international competitors:

1st Place $1,000
2nd Place $500
3rd Place $250
4th-10th Place $100 each

ACCOUNTING APPLICATIONS SERIES ACT
American Institute of CPAs*

APPAREL AND ACCESSORIES MARKETING SERIES AAM
Men’s Wearhouse*

AUTOMOTIVE SERVICES MARKETING SERIES ASM

BUYING AND MERCHANDISING OPERATIONS RESEARCH BMOR
PiperJaffray.

COMMUNITY SERVICE PROJECT CSP

FASHION MERCHANDISING PROMOTION PLAN FMP
FIDM
FINANCIAL LITERACY PROMOTION PLAN  FLPP

FRANCHISE BUSINESS PLAN  EFB

HOSPITALITY AND TOURISM OPERATIONS RESEARCH  HTOR

PERSONAL FINANCIAL LITERACY  PFL

PRINCIPLES OF BUSINESS MANAGEMENT AND ADMINISTRATION  PBM

PRINCIPLES OF MARKETING  PMK

QUICK SERVE RESTAURANT MANAGEMENT SERIES  QSRM

SPORTS AND ENTERTAINMENT MARKETING OPERATIONS RESEARCH  SEOR

HOSPITALITY SERVICES TEAM DECISION MAKING  HTDM

FASHION  VBCFA

PERSONAL FINANCE  VBCPF

RESTAURANT  VBCRS

RETAIL  VBCRT

SPORTS  VBCSP

VIRTUAL BUSINESS CHALLENGES

ACCOUNTING  VBCAC

AWARDS
1st Place $6,000 per team
2nd Place $3,000 per team
3rd Place $1,500 per team
4th Place $900 per team

Piper Jaffray.

AWARDS
1st Place $1,000 per team
2nd Place $500 per team
3rd Place $250 per team
ICDC QUALIFICATIONS

1. All participants must be active members of DECA with the current year’s dues on file with DECA Inc. prior to March 1 of the current school year.

2. All participants and written entries must be approved and authorized for entering competition by their chartered association through official competitive events registration forms.

3. All participants and written entries must meet the specifications set forth for each activity.

4. All participants must have participated in chartered association, district and/or local competition, or qualified through online competition.

5. All entry forms and creative entries must be submitted by the chartered association advisor or designee according to announced deadlines.

6. A participant may enter only one of the competitive events with a participatory component during DECA’s International Career Development Conference.

7. No additions or substitutions may be registered for competition after the deadline set forth by DECA Inc.

8. A written entry may not be entered in more than one ICDC competitive event during a given year.

9. Once a written entry is entered in ICDC competition, the identical content material may not be entered in ICDC competition again.

10. All participants must attend the briefing sessions scheduled for their competitive event during the ICDC.

11. Participants are required to follow the official DECA dress code outlined on this page.

12. All written entries must include a signed copy of DECA’s Written Event Statement of Assurances and Academic Integrity (page 53).

13. Participants must bring a photo ID to all event briefings, testing sessions and presentations. If a photo ID is not available, an advisor must verify the participant’s identity.

DRESS CODE

Professional appearance is an important aspect of the overall preparation of DECA members for the business world. To that end, DECA supports a dress code for its career-based functions that exemplifies the highest standards of professionalism while being non-discriminatory between males and females.

DECA’s board of directors has developed the following official dress standards for the International Career Development Conference. Students, advisors and chaperones must follow the dress code.

Competitors must wear an official DECA blazer during interaction with the judges. While official DECA blazers are not required during briefing and testing, professional business dress is required. Professional dress should also be worn to all conference sessions including workshops and special meal functions such as luncheons.

For a more polished, professional appearance, it is recommended that attendees wear appropriate hosiery/socks.

AN OFFICIAL DECA BLAZER IS REQUIRED TO RECEIVE RECOGNITION OR AN AWARD ON STAGE.

WHEN APPEARING BEFORE JUDGES

**FEMALES:** Official DECA blazer with dress skirt or dress slacks and a dress blouse or official blazer with a dress; dress shoes

**MALES:** Official DECA blazer with dress slacks, collared dress shirt and necktie; dress shoes and dress socks

DECA GENERAL SESSIONS, MEAL FUNCTIONS

**FEMALES:** Business suit or blazer with dress blouse and dress skirt or dress slacks or business dress; dress shoes

**MALES:** Business suit or sport coat with dress slacks, collared dress shirt and necktie; dress shoes and dress socks

EVENT BRIEFING, MANUAL REGISTRATION AND TESTING, LEADERSHIP ACADEMIES/INSTITUTES

**FEMALES:** Dress blouse or dress sweater with dress skirt or dress slacks (blazer optional) or business dress; dress shoes

**MALES:** Collared dress shirt and necktie with dress slacks (blazer optional); dress shoes and dress socks

DECA BUSINESS CASUAL

- Casual slacks (e.g., Dockers), blouse or shirt, socks and casual shoes.
- Jeans, t-shirts and athletic shoes are not included in business casual attire.

UNACCEPTABLE DURING DECA ACTIVITIES

- Skin-tight or revealing clothing
- Midriff-baring clothing
- Swimwear
- Athletic clothing
- Leggings or graphic designed hosiery/tights
- Clothing with printing that is suggestive, obscene or promotes illegal substances

When judging adherence to the dress code, DECA asks that advisors, teachers and chaperones use observation as the tool for assessing compliance. DECA does not support or condone the touching of students or their clothing as a means of determining whether or not a student is following the dress code guidelines.
COMPETITIVE EVENTS UPDATES

The DECA Inc. Board of Directors approved the following changes to DECA’s Competitive Events Program effective 2017-2018.

1. The previously scheduled new Entrepreneurship Team Decision Making and Entrepreneurship Individual Series events will be added. These events will use the entrepreneurship performance indicator list and new entrepreneurship exam.

2. Evaluation forms for all competitive events with a written entry may have more points allocated toward the executive summary on the written evaluation. Evaluation forms for the presentation of Chapter Team Events and evaluation forms for Advertising Campaign, Fashion Merchandising Promotion Plan and Sports and Entertainment Promotion Plan have been revised.

3. The Start Up Business Plan can now be comprised of one to three members of the DECA chapter.

4. For the 2017-2018 Virtual Business Challenge, teams have access to almost all the full simulation capabilities versus select simulation actions in previous years’ competitions. In addition, this year’s VBC will introduce shorter online qualifying rounds. Each VBC online qualifying round will be 11-days in length. The Virtual Business Challenge – Accounting has mini-challenges during each qualifying round. Visit http://knowledgematters.com/highschool/competitions/deca/ for complete details.

5. The Virtual Business Challenge – Fashion event will be added.

COMPETITIVE EVENTS QUESTIONS

Contact Ryan Witzig, DIRECTOR OF LEARNING AND ASSESSMENT
ryan_witzig@deca.org or (703) 860-5000 ext. 222
INTEGRATE DECA’S COMPETITIVE EVENTS PROGRAM 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.

WRITTEN AND PREPARED EVENTS

DECA’s written and prepared events increase relevance of learning by providing practical experiences for students, and they provide rigor by requiring high-level critical thinking and problem solving skills. Through the written entry and presentation, students also develop both academic skills and 21st Century Skills.

Many DECA advisors use written and prepared events to facilitate learning through a written classroom project that can then become a DECA written entry. For example, advisors have used the Business Operations Research Events as a major project in an advanced business or marketing class or the Advertising Campaign when teaching advertising. Here are some suggestions to integrating DECA’s prepared events into classroom instruction.

• Introduce the project early in the semester and make the final product due at the end of the semester. Match the event’s objectives with course competencies (performance indicators) and the appropriate section of the written entry.

• Design the development of the written entry into micro learning activities, with timelines that align with daily lessons, rather than just giving students a set of competitive event guidelines. Together, these assignments can then be developed into the written entry.

• Provide students with feedback at each critical point or section during the project by developing more specific grading rubrics corresponding to each section of the project. This feedback will help students improve their project as they move forward and prepare the final written entry.
ROLE-PLAYS AND CASE STUDIES
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. Here are a few steps.

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. DECA Images 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.
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.
DECA Images sells many items to assist advisors with integrating DECA into curriculum at www.shopdeca.org.
DECA COMPETITIVE EVENTS

PRINCIPLES OF BUSINESS ADMINISTRATION EVENTS
Principles of Business Management and Administration PBM
Principles of Finance PFN
Principles of Hospitality and Tourism PHT
Principles of Marketing PMK

TEAM DECISION MAKING EVENTS
Business Law and Ethics Team Decision Making BLTD
Buying and Merchandising Team Decision Making BTDM
Entrepreneurship Team Decision Making ETDM
Financial Services Team Decision Making FTDM
Hospitality Services Team Decision Making HTDM
Marketing Management Team Decision Making MTDM
Sports and Entertainment Marketing Team Decision Making STDM
Travel and Tourism Team Decision Making TTDM

INDIVIDUAL SERIES EVENTS
Accounting Applications Series ACT
Apparel and Accessories Marketing Series AAM
Automotive Services Marketing Series ASM
Business Finance Series BFS
Business Services Marketing Series BSM
Entrepreneurship Series ENT
Food Marketing Series FMS
Hotel and Lodging Management Series HLM
Human Resources Management Series HRM
Marketing Communications Series MCS
Quick Serve Restaurant Management Series QSRM
Restaurant and Food Service Management Series RFSM
Retail Merchandising Series RMS
Sports and Entertainment Marketing Series SEM

PERSONAL FINANCIAL LITERACY EVENT
Personal Financial Literacy PFL

BUSINESS OPERATIONS RESEARCH EVENTS
Business Services Operations Research BOR
Buying and Merchandising Operations Research BMOR
Finance Operations Research FOR
Hospitality and Tourism Operations Research HTOR
Sports and Entertainment Marketing Operations Research SEOR

CHAPTER TEAM EVENTS
Community Service Project CSP
Creative Marketing Project CMP
Entrepreneurship Promotion Project EPP
Financial Literacy Promotion Project FLPP
Learn and Earn Project LEP
Public Relations Project PRP

ENTREPRENEURSHIP EVENTS
Innovation Plan EIP
Start-Up Business Plan ESB
Independent Business Plan EIB
International Business Plan IBP
Business Growth Plan EBG
Franchise Business Plan EFB

MARKETING REPRESENTATIVE EVENTS
Advertising Campaign ADC
Fashion Merchandising Promotion Plan FMP
Sports and Entertainment Promotion Plan SEPP

PROFESSIONAL SELLING AND CONSULTING EVENTS
Financial Consulting FCE
Hospitality and Tourism Professional Selling HTPS
Professional Selling PSE

ONLINE EVENTS
Stock Market Game SMG
Virtual Business Challenge Accounting VBCAC
Virtual Business Challenge Fashion VBCFA
Virtual Business Challenge Hotel Management VBCHM
Virtual Business Challenge Personal Finance VBCPF
Virtual Business Challenge Restaurant VBCRS
Virtual Business Challenge Retail VBCRT
Virtual Business Challenge Sports VBCSP

Not all chartered associations offer all events. Please check with your chartered association advisor for events offered in your chartered association.
PRINCIPLES OF BUSINESS ADMINISTRATION EVENTS

PRINCIPLES OF BUSINESS MANAGEMENT AND ADMINISTRATION PBM
Sponsored by AT&T Aspire

PRINCIPLES OF FINANCE PFN

PRINCIPLES OF HOSPITALITY AND TOURISM PHT

PRINCIPLES OF MARKETING PMK
Sponsored by National Apartment Association Education Institute

DECA’s Principles of Business Administration Events measure the student’s proficiency in those knowledge and skills identified by career practitioners as common academic and technical content across marketing, finance, hospitality, and business management and administration.

The Principles of Business Administration Events are designed for first-year DECA members who are enrolled in introductory-level principles of marketing/business courses. Advanced students with multiple course credits in this area are better served in more advanced competitive events. Students who were previously members of DECA are not eligible for these events.

The guidelines for each of the Principles of Business Administration Events have been consolidated to facilitate coordination of participant activities in each career category. This means the guidelines are exactly the same for each career category. However, each career category’s role-play will be career specific and will be different and distinct from the role-plays of the other career categories.

CAREER CLUSTERS + DEFINITIONS
The following definitions are used to determine the activities and careers that are included in each of the Principles of Business Administration Events.

BUSINESS MANAGEMENT + ADMINISTRATION

Principles of Business Management and Administration: The role-plays will use language associated with careers in administrative services, business information management, general management, human resources management, and operations management.

FINANCE

Principles of Finance: The role-plays will use language associated with careers in accounting, banking services, business finance, insurance and securities, and investments.

HOSPITALITY + TOURISM

Principles of Hospitality and Tourism: The role-plays will use language associated with careers in hotels, restaurants, and tourism and travel.

MARKETING

Principles of Marketing: The role-plays will use language associated with careers in marketing communications, marketing management, marketing research, merchandising and professional selling.

KNOWLEDGE AND SKILLS DEVELOPED
Participants will demonstrate knowledge and skills described by selected business administration core performance indicators that are aligned with National Curriculum Standards and industry validated. Complete lists of performance indicators are available at deca.org. Participants in these competitive events are not informed in advance of the performance indicators to be evaluated.

Participants will also develop many 21st Century Skills, in the following categories, desired by today’s employers:

- Communication and Collaboration
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Flexibility and Adaptability
- Information Literacy
- Initiative and Self-direction
- Leadership and Responsibility
- Productivity and Accountability
- Social and Cross-cultural Skills

Many Common Core Standards for Mathematics and English Language Arts & Literacy are supported by participation in DECA’s competitive events.

Crosswalks that show which 21st Century Skills are developed and which common core standards are supported by participating in each competitive event are available at deca.org.
EVENT OVERVIEW

• Principles of Business Administration Events consist of two major parts: a business administration core exam and a role-play with a business executive. A second role-play event will be given to finalists. The business administration core exam items and the role-play situations are selected from a list of performance indicators identified in the National Curriculum Standards for Business Administration developed by MBAResearch for the Career Clusters® Framework and validated by industry representatives.

• The participant will be given a 100-question, multiple-choice, business administration core exam.

• The participant will be given a business situation to review. In the role-play, the participant must respond to the business situation by translating what he/she has learned into effective, efficient and spontaneous action.

• A list of four performance indicators specific to the business situation 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 performance on these tasks, follow-up questions and 21st Century Skills.

• The participant will have 10 minutes to review and to develop a professional approach to the business situation. Participants may use notes made during the preparation time during the role-play.

• Up to 10 minutes are then allowed for the participant to interact with a judge and explain the designated concepts. The judge is a qualified business executive. 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.

• The participant may not bring printed reference materials, visual aids, etc., to the competitive event. The participant may use a four-function calculator during the exam and preparation period. Scientific/graphing calculators, cell phones/smartphones, iPods/MP3 players and iPads/tablets may not be used.

• 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 presentation will be weighed twice (2 times) the value of the exam score. The exam score carries forward into the final round of competition.

PRESENTATION JUDGING

The participant will be evaluated according to the Evaluation Form associated with the role-play.

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. Following the participant’s response to the business situation, the judge will ask the questions related to the role-play that are provided in the event. These questions will cause the participant to think and respond beyond the performance indicators provided.

The judge will close the role-play by thanking the participant for his/her work. Then the judge will complete the Evaluation Form, making sure to record a score for all categories. The maximum score for the evaluation is 100 points.
DECA's Team Decision Making Events measure students’ ability to analyze one or a combination of elements essential to the effective operation of a business in the specific career area. The business situation to be analyzed will be presented as a case study.

The guidelines for each of the Team Decision Making Events have been consolidated to facilitate coordination of the participant activities in each career category. This means the guidelines will be exactly the same for each career category. However, each career category’s case study will be career specific and will be different and distinct from the case studies of the other career categories.

**CAREER CLUSTERS + DEFINITIONS**

The following definitions are used to determine the activities and careers that are included in each of the Team Decision Making Events.

**BUSINESS LAW AND ETHICS**

Business Law and Ethics: Business law is U.S. law and will include contracts, product liability, employment and types of business ownership. The ethics component involves evaluating competing social values that may reasonably be argued from either side.

**ENTREPRENEURSHIP**

Entrepreneurship: Entrepreneurship includes the ability to recognize opportunities and to act on them, determine needs, identify markets, utilize marketing research, identify sources of capital and use management skills.

**FINANCE**

Financial Services: Financial services refer to services offered in the finance industry by financial institutions. 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.

**HOSPITALITY + TOURISM**

Hospitality Services: Hospitality services include marketing and management functions and tasks that can be applied in hotels, motels, lodging services, convention services, and food and beverage services.

Travel and Tourism: Travel and tourism includes marketing and management functions and tasks that can be applied in enterprises engaged in passenger transportation, travel service, attracting and serving the traveling public, arranging tours or acting as independent ticket agencies, and other services incidental to the travel or tourism industry.
EVENT OVERVIEW

• Team Decision Making Events consist of two major parts: a written cluster exam and one case study situation. A second case study situation will be given to finalists.

• Each team must be composed of two members of the DECA chapter.

• Each team member will be given a 100-question, multiple-choice, cluster exam. The scores will be averaged to produce a single team score.

• Team members will be given a decision-making case study situation involving a problem in a business in the career area.

• A list of seven performance indicators specific to the scenario is included in the participants’ instructions. These are distinct tasks the participants must accomplish during the role-play. The judge will evaluate the participants’ role-play performance on these tasks, follow-up questions and 21st Century Skills.

• Each team will have 30 minutes to study the situation and organize its analysis using a team decision making format. During the preparation period, teams may consult only with one another about the situation. Participants may use notes made during the preparation time during the presentation.

• Participant teams will meet with the judge for a 15-minute presentation. The judge is a qualified business executive. The team will spend not more than 10 minutes, at the beginning of the interview, describing the team’s analysis of the situation given. Both members of the team must participate in the presentation. The judge will spend the remaining 5 minutes questioning the participants. Each participant must respond to at least one question posed by the judge.

• Participants may not bring printed reference materials, audio or visual aids, etc., to the competitive event. Participants may use a four-function calculator during the exam and preparation period. Scientific/graphing calculators, cell phones/smartphones, iPods/MP3 players and iPads/tablets may not be used.

• 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 presentation will be weighted twice (2 times) the value of the averaged exam score. The exam score carries forward into the final round of competition.

PRESENTATION JUDGING

Participants will be evaluated according to the Evaluation Form associated with the case study.

Participants will have a 30-minute preparation period and may make notes to use during the role-play.

During the first 10 minutes of the presentation (after introductions), the team will present its analysis, its decisions and the rationale behind the decisions. The judge will allow the team to complete this portion without interruption, unless asked to respond.

During the next 5 minutes, the judge may ask questions of the team to determine its understanding of the situation presented. Each member of each team should respond to at least one question. To ensure fairness, the judge must ask each team the same questions. After asking the standard questions, the judge may ask questions for clarification specific to the current team.

After the questioning period, the judge will close the role-play by thanking the team for its work. Then the judge complete the Evaluation Form, making sure to record a score for all categories. The maximum score for the evaluation is 100 points.

Buying and Merchandising: Buying and merchandising positions get the product into the hands of the customer through forecasting, planning, buying, displaying, selling and providing customer service.

Marketing Management: Marketing management includes marketing and management functions and tasks that can be applied broadly in a non-retail marketing environment.

Sports and Entertainment Marketing: Sports and entertainment marketing includes marketing functions and tasks that can be applied in 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 or products and services related to hobbies, leisure or cultural events.
DECA’s Individual Series Events effectively measure the student’s proficiency in the knowledge and skills identified by occupational practitioners as essential to success in a given career. The student is given a description of a specific situation that measures skills, knowledge and attitudes in a given career. Roles in these events could be content area expert, client, customer, employee, supervisor, manager or entrepreneur.

The guidelines for each of the Individual Series Events have been consolidated to facilitate coordination of participant activities in each career category. This means the guidelines are exactly the same for each career category. However, each career category’s role-play will be career specific and will be different and distinct from the role-plays of the other career categories.

CAREER CLUSTERS + DEFINITIONS

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

Human Resources Management: (Human Resources Management Pathway) Students will be challenged to perform management functions and tasks focusing on staffing, recruitment, selection, training, performance appraisal, compensation and safety training.

Entrepreneurship: Students will be challenged to perform the ability to recognize opportunities and to act on them, determine needs, identify markets, utilize marketing research, identify sources of capital and use management skills.

KNOWLEDGE AND SKILLS DEVELOPED

Participants will demonstrate knowledge and skills described by the business administration core, the appropriate career cluster core, and the appropriate career pathway performance indicators that are aligned with National Curriculum Standards and industry validated. Complete lists of performance indicators are available at deca.org. Participants in these competitive events are not informed in advance of the performance indicators to be evaluated.

Participants will also develop many 21st Century Skills, in the following categories, desired by today’s employers:

- Communication and Collaboration
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Flexibility and Adaptability
- Information Literacy
- Initiative and Self-direction
- Leadership and Responsibility
- Productivity and Accountability
- Social and Cross-cultural Skills

Many Common Core Standards for Mathematics and English Language Arts & Literacy are supported by participation in DECA’s competitive events.

Crosswalks that show which 21st Century Skills are developed and which common core standards are supported by participating in each competitive event are available at deca.org.
Accounting Applications: (Accounting Pathway) 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.

Business Finance: (Corporate Finance Pathway) 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.

Hotel and Lodging Management: (Lodging Pathway) Students will be challenged to perform marketing and management functions and tasks in hotels, motels, lodging services, convention services, and food and beverage services.

Quick Serve Restaurant Management: (Restaurant and Food and Beverage Services Pathway) 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.

Restaurant and Food Service Management: (Restaurant and Food and Beverage Services Pathway) Students will be challenged to perform marketing and management functions and tasks in a full-service restaurant or a food-service business.

Apparel and Accessories Marketing: (Merchandising Pathway) 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.

Automotive Services Marketing: (Marketing Management Pathway) Students will be challenged to perform marketing and management functions and tasks related to auto dealers, service stations and related businesses or auto parts stores.

Business Services Marketing: (Marketing Management Pathway) 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.

Food Marketing: (Marketing Management Pathway) 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.

Marketing Communications: (Marketing Communications Pathway) Students will be challenged to perform in marketing communications and marketing functions and tasks that inform, persuade, or remind a target market of ideas, experiences, goods or services.

Retail Merchandising: (Merchandising Pathway) Students will be challenged to perform marketing and management functions and tasks that can be applied in any retail establishment.

Sports and Entertainment Marketing: (Marketing Management Pathway) 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.
EVENT OVERVIEW

- Individual Series Events consist of two major parts: a written **cluster exam** and two preliminary **role-playing events**. A third role-play event 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-play**, the participant 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, follow-up questions and 21st Century Skills.
- The participant 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 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.
- The participant may not bring printed reference materials, visual aids, etc., to the competitive event. The participant may use a four-function calculator during the exam and preparation period. Scientific/graphing calculators, cell phones/smartphones, iPods/MP3 players and iPads/tablets may not be used.
- 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 cluster exam and each role-play presentation will be valued at one-third (1/3) of the total score. In the final round of competition, the role-play presentation will be weighted twice (2 times) the value of the exam score. The exam score carries forward into the final round of competition.

PRESENTATION JUDGING

The participant will be evaluated according to the Evaluation Form associated with the role-play.

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. 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 participant to think and respond beyond the performance indicators provided.

The judge will close the role-play by thanking the participant for his/her work. Then the judge will complete the Evaluation Form, making sure to record a score for all categories. The maximum score for the evaluation is 100 points.
DECA’s **Personal Financial Literacy Event** measures the personal finance knowledge and skills that K–12 students should possess. The Personal Financial Literacy Event is designed to measure the student’s ability to apply reliable information and systematic decision making to personal financial decisions.

The Personal Financial Literacy Event is designed for DECA members who are enrolled in personal finance and financial literacy courses.

Many organizations have defined “personal finance” and “financial literacy.” The following, a distillation of the views of several sources, are the definitions underlying the National Standards:

- Personal finance describes the principles and methods that individuals use to acquire and manage income and assets.
- Financial literacy is the ability to use knowledge and skills to manage one’s financial resources effectively for lifetime financial security.

Participants will demonstrate knowledge and skills described by the National Standards in K–12 Personal Finance Education which were created and are maintained by the Jump$tart Coalition® for Personal Financial Literacy. Broadly, students will be assessed on their knowledge of areas such as:

- Spending and Saving
- Investing
- Credit and Debt
- Risk and Insurance
- Employment and Income
- Financial Decision Making

Complete lists of performance indicators are available at deca.org. Participants in these competitive events are not informed in advance of the performance indicators to be evaluated.

Participants will also develop many 21st Century Skills, in the following categories, desired by today’s employers:

- Communication and Collaboration
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Flexibility and Adaptability
- Information Literacy
- Initiative and Self-direction
- Leadership and Responsibility
- Media Literacy
- Productivity and Accountability
- Social and Cross-cultural Skills

Many Common Core Standards for Mathematics and English Language Arts & Literacy are supported by participation in DECA’s competitive events.

Crosswalks that show which 21st Century Skills are developed and which common core standards are supported by participating in each competitive event are available at deca.org.
**EVENT OVERVIEW**

- The Personal Financial Literacy Event consists of two major parts: a financial literacy exam and a role-play scenario with a business executive. A second role-play event will be given to finalists. The financial literacy exam items and the content interview situations are selected from a list of performance indicators identified in the National Standards in K–12 Personal Finance Education which were created and are maintained by the Jump$tart Coalition® for Personal Financial Literacy.

- The participant will be given a 100-question, multiple-choice, financial literacy exam.

- The participant will be given a written scenario to review. In the role-play, the participant must accomplish a task by translating what they have learned into effective, efficient and spontaneous action.

- A list of three performance indicators specific to the role-play 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 performance on these tasks, follow-up questions and 21st Century Skills.

- The participant will have **10 minutes** to review the scenario and to develop a professional approach to the role-play scenario. Participants may use notes made during the preparation time during the role-play.

- Up to **10 minutes** are then allowed for the participant to interact with a judge and explain the designated concepts. The judge is a qualified business executive. 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.

- The participant may not bring printed reference materials, visual aids, etc., to the competitive event. The participant may use a four-function calculator during the exam and preparation period. Scientific/graphing calculators, cell phones/smartphones, iPods/MP3 players and iPads/tablets may not be used.

- 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 presentation will be weighed at twice (2 times) the value of the exam score. The exam score carries forward into the final round of competition.

**PRESENTATION JUDGING**

The participant will be evaluated according to the Evaluation Form associated with the role-play. 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. Following the participant’s response 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 participant to think and respond beyond the performance indicators provided. The judge will close the role-play by thanking the participant for his/her work. Then the judge will complete the Evaluation Form, making sure to record a score for all categories. The maximum score for the evaluation is 100 points.
## WRITTEN ENTRY CHECKLIST

<table>
<thead>
<tr>
<th>CHECKED</th>
<th>PENALTY POINTS ASSESSED</th>
<th>PAGE NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The Written Event Statement of Assurances and Academic Integrity must be signed and placed in front of the written entry.</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>2. Entries submitted in an official DECA written event folio. Folios are available from DECA Images. No markings, tape or other material should be attached to the folio. One photocopy or the original typed document must be submitted. Participants may keep a copy for use in the presentation.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>3. Sheet protectors may not be used.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>4. Limited to the number of pages specified in the guidelines (plus the title page and the table of contents).</td>
<td>5 (per page)</td>
<td></td>
</tr>
<tr>
<td>5. All pages are numbered in sequence starting with the executive summary and ending with the final page of the appendix. Do not use separate sheets between sections or as title pages for sections.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>6. Major content must be at least double-spaced (not space-and-a-half). Title page, table of contents, executive summary, bibliography, appendix, footnotes, long quotes (more than three typed lines), material in tables, figures, exhibits, lists, headings, sample letters, forms, etc., may be single-spaced.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>7. Entry must be typed/word processed. Handwritten corrections will be penalized. Charts and graphs may be handwritten.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>8. Paper is 8½ inches x 11 inches. No fold-outs, attachments or tabs used.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>9. The written entry follows the outline in the Written Entry Guidelines for the event. Additional subsections are permitted in the body of the written entry.</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL PENALTY POINTS ASSESSED**

_A check indicates that the item has been examined._  
_A circled number indicates that an infraction has been noted._  
_A page number indicates the location of the infraction._
Research and report writing are important elements of modern business activities. Great care must be taken to assure that the highest ethical standards are maintained by those engaging in research and report writing. To reinforce the importance of these standards, all written entries in DECA's Competitive Events Program must submit this statement as part of the entry. The statement must be signed by the DECA member(s) and the chapter advisor.

I understand the following requirements are set forth by DECA Inc. for all Competitive Event entries containing a written component. These requirements are additional to the general rules and regulations published by DECA Inc. By signing this statement, I certify that all are true and accurate as they relate to this entry.

1. The contents of this entry are the results of my work or, in the case of a team project, the work of current members of this DECA chapter.
2. No part of this entry has previously been entered in competition.
3. This entry has not been submitted in another DECA competitive event.
4. Credit for all secondary research has been given to the original author through the project’s bibliography, footnotes or endnotes.
5. All activities or original research procedures described in this entry are accurate depictions of my efforts or, in the case of team projects, the efforts of my team.
6. All activities or original research described in this entry took place between the 2017 Chartered Association Career Development Conference and the 2018 Chartered Association Career Development Conference.
7. I understand that DECA has the right to publish all or part of this entry. Should DECA elect to publish the entire entry, I will receive an honorarium from DECA. Chapters or individuals with extenuating circumstances may appeal the right to publish the entry to the executive committee of the board of directors prior to April 1.

This statement of assurances must be signed by all participants and the chapter advisor, and submitted with the entry, or the entry will be given 15 penalty points. Hole punch and place in front of the written entry. Do not count as a page.

Participant’s Signature  Participant’s Signature  Participant’s Signature

Participant’s Name  Participant’s Name  Participant’s Name

Competitive Event  School  Chartered Association (State/Province)

To the best of my knowledge, I verify that the above statements are true and that the student’s (students’) work does not constitute plagiarism.

Chapter Advisor’s Name  Chapter Advisor’s Signature

Chapter Advisor’s Email

PROJECT ORIGINALITY

In many written events, chapters have settled on a strategy that uses the same well-developed projects year after year. Succeeding chapter teams often take the previous year’s successful project and seek to improve it. If that strategy works in achieving a chapter’s goals and the experience teaches the principles of DECA, then the strategy serves the chapter, the community and DECA well.

Chapters submitting entries for chapter team events, however, should be challenged to do more than update the previous year’s written project. Project committees should avoid even reviewing the previous year’s entry. Judges (whose assignment is to evaluate a project according to established guidelines) will be impressed by the originality of a chapter’s project.

Plagiarism of projects judged previously will automatically disqualify a chapter from competition and eligibility for awards.
Knowledge and Skills Developed

Participants will demonstrate knowledge and skills needed to address the components of the project as described in the content outline and evaluation forms.

Participants will also develop many 21st Century Skills, in the following categories, desired by today’s employers:

• Communication and Collaboration
• Creativity and Innovation
• Critical Thinking and Problem Solving
• Flexibility and Adaptability
• Information Literacy
• Initiative and Self-direction
• Leadership and Responsibility
• Media Literacy
• Productivity and Accountability
• Social and Cross-cultural Skills

Many Common Core Standards for Mathematics and English Language Arts & Literacy are supported by participation in DECA’s competitive events.

Crosswalks that show which 21st Century Skills are developed and which common core standards are supported by participating in each competitive event are available at deca.org.

The Business Operations Research Events provide an opportunity for participants to demonstrate knowledge and skills needed by management personnel through the preparation of a detailed written strategic plan and presentation based on the results of a research study.

Participants in the Business Operations Research Events will:
• select an actual local business operation
• design a research study
• conduct a research study
• analyze the results of the research study
• prepare a strategic plan
• prepare a proposed budget
• present in a role-play situation
  - the design of the research study
  - the findings and conclusions of the research study
  - the proposed strategic plan
  - the proposed budget to enact the suggested strategies

The guidelines for each of the Business Operations Research Events are consolidated to facilitate coordination of participant activities in each of the career categories. This means the guidelines will be exactly the same for each career category. However, each career category will be treated separately as a competitive event.

Career Clusters + Definitions

The following definitions are used to determine the activities or careers that are included in each of the Business Operations Research Events. These career categories are connected to career clusters.

Business Services includes human resources, information technology and personal and contracted services businesses.

Finance includes banks, credit unions, accounting, investments and other financial businesses.

Hospitality and Tourism includes hotels, restaurants and tourism-related businesses.

Buying and Merchandising includes retail and wholesale businesses that provide consumer goods.

Sports and Entertainment Marketing includes businesses that conduct sporting and/or entertainment events.

The Business Operations Research Events provide an opportunity for participants to demonstrate knowledge and skills needed by management personnel through the preparation of a detailed written strategic plan and presentation based on the results of a research study.

Participants in the Business Operations Research Events will:
• select an actual local business operation
• design a research study
• conduct a research study
• analyze the results of the research study
• prepare a strategic plan
• prepare a proposed budget
• present in a role-play situation
  - the design of the research study
  - the findings and conclusions of the research study
  - the proposed strategic plan
  - the proposed budget to enact the suggested strategies

The guidelines for each of the Business Operations Research Events are consolidated to facilitate coordination of participant activities in each of the career categories. This means the guidelines will be exactly the same for each career category. However, each career category will be treated separately as a competitive event.

Career Clusters + Definitions

The following definitions are used to determine the activities or careers that are included in each of the Business Operations Research Events. These career categories are connected to career clusters.

Business Services includes human resources, information technology and personal and contracted services businesses.

Finance includes banks, credit unions, accounting, investments and other financial businesses.

Hospitality and Tourism includes hotels, restaurants and tourism-related businesses.

Buying and Merchandising includes retail and wholesale businesses that provide consumer goods.

Sports and Entertainment Marketing includes businesses that conduct sporting and/or entertainment events.

The Business Operations Research Events provide an opportunity for participants to demonstrate knowledge and skills needed by management personnel through the preparation of a detailed written strategic plan and presentation based on the results of a research study.

Participants in the Business Operations Research Events will:
• select an actual local business operation
• design a research study
• conduct a research study
• analyze the results of the research study
• prepare a strategic plan
• prepare a proposed budget
• present in a role-play situation
  - the design of the research study
  - the findings and conclusions of the research study
  - the proposed strategic plan
  - the proposed budget to enact the suggested strategies

The guidelines for each of the Business Operations Research Events are consolidated to facilitate coordination of participant activities in each of the career categories. This means the guidelines will be exactly the same for each career category. However, each career category will be treated separately as a competitive event.

Career Clusters + Definitions

The following definitions are used to determine the activities or careers that are included in each of the Business Operations Research Events. These career categories are connected to career clusters.

Business Services includes human resources, information technology and personal and contracted services businesses.

Finance includes banks, credit unions, accounting, investments and other financial businesses.

Hospitality and Tourism includes hotels, restaurants and tourism-related businesses.

Buying and Merchandising includes retail and wholesale businesses that provide consumer goods.

Sports and Entertainment Marketing includes businesses that conduct sporting and/or entertainment events.

The Business Operations Research Events provide an opportunity for participants to demonstrate knowledge and skills needed by management personnel through the preparation of a detailed written strategic plan and presentation based on the results of a research study.

Participants in the Business Operations Research Events will:
• select an actual local business operation
• design a research study
• conduct a research study
• analyze the results of the research study
• prepare a strategic plan
• prepare a proposed budget
• present in a role-play situation
  - the design of the research study
  - the findings and conclusions of the research study
  - the proposed strategic plan
  - the proposed budget to enact the suggested strategies

The guidelines for each of the Business Operations Research Events are consolidated to facilitate coordination of participant activities in each of the career categories. This means the guidelines will be exactly the same for each career category. However, each career category will be treated separately as a competitive event.

Career Clusters + Definitions

The following definitions are used to determine the activities or careers that are included in each of the Business Operations Research Events. These career categories are connected to career clusters.

Business Services includes human resources, information technology and personal and contracted services businesses.

Finance includes banks, credit unions, accounting, investments and other financial businesses.

Hospitality and Tourism includes hotels, restaurants and tourism-related businesses.

Buying and Merchandising includes retail and wholesale businesses that provide consumer goods.

Sports and Entertainment Marketing includes businesses that conduct sporting and/or entertainment events.
EVENT OVERVIEW

- The Business Operations Research Events consist of two major parts: the written document and the oral presentation by the participants. The written document will account for 60 points and the oral presentation will account for the remaining 40 of the total 100 points.

- Each Business Operations Research entry will be composed of one to three members of the DECA chapter. All participants must present the project to the judges.

- The body of the written entry must be limited to 30 numbered pages, including the appendix (if an appendix is attached), but excluding the title page and the table of contents.

- The Written Event Statement of Assurances and Academic Integrity must be signed and submitted with the entry. Do not include it in the page numbering.

- The participants may bring all visual aids to the event briefing. Only approved visual aids may be used during the presentation.

- The oral presentation may be a maximum 15 minutes in length, including time for the judge’s questions.

- For the presentation, the participants are to assume the role of hired consultants. The judge will assume the role of the owner/manager of the business/organization and will evaluate the presentation, focusing on the effectiveness of public speaking and presentation skills and how well the participants respond to questions that the judge may ask during the presentation.

2018 TOPIC

The 2018 topic for each career category is the development or enhancement of a customer experience management strategy. Participants will collaborate with a local business or organization to analyze current customer experience management strategies and then present a plan to improve the customer experience within the business or organization.

RATIONALE

Studies show that the customer experience can define an organization’s success. Businesses and organizations are investing time and money into strategies that will target the customer experience and increase revenue.
WRITTEN ENTRY GUIDELINES

The written entry must follow these specifications. Refer also to the Written Entry Checklist and the Written Entry Evaluation Form.

WRITTEN EVENT STATEMENT OF ASSURANCES AND ACADEMIC INTEGRITY. This must be signed and submitted with the entry. Do not include it in the page numbering.

TITLE PAGE. The first page of the written entry is the title page. It must include in any order, but is not limited to, the following:

NAME OF THE EVENT (one of the following):
• BUSINESS SERVICES OPERATIONS RESEARCH EVENT
• BUYING AND MERCHANDISING OPERATIONS RESEARCH EVENT
• FINANCE OPERATIONS RESEARCH EVENT
• HOSPITALITY AND TOURISM OPERATIONS RESEARCH EVENT
• SPORTS AND ENTERTAINMENT MARKETING OPERATIONS RESEARCH EVENT

Name of high school
School address
City, State/Province, ZIP/Postal Code
Names of participants
Date

Title page will not be numbered.

TABLE OF CONTENTS. The table of contents should follow the title page. The table of contents may be single-spaced and may be one or more pages long. The table of contents page(s) will not be numbered.

BODY OF THE WRITTEN ENTRY. The body of the written entry begins with Section I, Executive Summary, and continues in the sequence outlined here. The first page of the body is numbered “1” and all following pages are numbered in sequence. Page numbers continue through the bibliography (required) and the appendix (optional).

This outline must be followed. Points for each section are included on the Written Entry Evaluation Form. Each section must be titled, including the bibliography and the appendix.

I. EXECUTIVE SUMMARY
   One- to three-page description of the project

II. INTRODUCTION
   A. Description of the business or organization
   B. Description of the community (economic, geographic, demographic and socioeconomic factors)
   C. Overview of the business or organization’s current customer experience

III. RESEARCH METHODS USED IN THE STUDY
   A. Description and rationale of research methodologies selected to conduct the research study
   B. Process used to conduct the selected research methods

IV. FINDINGS AND CONCLUSIONS OF THE STUDY
   A. Findings of the research study
   B. Conclusions based on the findings

V. PROPOSED STRATEGIC PLAN
   A. Objectives and rationale of the proposed strategic plan
   B. Proposed activities and timelines
   C. Proposed metrics or key performance indicators to measure plan effectiveness

VI. PROPOSED BUDGET
   Costs associated with proposed strategies

VII. BIBLIOGRAPHY

VIII. APPENDIX

An appendix is optional. If additional material is appended, all pages must be numbered as noted previously. Include in an appendix any exhibits appropriate to the written entry, but not important enough to include in the body. These might include sample questionnaires used, letters sent and received, general background data, minutes of meetings, etc.
WRITTEN ENTRY CHECKLIST
In addition to Written Entry Guidelines, participants must observe all of the standards on the Written Entry Checklist on page 52. These standards are designed to make competition as fair as possible.

PRESENTATION GUIDELINES

• Prior to the presentation, the judge will evaluate the written portion of the entry. The major emphasis of the written entry is on the content. Drawings, illustrations and graphic presentations (where allowed) will be judged for clarity, not artistic value.

• The participants have assumed the roles of hired consultants. The judge is to assume the role of the business’s/organization’s owner/manager.

• The participants will present the plan to the judge in a 15-minute presentation worth 40 points. (See Presentation Judging.)

• The presentation begins immediately after the introduction of the participants to the judge by the adult assistant. Each participant must take part in the presentation.

• Each participant may bring a copy of the written entry or note cards pertaining to the written entry to use as reference during the presentation.

• The participants may use the following items during the oral presentation:
  – not more than three (3) standard-sized posters not to exceed 22 1/2 inches by 30 1/2 inches each. Participants may use both sides of the posters, but all attachments must fit within the poster dimensions.
  – one (1) standard-sized presentation display board not to exceed 36 1/2 inches by 48 1/2 inches.
  – one (1) desktop flip chart presentation easel 12 inches by 10 inches (dimensions of the page).
  – one (1) personal laptop computer.
  – cell phones/smartphones, iPods/MP3 players, iPads/tablets or any type of a hand-held, information sharing device will be allowed in written events IF applicable to the presentation.
  – sound, as long as the volume is kept at a conversational level.

• Only visual aids that can be easily carried to the presentation by the actual participants will be permitted, and the participants themselves must set up the visuals. No set-up time will be allowed. Participants must furnish their own materials and equipment. No electrical power or Internet connection will be supplied.

• Materials appropriate to the situation may be handed to or left with judges in all competitive events. Items of monetary value may be handed to but may not be left with judges. Items such as flyers, brochures, pamphlets and business cards may be handed to or left with the judge. No food or drinks allowed.

• If any of these rules are violated, the adult assistant must be notified by the judge.

PRESENTATION JUDGING
Participants will make a 15-minute presentation to you. Remember, you are taking on the role of the owner/manager of the business/organization. You may refer to the written entry, or to notes, during the presentation.

At the beginning of the presentation (after introductions), the participants will explain the proposed strategic plan. Allow the participants to complete this portion without interruption, unless you are asked to respond. Each participant must take part in the presentation.

If time remains, you may ask questions that seem appropriate, based on your notes or on the written entry itself (to which you may refer during the presentation).

At the conclusion of the presentation, thank the participant(s). Then complete the Presentation Evaluation Form, making sure to record a score for all categories. The maximum score for the presentation is 40 points.
# DECA Business Operations Research Events

## Written Entry Evaluation Form

Please refer to the [Written Entry Guidelines](#) for a more detailed explanation of these items.

### Executive Summary

<table>
<thead>
<tr>
<th></th>
<th>Little/No Value</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th>Judged Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. One-to-three-page description of the project</td>
<td>0-1-2-3</td>
<td>4-5-6</td>
<td>7-8</td>
<td>9-10</td>
<td></td>
</tr>
</tbody>
</table>

### Introduction

<table>
<thead>
<tr>
<th></th>
<th>Little/No Value</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th>Judged Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Description of the business or organization</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>3. Description of the community (economic, geographic, demographic and socioeconomic factors)</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4. Overview of the business or organization’s current customer experience</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

### Research Methods Used in the Study

<table>
<thead>
<tr>
<th></th>
<th>Little/No Value</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th>Judged Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Description and rationale of research methodologies selected to conduct the research study</td>
<td>0-1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>6. Process used to conduct the selected research methods</td>
<td>0-1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

### Findings and Conclusions of the Study

<table>
<thead>
<tr>
<th></th>
<th>Little/No Value</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th>Judged Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Findings of the research study</td>
<td>0-1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>8. Conclusions based on the findings</td>
<td>0-1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

### Proposed Strategic Plan

<table>
<thead>
<tr>
<th></th>
<th>Little/No Value</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th>Judged Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Objectives and rationale of the proposed strategic plan</td>
<td>0-1</td>
<td>2-3</td>
<td>4-5</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>10. Proposed activities and timelines</td>
<td>0-1</td>
<td>2-3</td>
<td>4-5</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>11. Proposed metrics or key performance indicators to measure plan effectiveness</td>
<td>0-1</td>
<td>2-3</td>
<td>4-5</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

### Proposed Budget

<table>
<thead>
<tr>
<th></th>
<th>Little/No Value</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th>Judged Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. Costs associated with proposed strategies</td>
<td>0-1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

### Appearance and Word Usage

<table>
<thead>
<tr>
<th></th>
<th>Little/No Value</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th>Judged Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. Professional layout, neatness, proper grammar, spelling and word usage</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

## Written Entry Total Points (60)

JUDGE _________
**PRESENTATION EVALUATION FORM**

<table>
<thead>
<tr>
<th>PRESENTATION</th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Opening presentation; description of the plan; organization, clarity and effectiveness of the presentation</td>
<td>0-1-2-3</td>
<td>4-5-6</td>
<td>7-8</td>
<td>9-10</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TO WHAT EXTENT DID THE PARTICIPANTS:</th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Describe methods used to the design research study?</td>
<td>0-1</td>
<td>2-3</td>
<td>4-5</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>3. Interpret the research data into information for decision-making?</td>
<td>0-1</td>
<td>2-3</td>
<td>4-5</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>4. Describe strategies and approaches for leading change?</td>
<td>0-1</td>
<td>2-3</td>
<td>4-5</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>5. Describe the nature of budgets?</td>
<td>0-1</td>
<td>2-3</td>
<td>4-5</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GENERAL</th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Professional standards (appearance, poise, confidence), presentation technique, effective use of visuals and participation of all</td>
<td>0-1</td>
<td>2-3</td>
<td>4-5</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

**PRESENTATION TOTAL POINTS (40)**

**WRITTEN ENTRY (60)**

**PRESENTATION (40)**

**SUBTOTAL (100)**

**LESS PENALTY POINTS**

**TOTAL SCORE**

JUDGE __________
The Community Service Project is a chapter project that provides an opportunity for chapter members to develop a better understanding of the role civic activities have in society, to make a contribution to a community service or charity, and to learn and apply the principles of marketing and project management skills. All chapter members are encouraged to participate in the project.

The Community Service Project provides an opportunity for chapter members to:
• demonstrate their understanding of the role of community service within their community
• utilize project management skills to plan and conduct a project to benefit a community service or charity
• evaluate the project’s effectiveness in meeting the stated goals
• develop a written report and presentation on the procedures of planning, implementing, coordinating and evaluating the project

The project may begin anytime between the close of the previous chartered association conference and the beginning of the next chartered association conference.

EVENT OVERVIEW
• The project consists of two major parts: the written document and the oral presentation by chapter representatives. The written document will account for 60 points, and the oral presentation will account for the remaining 40 of the total 100 points.
• This is a project for the entire DECA chapter. One to three chapter representatives may participate in the oral presentation. All chapter representatives must present the project to the judges.
• The body of the written entry must be limited to 30 numbered pages, including an appendix (if an appendix is attached), but excluding the title page and the table of contents.
• The Written Event Statement of Assurances and Academic Integrity must be signed and submitted with the entry. Do not include it in the page numbering.
• The chapter representatives may bring all visual aids to the event briefing. Only approved visual aids may be used during the presentation.
• The oral presentation may be a maximum 15 minutes in length, including time for the judge’s questions.
• The judge will evaluate the presentation, focusing on how the chapter representatives explain the use of project management skills, the effectiveness of public speaking and presentation skills and how well the chapter representatives respond to questions that the judge may ask during the presentation.
WRITTEN ENTRY GUIDELINES

The written entry must follow these specifications. Refer also to the Written Entry Checklist and the Written Entry Evaluation Form.

WRITTEN EVENT STATEMENT OF ASSURANCES AND ACADEMIC INTEGRITY. This must be signed and submitted with the entry. Do not include it in the page numbering.

TITLE PAGE. The first page of the written entry is the title page. It must include in any order, but is not limited to, the following:

- COMMUNITY SERVICE PROJECT
- Title of the project
- Name of high school
- School address
- City, State/Province, ZIP/Postal Code
- Names of participants
- Date

Title page will not be numbered.

TABLE OF CONTENTS. The table of contents should follow the title page. The table of contents may be single-spaced and may be one or more pages long. The table of contents page(s) will not be numbered.

BODY OF THE WRITTEN ENTRY. The body of the written entry begins with Section I, Executive Summary, and continues in the sequence outlined here. The first page of the body is numbered “1” and all following pages are numbered in sequence. Page numbers continue through the bibliography (required) and the appendix (optional).

This outline must be followed. Points for each section are included on the Written Entry Evaluation Form. Each section must be titled, including the bibliography and the appendix.

I. EXECUTIVE SUMMARY
   One- to three-page description of the project

II. INTRODUCTION
   A. Historic background of the selected community service or charity
   B. Description of the local DECA chapter, school and community

III. CONTRIBUTIONS TO A NEEDED COMMUNITY SERVICE OR CHARITY
   A. Purpose of the project
   B. Rationale for selecting the community service or charitable project
   C. Description of the benefits of the project to the chapter and chapter members’ understanding of leadership development, social intelligence and community service

IV. ORGANIZATION AND IMPLEMENTATION
   A. Organizational chart, member involvement and job description
   B. Description of the project and documentation
   C. Impact goal for the beneficiary

V. EVALUATION AND RECOMMENDATIONS
   A. Evaluation of the project
   B. Impact of the community service or charitable project
   C. Recommendation(s) for future projects

VI. BIBLIOGRAPHY

VII. APPENDIX
   An appendix is optional. If additional material is appended, all pages must be numbered as noted previously. Include in an appendix any exhibits appropriate to the written entry, but not important enough to include in the body. These might include sample questionnaires used, letters sent and received, general background data, minutes of meetings, etc.
WRITTEN ENTRY CHECKLIST

In addition to Written Entry Guidelines, participants must observe all of the standards on the Written Entry Checklist on page 52. These standards are designed to make competition as fair as possible.

PRESENTATION GUIDELINES

• Prior to the presentation, the judge will evaluate the written portion of the entry. The major emphasis of the written entry is on the content. Drawings, illustrations and graphic presentations (where allowed) will be judged for clarity, not artistic value.

• The chapter representatives will present the project to the judge in a 15-minute presentation worth 40 points. (See Presentation Judging.)

• The presentation begins immediately after the introduction of the chapter representatives to the judge by the adult assistant. Each chapter representative must take part in the presentation.

• Each chapter representative may bring a copy of the written entry or note cards pertaining to the written entry and use as reference during the presentation.

• If time remains, the judge may ask questions pertaining to the project.

• The chapter representatives may use the following items during the oral presentation:
  – not more than three (3) standard-sized posters not to exceed 22 1/2 inches by 30 1/2 inches each. Participants may use both sides of the posters, but all attachments must fit within the poster dimensions.
  – one (1) standard-sized presentation display board not to exceed 36 1/2 inches by 48 1/2 inches.
  – one (1) desktop flip chart presentation easel 12 inches by 10 inches (dimensions of the page).
  – one (1) personal laptop computer.
  – cell phones/smartphones, iPods/MP3 players, iPads/tablets or any type of a hand-held, information sharing device will be allowed in written events IF applicable to the presentation.
  – sound, as long as the volume is kept at a conversational level.

• Only visual aids that can be easily carried to the presentation by the actual participants will be permitted, and the participants themselves must set up the visuals. No set-up time will be allowed. Participants must furnish their own materials and equipment. No electrical power or Internet connection will be supplied.

• Materials appropriate to the situation may be handed to or left with judges in all competitive events. Items of monetary value may be handed to but may not be left with judges. Items such as flyers, brochures, pamphlets and business cards may be handed to or left with the judge. No food or drinks allowed.

• If any of these rules are violated, the adult assistant must be notified by the judge.

PRESENTATION JUDGING

Chapter representatives will make a 15-minute presentation to you. You may refer to the written entry, or to your notes, during the presentation.

At the beginning of the presentation (after introductions), the chapter representatives will describe the project. Allow the chapter representatives to complete this portion without interruption, unless you are asked to respond. Each chapter representative must take part in the presentation.

If time remains, you may ask questions that seem appropriate, based on your notes or on the written entry itself (to which you may refer during the presentation).

At the conclusion of the presentation, thank the chapter representatives. Then complete the Presentation Evaluation Form, making sure to record a score for all categories. The maximum score for the interview is 40 points.
**WRITTEN ENTRY EVALUATION FORM**

Please refer to the Written Entry Guidelines for a more detailed explanation of these items.

<table>
<thead>
<tr>
<th>EXECUTIVE SUMMARY</th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. One- to three-page description of the project</td>
<td>0-1 2-3</td>
<td>4-5-6</td>
<td>7-8</td>
<td>9-10</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INTRODUCTION</th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Historic background of the selected community service or charity</td>
<td>0-1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>3. Description of the local DECA chapter, school and community</td>
<td>0-1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CONTRIBUTIONS TO A NEEDED COMMUNITY SERVICE OR CHARITY</th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Purpose of the project</td>
<td>0-1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5. Rationale for selecting the community service or charitable project</td>
<td>0-1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>6. Description of the benefits of the project to the chapter and chapter members’ understanding of leadership development, social intelligence and community service</td>
<td>0-1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ORGANIZATION AND IMPLEMENTATION</th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Organizational chart, member involvement and job description</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>8. Description of the project and documentation</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>9. Impact goal for the beneficiary</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EVALUATION AND RECOMMENDATIONS</th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Evaluation of the project</td>
<td>0-1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>11. Impact of the community service or charitable project</td>
<td>0-1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>12. Recommendation(s) for future projects</td>
<td>0-1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>APPEARANCE AND WORD USAGE</th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. Professional layout, neatness, proper grammar, spelling and word usage</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**WRITTEN ENTRY TOTAL POINTS (60)**
## PRESENTATION EVALUATION FORM

<table>
<thead>
<tr>
<th>PRESENTATION</th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Opening presentation; overview and description of the project</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td>7-8</td>
</tr>
<tr>
<td>2. Organization, clarity and effectiveness of the presentation</td>
<td>0</td>
<td>1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

### TO WHAT EXTENT DID THE CHAPTER REPRESENTATIVES UTILIZE PROJECT MANAGEMENT SKILLS TO:

<table>
<thead>
<tr>
<th>TO WHAT EXTENT DID THE CHAPTER REPRESENTATIVES UTILIZE PROJECT MANAGEMENT SKILLS TO:</th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Initiate the project by identifying an issue and creating objectives?</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td>7-8</td>
</tr>
<tr>
<td>4. Plan and organize the project?</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td>7-8</td>
</tr>
<tr>
<td>5. Execute and implement the project?</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td>7-8</td>
</tr>
<tr>
<td>6. Evaluate and close the project?</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td>7-8</td>
</tr>
</tbody>
</table>

### GENERAL

<table>
<thead>
<tr>
<th>GENERAL</th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Professional standards (appearance, poise, confidence), presentation technique, effective use of visuals and participation of all</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td>7-8</td>
</tr>
</tbody>
</table>

### PRESENTATION TOTAL POINTS (40)

<table>
<thead>
<tr>
<th>PRESENTATION TOTAL POINTS (40)</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRITTEN ENTRY (60)</td>
</tr>
<tr>
<td>PRESENTATION (40)</td>
</tr>
<tr>
<td>SUBTOTAL (100)</td>
</tr>
<tr>
<td>LESS PENALTY POINTS</td>
</tr>
<tr>
<td>TOTAL SCORE</td>
</tr>
</tbody>
</table>

JUDGE __________
The Creative Marketing Project is a chapter project that provides an opportunity for chapter members to develop a better understanding of an analytical and creative approach to the marketing process, actively engages chapter members in the marketing activities of their community, and provides an opportunity for experienced executives to guide and assist in preparing emerging leaders and entrepreneurs in marketing, finance, hospitality and management. All chapter members are encouraged to participate.

The project should be a research study in the marketing field, planned, conducted and reported by a DECA chapter, the use of which will measurably improve the marketing activities of an individual company, a group of companies (such as a shopping mall), an organization, a club or the business community. Such a project might concern itself with finding new markets for local products, promoting the community’s resources, increasing the trading area of facilities, increasing sales, increasing employment, providing better shopping facilities, solving problems or challenges affecting the marketing process, etc.

The Creative Marketing Project provides an opportunity for chapter members to:
- demonstrate their understanding of the role of marketing as a force for economic and social good in the community
- utilize project management skills to plan and conduct a research study in the marketing field
- evaluate the project’s effectiveness in improving marketing activities
- develop a written report and presentation on the procedures of planning, implementing, coordinating and evaluating the project

The project may begin at any time after the close of the previous chartered association conference and run to the beginning of the next chartered association conference.

**EVENT OVERVIEW**

- The project consists of two major parts: the written document and the oral presentation by chapter representatives. The written document will account for 60 points, and the oral presentation will account for the remaining 40 of the total 100 points.
- This is a project for the entire DECA chapter. One to three chapter representatives may participate in the oral presentation. All chapter representatives must present the project to the judges.
- The body of the written entry must be limited to 30 numbered pages, including the appendix (if an appendix is attached), but excluding the title page and the table of contents.
- The Written Event Statement of Assurances and Academic Integrity must be signed and submitted with the entry. Do not include it in the page numbering.
- The chapter representatives may bring all visual aids to the event briefing. Only approved visual aids may be used during the presentation.
- The oral presentation may be a maximum 15 minutes in length, including time for the judge’s questions.
- The judge will evaluate the presentation, focusing on how the chapter representatives explain the use of project management skills, the effectiveness of public speaking and presentation skills and how well the chapter representatives respond to questions that the judge may ask during the presentation.

**KNOWLEDGE AND SKILLS DEVELOPED**

Chapter representatives will demonstrate knowledge and skills needed to address the components of the project as described in the content outline and evaluation forms.

Participants will also develop many 21st Century Skills, in the following categories, desired by today’s employers:
- Communication and Collaboration
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Flexibility and Adaptability
- Information Literacy
- Initiative and Self-direction
- Leadership and Responsibility
- Media Literacy
- Productivity and Accountability
- Social and Cross-cultural Skills

Many Common Core Standards for Mathematics and English Language Arts & Literacy are supported by participation in DECA’s competitive events.

Crosswalks that show which 21st Century Skills are developed and which common core standards are supported by participating in each competitive event are available at deca.org.
WRITTEN ENTRY GUIDELINES
The written entry must follow these specifications. Refer also to the Written Entry Checklist and the Written Entry Evaluation Form.

WRITTEN EVENT STATEMENT OF ASSURANCES AND ACADEMIC INTEGRITY. This must be signed and submitted with the entry. Do not include it in the page numbering.

TITLE PAGE. The first page of the written entry is the title page. It must include in any order, but is not limited to, the following:
- CREATIVELY MARKETING PROJECT
- Title of the project
- Name of high school
- School address
- City, State/Province, ZIP/Postal Code
- Names of participants
- Date

Title page will not be numbered.

TABLE OF CONTENTS. The table of contents should follow the title page. The table of contents may be single-spaced and may be one or more pages long. The table of contents page(s) will not be numbered.

BODY OF THE WRITTEN ENTRY. The body of the written entry begins with Section I, Executive Summary, and continues in the sequence outlined here. The first page of the body is numbered “1” and all following pages are numbered in sequence. Page numbers continue through the bibliography (required) and the appendix (optional).

This outline must be followed. Points for each section are included on the Written Entry Evaluation Form. Each section must be titled, including the bibliography and the appendix.

I. EXECUTIVE SUMMARY
   One- to three-page description of the project

II. INTRODUCTION
   A. Statement of problem
   B. Significance of the problem studied
   C. Background information: description of the business, community situation or whatever is necessary to understand the value of the project

III. PROCEDURES AND RESEARCH METHODS USED
   A. Description of secondary (library) research conducted: books, articles and other sources on market research, local descriptive data, etc.
   B. Description of primary research conducted
   C. Description of involvement of chapter members and businesspeople in the project

IV. FINDINGS AND CONCLUSIONS
   A. Presentation of findings, data to support findings
   B. Presentation of conclusions, rationale to support conclusions

V. RECOMMENDATIONS
   A. Recommendations resulting from the study
   B. Projected outcomes from implementing the recommendations
   C. Plan for implementing the recommendations
   D. Evidence that the project has been presented to the appropriate business and/or government officials who would benefit from the study

VI. BIBLIOGRAPHY

VII. APPENDIX
An appendix is optional. If additional material is appended, all pages must be numbered as noted previously. Include in an appendix any exhibits appropriate to the written entry, but not important enough to include in the body. These might include sample questionnaires used, letters sent and received, general background data, minutes of meetings, etc.
WRITTEN ENTRY CHECKLIST
In addition to Written Entry Guidelines, participants must observe all of the standards on the Written Entry Checklist on page 52. These standards are designed to make competition as fair as possible.

PRESENTATION GUIDELINES
• Prior to the presentation, the judge will evaluate the written portion of the entry. The major emphasis of the written entry is on the content. Drawings, illustrations and graphic presentations (where allowed) will be judged for clarity, not artistic value.
• The chapter representatives will present the project to the judge in a 15-minute presentation worth 40 points. (See Presentation Judging.)
• The presentation begins immediately after the introduction of the chapter representatives to the judge by the adult assistant. Each chapter representative must take part in the presentation.
• Each chapter representative may bring a copy of the written entry or note cards pertaining to the written entry and use as reference during the presentation.
• If time remains, the judge may ask questions pertaining to the project.
• The chapter representatives may use the following items during the oral presentation:
  – not more than three (3) standard-sized posters not to exceed 22½ inches by 30½ inches each. Participants may use both sides of the posters, but all attachments must fit within the poster dimensions.
  – one (1) standard-sized presentation display board not to exceed 36½ inches by 48½ inches.
  – one (1) desktop flip chart presentation easel 12 inches by 10 inches (dimensions of the page).
  – one (1) personal laptop computer.
  – cell phones/smartphones, iPods/MP3 players, iPads/tablets or any type of a hand-held, information sharing device will be allowed in written events IF applicable to the presentation.
  – sound, as long as the volume is kept at a conversational level.
• Only visual aids that can be easily carried to the presentation by the actual chapter representatives will be permitted, and the chapter representatives themselves must set up the visuals. No set-up time will be allowed. Chapter representatives must furnish their own materials and equipment. No electrical power or Internet connection will be supplied.
• Materials appropriate to the situation may be handed to or left with judges in all competitive events. Items of monetary value may be handed to but may not be left with judges. Items such as flyers, brochures, pamphlets and business cards may be handed to or left with the judge. No food or drinks allowed.
• If any of these rules are violated, the adult assistant must be notified by the judge.

PRESENTATION JUDGING
Chapter representatives will make a 15-minute presentation to you. You may refer to the written entry, or to your notes, during the presentation.

At the beginning of the presentation (after introductions), the chapter representatives will describe the project. Allow the chapter representatives to complete this portion without interruption, unless you are asked to respond. Each chapter representative must take part in the presentation.

If time remains, you may ask questions that seem appropriate, based on your notes or on the written entry itself (to which you may refer during the presentation).

At the conclusion of the presentation, thank the chapter representatives. Then complete the Presentation Evaluation Form, making sure to record a score for all categories. The maximum score for the presentation is 40 points.
**CREATIVE MARKETING PROJECT**

**WRITTEN ENTRY EVALUATION FORM**

Please refer to the Written Entry Guidelines for a more detailed explanation of these items.

<table>
<thead>
<tr>
<th>EXECUTIVE SUMMARY</th>
<th>LITTLE/ NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. One- to three-page description of the project</td>
<td>0-1-2-3</td>
<td>4-5-6</td>
<td>7-8</td>
<td>9-10</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INTRODUCTION</th>
<th>LITTLE/ NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Statement of problem</td>
<td>0-1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>3. Significance of the problem studied</td>
<td>0-1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>4. Appropriate background information</td>
<td>0-1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROCEDURES AND RESEARCH METHODS USED</th>
<th>LITTLE/ NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Description of secondary research conducted</td>
<td>0-1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>6. Description of primary research conducted</td>
<td>0-1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>7. Description of the involvement of chapter members and businesspeople</td>
<td>0-1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FINDINGS AND CONCLUSIONS</th>
<th>LITTLE/ NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Presentation of findings</td>
<td>0-1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>9. Presentation of conclusions</td>
<td>0-1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RECOMMENDATIONS</th>
<th>LITTLE/ NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Recommendations resulting from the study</td>
<td>0-1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>11. Projected outcomes from the implementation</td>
<td>0-1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>12. Plan for implementing the recommendations</td>
<td>0-1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>13. Project presented to appropriate officials</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>APPEARANCE AND WORD USAGE</th>
<th>LITTLE/ NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>14. Professional layout, neatness, proper grammar, spelling and word usage</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**WRITTEN ENTRY TOTAL POINTS (60)**

JUDGE __________
# PRESENTATION EVALUATION FORM

<table>
<thead>
<tr>
<th>PRESENTATION</th>
<th>LITTLE/ NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Opening presentation: overview and description of the project</td>
<td>0-1-2-3</td>
<td>4-5-6</td>
<td>7-8</td>
<td>9-10</td>
<td></td>
</tr>
<tr>
<td>2. Organization, clarity and effectiveness of the presentation</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

## TO WHAT EXTENT DID THE CHAPTER REPRESENTATIVES UTILIZE PROJECT MANAGEMENT SKILLS TO:

<table>
<thead>
<tr>
<th>TO WHAT EXTENT DID THE CHAPTER REPRESENTATIVES UTILIZE PROJECT MANAGEMENT SKILLS TO:</th>
<th>LITTLE/ NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Initiate the project by identifying the problem to be studied?</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>4. Plan and organize the project?</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>5. Execute the research study?</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>6. Evaluate and close the project?</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

## GENERAL

<table>
<thead>
<tr>
<th>GENERAL</th>
<th>LITTLE/ NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Professional standards (appearance, poise, confidence), presentation technique, effective use of visuals and participation of all</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

## PRESENTATION TOTAL POINTS (40)

<table>
<thead>
<tr>
<th>PRESENTATION TOTAL POINTS (40)</th>
<th>WRITTEN ENTRY (60)</th>
<th>PRESENTATION (40)</th>
<th>SUBTOTAL (100)</th>
<th>LESS PENALTY POINTS</th>
<th>TOTAL SCORE</th>
</tr>
</thead>
</table>

JUDGE __________
The **Entrepreneurship Promotion Project** is a chapter project that provides an opportunity for chapter members to develop a better understanding of the knowledge and skills needed in planning, organizing, implementing and evaluating a campaign to educate chapter members and the general public or an organized group about the opportunities available for becoming an entrepreneur. Suggested targeted audiences are educational groups, business groups, etc.

After learning the economic principles associated with entrepreneurship, chapter members will utilize their marketing knowledge and skills to communicate the benefits of entrepreneurship to others. All chapter members are encouraged to participate.

The Entrepreneurship Promotion Project provides an opportunity for chapter members to:

- demonstrate their knowledge and understanding of entrepreneurship
- engage in activity(ies) that clarify and enhance understanding of entrepreneurship
- utilize project management skills to plan and implement a presentation or activity(ies) to educate and promote entrepreneurship to organized groups and/or the general public
- evaluate the activity(ies’) effectiveness in promoting entrepreneurship
- develop a written report and presentation on the procedures of planning, implementing, coordinating and evaluating the project

The project may begin at any time after the close of the previous chartered association conference and run to the beginning of the next chartered association conference.

### Event Overview

- The project consists of two major parts: the **written document** and the **oral presentation** by chapter representatives. The written document will account for 60 points, and the oral presentation will account for the remaining 40 of the total 100 points.
- This is a project for the entire DECA chapter. **One to three chapter representatives** may participate in the oral presentation. All chapter representatives must present the project to the judges.
- The body of the written entry must be limited to **30 numbered pages**, including the appendix (if an appendix is attached), but excluding the title page and the table of contents.
- The **Written Event Statement of Assurances and Academic Integrity** must be signed and submitted with the entry. Do not include it in the page numbering.
- The chapter representatives may bring all visual aids to the event briefing. Only approved visual aids may be used during the presentation.
- The oral presentation may be a maximum **15 minutes** in length, including time for the judge’s questions.
- The judge will evaluate the presentation, focusing on how the chapter representatives explain the use of project management skills, the effectiveness of public speaking and presentation skills and how well the chapter representatives respond to questions that the judge may ask during the presentation.

### Knowledge and Skills Developed

Chapter representatives will demonstrate knowledge and skills needed to address the components of the project as described in the content outline and evaluation forms.

Participants will also develop many 21st Century Skills, in the following categories, desired by today’s employers:

- Communication and Collaboration
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Flexibility and Adaptability
- Information Literacy
- Initiative and Self-direction
- Leadership and Responsibility
- Media Literacy
- Productivity and Accountability
- Social and Cross-cultural Skills

Many Common Core Standards for Mathematics and English Language Arts & Literacy are supported by participation in DECA’s competitive events.

Crosswalks that show which 21st Century Skills are developed and which common core standards are supported by participating in each competitive event are available at deca.org.
WRITTEN ENTRY GUIDELINES
The written entry must follow these specifications. Refer also to the Written Entry Checklist and the Written Entry Evaluation Form.

WRITTEN EVENT STATEMENT OF ASSURANCES AND ACADEMIC INTEGRITY. This must be signed and submitted with the entry. Do not include it in the page numbering.

TITLE PAGE. The first page of the written entry is the title page. It must include in any order, but is not limited to, the following:
- ENTREPRENEURSHIP PROMOTION PROJECT
- Title of the project
- Name of high school
- School address
- City, State/Province, ZIP/Postal Code
- Names of participants
- Date

Title page will not be numbered.

TABLE OF CONTENTS. The table of contents should follow the title page. The table of contents may be single-spaced and may be one or more pages long. The table of contents page(s) will not be numbered.

BODY OF THE WRITTEN ENTRY. The body of the written entry begins with Section I, Executive Summary, and continues in the sequence outlined here. The first page of the body is numbered “1” and all following pages are numbered in sequence. Page numbers continue through the bibliography (required) and the appendix (optional).

This outline must be followed. Points for each section are included on the Written Entry Evaluation Form. Each section must be titled, including the bibliography and the appendix.

I. EXECUTIVE SUMMARY
   One- to three-page description of the project

II. INTRODUCTION
   A. Description of the local DECA chapter
   B. Description of the school and community

III. MANAGEMENT OF ACTIVITY(IES) TARGETED AT OUTSIDE AUDIENCE
   A. Purpose of the activity(ies)
   B. Planning and organization of activity(ies)
   C. Implementation of activity(ies)

IV. EVALUATION AND RECOMMENDATIONS
   A. Evaluation of campaign
   B. Recommendations for additional new activity(ies) for future campaigns

V. BIBLIOGRAPHY

VI. APPENDIX
   An appendix is optional. If additional material is appended, all pages must be numbered as noted previously. Include in an appendix any exhibits appropriate to the written entry, but not important enough to include in the body. These might include sample questionnaires used, letters sent and received, general background data, minutes of meetings, etc.
WRITTEN ENTRY CHECKLIST
In addition to Written Entry Guidelines, participants must observe all of the standards on the Written Entry Checklist on page 52. These standards are designed to make competition as fair as possible.

PRESENTATION GUIDELINES
• Prior to the presentation, the judge will evaluate the written portion of the entry. The major emphasis of the written entry is on the content. Drawings, illustrations and graphic presentations (where allowed) will be judged for clarity, not artistic value.
• The chapter representatives will present the project to the judge in a 15-minute presentation worth 40 points. (See Presentation Judging.)
• The presentation begins immediately after the introduction of the chapter representatives to the judge by the adult assistant. Each chapter representative must take part in the presentation.
• Each chapter representative may bring a copy of the written entry or note cards pertaining to the written entry and use as reference during the presentation.
• If time remains, the judge may ask questions pertaining to the project.
• The chapter representatives may use the following items during the oral presentation:
  – not more than three (3) standard-sized posters not to exceed 22 1/2 inches by 30 1/2 inches each. Participants may use both sides of the posters, but all attachments must fit within the poster dimensions.
  – one (1) standard-sized presentation display board not to exceed 36 1/2 inches by 48 1/2 inches.
  – one (1) desktop flip chart presentation easel 12 inches by 10 inches (dimensions of the page).
  – one (1) personal laptop computer.
  – cell phones/smartphones, iPods/MP3 players, iPads/tablets or any type of a hand-held, information sharing device will be allowed in written events IF applicable to the presentation.
  – sound, as long as the volume is kept at a conversational level.
• Only visual aids that can be easily carried to the presentation by the actual chapter representatives will be permitted, and the chapter representatives themselves must set up the visuals. No set-up time will be allowed. Chapter representatives must furnish their own materials and equipment. No electrical power or Internet connection will be supplied.
• Materials appropriate to the situation may be handed to or left with judges in all competitive events. Items of monetary value may be handed to but may not be left with judges. Items such as flyers, brochures, pamphlets and business cards may be handed to or left with the judge. No food or drinks allowed.
• If any of these rules are violated, the adult assistant must be notified by the judge.

PRESENTATION JUDGING
Chapter representatives will make a 15-minute presentation to you. You may refer to the written entry, or to your notes, during the presentation.

At the beginning of the presentation (after introductions), the chapter representatives will describe the project. Allow the chapter representatives to complete this portion without interruption, unless you are asked to respond. Each chapter representative must take part in the presentation.

If time remains, you may ask questions that seem appropriate, based on your notes or on the written entry itself (to which you may refer during the presentation).

At the conclusion of the presentation, thank the chapter representatives. Then complete the Presentation Evaluation Form, making sure to record a score for all categories. The maximum score for the presentation is 40 points.
## EXECUTIVE SUMMARY

<table>
<thead>
<tr>
<th>EVENT</th>
<th>LITTLE/ NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>One- to three-page description of the project</td>
<td>0-1-2-3</td>
<td>4-5-6</td>
<td>7-8</td>
<td>9-10</td>
<td></td>
</tr>
</tbody>
</table>

## INTRODUCTION

<table>
<thead>
<tr>
<th>EVENT</th>
<th>LITTLE/ NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of the local DECA chapter and the school and community</td>
<td>0-1</td>
<td>2-3</td>
<td>4-5</td>
<td>6-7</td>
<td></td>
</tr>
</tbody>
</table>

## MANAGEMENT OF ACTIVITY(IES) TARGETED AT OUTSIDE AUDIENCE

<table>
<thead>
<tr>
<th>EVENT</th>
<th>LITTLE/ NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose of activity(ies)</td>
<td>0-1-2</td>
<td>3-4-5</td>
<td>6</td>
<td>7-8</td>
<td></td>
</tr>
<tr>
<td>Planning and organization of activity(ies)</td>
<td>0-1-2</td>
<td>3-4-5</td>
<td>6</td>
<td>7-8</td>
<td></td>
</tr>
<tr>
<td>Implementation of activity(ies)</td>
<td>0-1-2</td>
<td>3-4-5</td>
<td>6</td>
<td>7-8</td>
<td></td>
</tr>
</tbody>
</table>

## EVALUATION AND RECOMMENDATIONS

<table>
<thead>
<tr>
<th>EVENT</th>
<th>LITTLE/ NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation of campaign?</td>
<td>0-1-2</td>
<td>3-4-5</td>
<td>6</td>
<td>7-8</td>
<td></td>
</tr>
<tr>
<td>Recommendations for additional new activity(ies) for future campaigns</td>
<td>0-1-2</td>
<td>3-4-5</td>
<td>6</td>
<td>7-8</td>
<td></td>
</tr>
</tbody>
</table>

## APPEARANCE AND WORD USAGE

<table>
<thead>
<tr>
<th>EVENT</th>
<th>LITTLE/ NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional layout, neatness, proper grammar, spelling and word usage</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**WRITTEN ENTRY TOTAL POINTS (60)**
## PRESENTATION EVALUATION FORM

### PRESENTATION

<table>
<thead>
<tr>
<th></th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Opening presentation; overview and description of the project</td>
<td>0-1-2-3</td>
<td>4-5-6</td>
<td>7-8</td>
<td>9-10</td>
<td></td>
</tr>
<tr>
<td>2. Organization, clarity and effectiveness of the presentation</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

### TO WHAT EXTENT DID THE CHAPTER REPRESENTATIVES UTILIZE PROJECT MANAGEMENT SKILLS TO:

<table>
<thead>
<tr>
<th></th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Initiate the project by identifying the focus of the campaign?</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>4. Plan and organize the project?</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>5. Execute and implement the campaign?</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>6. Evaluate and close the project?</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

### GENERAL

<table>
<thead>
<tr>
<th></th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Professional standards (appearance, poise, confidence), presentation technique, effective use of visuals and participation of all</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

### PRESENTATION TOTAL POINTS (40)

- WRITTEN ENTRY (60)
- PRESENTATION (40)

### SUBTOTAL (100)

LESS PENALTY POINTS

**TOTAL SCORE**

JUDGE __________
The Financial Literacy Promotion Project is a chapter project that provides an opportunity for chapter members to demonstrate the knowledge and skills needed in planning, organizing, implementing and evaluating a campaign to educate chapter members and the general public or an organized group about the importance of financial literacy. To be financially literate, one must be able to confidently read, analyze, and manage their personal finances to lead more secure and satisfying lives.

After learning the economic principles associated with financial literacy, such as banking (managing checking and savings accounts), budgeting, and setting and implementing financial goals (short term to retirement), chapter members will utilize their marketing knowledge and skills to communicate the benefits of financial literacy to others. Topics may include spending and saving, credit and debt, employment and income, investing, risk and insurance, and financial decision making. All chapter members are encouraged to participate.

The Financial Literacy Promotion Project provides an opportunity for chapter members to:

- demonstrate their knowledge and understanding of financial literacy
- engage in activity(ies) that clarify and enhance understanding of financial literacy
- utilize project management skills to plan and implement a presentation or activity(ies) to educate and promote financial literacy to organized groups and/or the general public
- evaluate the activity’s(ies’) effectiveness in promoting financial literacy
- develop a written report and presentation on the procedures of planning, implementing, coordinating and evaluating the project

The project may begin at any time after the close of the previous chartered association conference and run to the beginning of the next chartered association conference.

**EVENT OVERVIEW**

- The project consists of two major parts: the **written document** and the **oral presentation** by chapter representatives. The written document will account for 60 points, and the oral presentation will account for the remaining 40 of the total 100 points.
- This is a project for the entire DECA chapter. **One to three chapter representatives** may participate in the oral presentation. All chapter representatives must present the project to the judges.
- The body of the written entry must be limited to **30 numbered pages**, including the appendix (if an appendix is attached), but excluding the title page and the table of contents.
- The **Written Event Statement of Assurances and Academic Integrity** must be signed and submitted with the entry. Do not include it in the page numbering.
- The chapter representatives may bring all visual aids to the event briefing. Only approved visual aids may be used during the presentation.
- The oral presentation may be a maximum **15 minutes** in length, including time for the judge’s questions.
- The judge will evaluate the presentation, focusing on how the chapter representatives explain the use of project management skills, the effectiveness of public speaking and presentation skills and how well the chapter representatives respond to questions that the judge may ask during the presentation.

Many Common Core Standards for Mathematics and English Language Arts & Literacy are supported by participation in DECA’s competitive events. Crosswalks that show which 21st Century Skills are developed and which common core standards are supported by participating in each competitive event are available at deca.org.
WRITTEN ENTRY GUIDELINES

The written entry must follow these specifications. Refer also to the Written Entry Checklist and the Written Entry Evaluation Form.

WRITTEN EVENT STATEMENT OF ASSURANCES AND ACADEMIC INTEGRITY. This must be signed and submitted with the entry. Do not include it in the page numbering.

TITLE PAGE. The first page of the written entry is the title page. It must include in any order, but is not limited to, the following:
- FINANCIAL LITERACY PROMOTION PROJECT
- Title of the project
- Name of high school
- School address
- City, State/Province, ZIP/Postal Code
- Names of participants
- Date

Title page will not be numbered.

TABLE OF CONTENTS. The table of contents should follow the title page. The table of contents may be single-spaced and may be one or more pages long. The table of contents page(s) will not be numbered.

BODY OF THE WRITTEN ENTRY. The body of the written entry begins with Section I, Executive Summary, and continues in the sequence outlined here. The first page of the body is numbered “1” and all following pages are numbered in sequence. Page numbers continue through the bibliography (required) and the appendix (optional).

This outline must be followed. Points for each section are included on the Written Entry Evaluation Form. Each section must be titled, including the bibliography and the appendix.

I. EXECUTIVE SUMMARY
   One- to three-page description of the project

II. INTRODUCTION
   A. Description of the local DECA chapter
   B. Description of the school and community

III. MANAGEMENT OF ACTIVITY(IES) TARGETED AT OUTSIDE AUDIENCE
   A. Purpose of the activity(ies)
   B. Planning and organization of activity(ies)
   C. Implementation of activity(ies)

IV. EVALUATION AND RECOMMENDATIONS
   A. Evaluation of campaign
   B. Recommendations for additional new activity(ies) for future campaigns

V. BIBLIOGRAPHY

VI. APPENDIX
   An appendix is optional. If additional material is appended, all pages must be numbered as noted previously. Include in an appendix any exhibits appropriate to the written entry, but not important enough to include in the body. These might include sample questionnaires used, letters sent and received, general background data, minutes of meetings, etc.
WRITTEN ENTRY CHECKLIST
In addition to Written Entry Guidelines, participants must observe all of the standards on the Written Entry Checklist on page 52. These standards are designed to make competition as fair as possible.

PRESENTATION GUIDELINES
• Prior to the presentation, the judge will evaluate the written portion of the entry. The major emphasis of the written entry is on the content. Drawings, illustrations and graphic presentations (where allowed) will be judged for clarity, not artistic value.
• The chapter representatives will present the project to the judge in a 15-minute presentation worth 40 points. (See Presentation Judging.)
• The presentation begins immediately after the introduction of the chapter representatives to the judge by the adult assistant. Each chapter representative must take part in the presentation.
• Each chapter representative may bring a copy of the written entry or note cards pertaining to the written entry and use as reference during the presentation.
• If time remains, the judge may ask questions pertaining to the project.
• The chapter representatives may use the following items during the oral presentation:
  – not more than three (3) standard-sized posters not to exceed 22 1/2 inches by 30 1/2 inches each.
    Participants may use both sides of the posters, but all attachments must fit within the poster dimensions.
  – one (1) standard-sized presentation display board not to exceed 36 1/2 inches by 48 1/2 inches.
  – one (1) desktop flip chart presentation easel 12 inches by 10 inches (dimensions of the page).
  – one (1) personal laptop computer.
  – cell phones/smartphones, iPods/MP3 players, iPads/tablets or any type of a hand-held, information sharing device will be allowed in written events IF applicable to the presentation.
  – sound, as long as the volume is kept at a conversational level.
• Only visual aids that can be easily carried to the presentation by the actual chapter representatives will be permitted, and the chapter representatives themselves must set up the visuals. No set-up time will be allowed. Chapter representatives must furnish their own materials and equipment. No electrical power or Internet connection will be supplied.
• Materials appropriate to the situation may be handed to or left with judges in all competitive events. Items of monetary value may be handed to but may not be left with judges. Items such as flyers, brochures, pamphlets and business cards may be handed to or left with the judge. No food or drinks allowed.
• If any of these rules are violated, the adult assistant must be notified by the judge.

PRESENTATION JUDGING
Chapter representatives will make a 15-minute presentation to you. You may refer to the written entry, or to your notes, during the presentation.

At the beginning of the presentation (after introductions), the chapter representatives will describe the project. Allow the chapter representatives to complete this portion without interruption, unless you are asked to respond. Each chapter representative must take part in the presentation.

If time remains, you may ask questions that seem appropriate, based on your notes or on the written entry itself (to which you may refer during the presentation).

At the conclusion of the presentation, thank the chapter representatives. Then complete the Presentation Evaluation Form, making sure to record a score for all categories. The maximum score for the presentation is 40 points.
WRITTEN ENTRY EVALUATION FORM

Please refer to the Written Entry Guidelines for a more detailed explanation of these items.

<table>
<thead>
<tr>
<th>EXECUTIVE SUMMARY</th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. One- to three-page description of the project</td>
<td>0-1-2-3</td>
<td>4-5-6</td>
<td>7-8</td>
<td>9-10</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INTRODUCTION</th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Description of the local DECA chapter and the school and community</td>
<td>0-1</td>
<td>2-3</td>
<td>4-5</td>
<td>6-7</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MANAGEMENT OF ACTIVITY(IES) TARGETED AT OUTSIDE AUDIENCE</th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Purpose of activity(ies)</td>
<td>0-1-2</td>
<td>3-4-5</td>
<td>6</td>
<td>7-8</td>
<td></td>
</tr>
<tr>
<td>4. Planning and organization of activity(ies)</td>
<td>0-1-2</td>
<td>3-4-5</td>
<td>6</td>
<td>7-8</td>
<td></td>
</tr>
<tr>
<td>5. Implementation of activity(ies)</td>
<td>0-1-2</td>
<td>3-4-5</td>
<td>6</td>
<td>7-8</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EVALUATION AND RECOMMENDATIONS</th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Evaluation of campaign</td>
<td>0-1-2</td>
<td>3-4-5</td>
<td>6</td>
<td>7-8</td>
<td></td>
</tr>
<tr>
<td>7. Recommendations for additional new activity(ies) for future campaigns</td>
<td>0-1-2</td>
<td>3-4-5</td>
<td>6</td>
<td>7-8</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>APPEARANCE AND WORD USAGE</th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Professional layout, neatness, proper grammar, spelling and word usage</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

WRITTEN ENTRY TOTAL POINTS (60)
## PRESENTATION EVALUATION FORM

<table>
<thead>
<tr>
<th>PRESENTATION</th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Opening presentation: overview and description of the project</td>
<td>0-1-2-3</td>
<td>4-5-6</td>
<td>7-8</td>
<td>9-10</td>
<td></td>
</tr>
<tr>
<td>2. Organization, clarity and effectiveness of the presentation</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

## TO WHAT EXTENT DID THE CHAPTER REPRESENTATIVES UTILIZE PROJECT MANAGEMENT SKILLS TO:

<table>
<thead>
<tr>
<th></th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Initiate the project by identifying the focus of the campaign?</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>4. Plan and organize the project?</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>5. Execute and implement the campaign?</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>6. Evaluate and close the project?</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

## GENERAL

<table>
<thead>
<tr>
<th></th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Professional standards (appearance, poise, confidence), presentation technique, effective use of visuals and participation of all</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

---

**PRESENTATION TOTAL POINTS (40)**

- **WRITTEN ENTRY (60)**
- **PRESENTATION (40)**
- **SUBTOTAL (100)**
- **LESS PENALTY POINTS**
- **TOTAL SCORE**

JUDGE __________
The Learn and Earn Project is a chapter project that provides an opportunity for chapter members to develop business and marketing knowledge and skills. Positive earning outcomes in this project are not as critical to its success as the learning outcomes.

The Learn and Earn Project applies entrepreneurial knowledge and skills to a single sales/service activity to be run as a real business venture. The sales/service activity may focus on any subject of interest to the chapter and should involve the majority of the chapter members. School-based enterprise projects may be appropriate, but should be planned around a new marketing program within the enterprise. All chapter members are encouraged to participate.

The Learn and Earn Project provides an opportunity for chapter members to:
• plan, organize and conduct a sales/service project in their local community
• develop a business plan
• utilize project management skills to implement a promotional campaign
• evaluate the planning, implementation and outcome of the project
• develop a written report and presentation on the procedures of planning, implementing, coordinating and evaluating the project

The project may begin at any time after the close of the previous year’s chartered association conference and run to the beginning of the next chartered association conference.

Event Overview
• The project consists of two major parts: the written document and the oral presentation by chapter representatives. The written document will account for 60 points, and the oral presentation will account for the remaining 40 of the total 100 points.
• This is a project for the entire DECA chapter. One to three chapter representatives may participate in the oral presentation. All chapter representatives must present the project to the judges.
• The body of the written entry must be limited to 30 numbered pages, including the appendix (if an appendix is attached), but excluding the title page and the table of contents.
• The Written Event Statement of Assurances and Academic Integrity must be signed and submitted with the entry. Do not include it in the page numbering.
• The chapter representatives may bring all visual aids to the event briefing. Only approved visual aids may be used during the presentation.
• The oral presentation may be a maximum 15 minutes in length, including time for the judge’s questions.
• The judge will evaluate the presentation, focusing on how the chapter representatives explain the use of project management skills, the effectiveness of public speaking and presentation skills and how well the chapter representatives respond to questions that the judge may ask during the presentation.
WRITTEN ENTRY GUIDELINES

The written entry must follow these specifications. Refer also to the Written Entry Checklist and the Written Entry Evaluation Form.

**WRITTEN EVENT STATEMENT OF ASSURANCES AND ACADEMIC INTEGRITY.** This must be signed and submitted with the entry. Do not include it in the page numbering.

**TITLE PAGE.** The first page of the written entry is the title page. It must include in any order, but is not limited to, the following:
- LEARN AND EARN PROJECT
- Title of the project
- Name of high school
- School address
- City, State/Province, ZIP/Postal Code
- Names of participants
- Date

Title page will not be numbered.

**TABLE OF CONTENTS.** The table of contents should follow the title page. The table of contents may be single-spaced and may be one or more pages long. The table of contents page(s) will not be numbered.

**BODY OF THE WRITTEN ENTRY.** The body of the written entry begins with Section I, Executive Summary, and continues in the sequence outlined here. The first page of the body is numbered “1” and all following pages are numbered in sequence. Page numbers continue through the bibliography (required) and the appendix (optional).

This outline must be followed. Points for each section are included on the Written Entry Evaluation Form. Each section must be titled, including the bibliography and the appendix.

I. EXECUTIVE SUMMARY
   One- to three-page description of the project

II. INTRODUCTION
   The type of project proposed, a brief description of the major product/service involved, sources of information (resource materials, presentations, etc.), a brief description of advisors and their involvement

III. ANALYSIS OF THE BUSINESS SITUATION
   A. Trading area analysis
      General data: geographic, demographic, economic; competitive data: present competitors (listed and briefly described), competitive advantages and disadvantages of the proposed project
   B. Market segment analysis
      Customer buying behavior related to the proposed project

IV. PLANNED OPERATION OF THE PROPOSED PROJECT
   A. Proposed organization
      Start-up steps to form the project; planned personnel (or functional) needs; proposed staffing to handle managerial, financial, marketing, production (if applicable) functions; proposed organization chart
   B. Proposed product/service
      Details of product(s)/service(s) to be offered; include potential suppliers, inventory policies, if applicable. If the project is a service project, appropriate information about plans to provide the service, including necessary supplies, etc.
   C. Proposed marketing strategies
      Proposed promotional program, promotional activity(ies), media availability, costs, promotional plan outline
   D. Projected budget
      1. Projected operating budget
      2. Rationale for the projected budget

V. OUTCOMES
   A. General project implementation
      Describe project implementation, unusual or unforeseen challenges or successes and the methods of handling them
   B. Learning outcomes
      Describe what chapter members learned about marketing and management from the project
   C. Earning outcomes
      Document earnings and compare to the projected budget
D. Recommendations for improving the project
   1. Recommendations for future projects
   2. Plans for improving the learning and earning outcomes of the project

VI. BIBLIOGRAPHY

VII. APPENDIX
   An appendix is optional. If additional material is appended, all pages must be numbered as noted previously. Include in an appendix any exhibits appropriate to the written entry, but not important enough to include in the body. These might include sample questionnaires used, letters sent and received, general background data, minutes of meetings, etc.

WRITTEN ENTRY CHECKLIST
   In addition to Written Entry Guidelines, participants must observe all of the standards on the Written Entry Checklist on page 52. These standards are designed to make competition as fair as possible.

PRESENTATION GUIDELINES
   • Prior to the presentation, the judge will evaluate the written portion of the entry. The major emphasis of the written entry is on the content. Drawings, illustrations and graphic presentations (where allowed) will be judged for clarity, not artistic value.
   • The chapter representatives will present the project to the judge in a 15-minute presentation worth 40 points. (See Presentation Judging.)
   • The presentation begins immediately after the introduction of the chapter representatives to the judge by the adult assistant. Each chapter representative must take part in the presentation.
   • Each chapter representative may bring a copy of the written entry or note cards pertaining to the written entry and use as reference during the presentation.
   • If time remains, the judge may ask questions pertaining to the project.
   • The chapter representatives may use the following items during the oral presentation:
     - not more than three (3) standard-sized posters not to exceed 22 1/2 inches by 30 1/2 inches each. Participants may use both sides of the posters, but all attachments must fit within the poster dimensions.
     - one (1) standard-sized presentation display board not to exceed 36 1/2 inches by 48 1/2 inches.
     - one (1) desktop flip chart presentation easel 12 inches by 10 inches (dimensions of the page).
     - one (1) personal laptop computer.
     - cell phones/smartphones, iPods/MP3 players, iPads/tablets or any type of a hand-held, information sharing device will be allowed in written events IF applicable to the presentation.
     - sound, as long as the volume is kept at a conversational level.
   • Only visual aids that can be easily carried to the presentation by the actual chapter representatives will be permitted, and the chapter representatives themselves must set up the visuals. No set-up time will be allowed. Chapter representatives must furnish their own materials and equipment. No electrical power or Internet connection will be supplied.
   • Materials appropriate to the situation may be handed to or left with judges in all competitive events. Items of monetary value may be handed to but may not be left with judges. Items such as flyers, brochures, pamphlets and business cards may be handed to or left with the judge. No food or drinks allowed.
   • If any of these rules are violated, the adult assistant must be notified by the judge.

PRESENTATION JUDGING
   Chapter representatives will make a 15-minute presentation to you. You may refer to the written entry, or to your notes, during the presentation.

   At the beginning of the presentation (after introductions), the chapter representatives will describe the project. Allow the chapter representatives to complete this portion without interruption, unless you are asked to respond. Each chapter representative must take part in the presentation.

   If time remains, you may ask questions that seem appropriate, based on your notes or on the written entry itself (to which you may refer during the presentation).

   At the conclusion of the presentation, thank the chapter representatives. Then complete the Presentation Evaluation Form, making sure to record a score for all categories. The maximum score for the presentation is 40 points.
**EXECUTIVE SUMMARY**

<table>
<thead>
<tr>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. One- to three-page description of the project</td>
<td>0-1-2-3</td>
<td>4-5-6</td>
<td>7-8</td>
<td>9-10</td>
</tr>
</tbody>
</table>

**INTRODUCTION**

<table>
<thead>
<tr>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Type of project, product and/or service description, sources of information</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

**ANALYSIS OF THE BUSINESS SITUATION**

<table>
<thead>
<tr>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Trading area analysis</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4. Market segment analysis</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

**PLANNED OPERATION OF THE PROPOSED PROJECT**

<table>
<thead>
<tr>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Proposed organization</td>
<td>0-1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6. Proposed product/service</td>
<td>0-1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7. Proposed marketing strategies</td>
<td>0-1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8. Projected operating budget</td>
<td>0-1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>9. Rationale for the projected budget</td>
<td>0-1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

**OUTCOMES**

<table>
<thead>
<tr>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. General project implementation</td>
<td>0-1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>11. Learning outcomes</td>
<td>0-1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>12. Earning outcomes</td>
<td>0-1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

**RECOMMENDATIONS FOR IMPROVING THE PROJECT**

<table>
<thead>
<tr>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. Recommendations for future projects</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>14. Plans for improving the learning and earning outcomes of the project</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

**APPEARANCE AND WORD USAGE**

<table>
<thead>
<tr>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>15. Professional layout, neatness, proper grammar, spelling and word usage</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
# LEARN AND EARN PROJECT

## PRESENTATION EVALUATION FORM

<table>
<thead>
<tr>
<th>PRESENTATION</th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Opening presentation; overview and description of the project</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td>9-10</td>
</tr>
<tr>
<td>2. Organization, clarity and effectiveness of the presentation</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td>9-10</td>
</tr>
</tbody>
</table>

## TO WHAT EXTENT DID THE CHAPTER REPRESENTATIVES UTILIZE PROJECT MANAGEMENT SKILLS TO:

<table>
<thead>
<tr>
<th></th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Initiate the project by identifying a single sales or service project to be run as a real business venture?</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td>9-10</td>
</tr>
<tr>
<td>4. Plan and organize the project?</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td>9-10</td>
</tr>
<tr>
<td>5. Execute and implement the single sales or service activity?</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td>9-10</td>
</tr>
<tr>
<td>6. Evaluate and close the project?</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td>9-10</td>
</tr>
</tbody>
</table>

## GENERAL

<table>
<thead>
<tr>
<th></th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Professional standards (appearance, poise, confidence), presentation technique, effective use of visuals and participation of all</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td>9-10</td>
</tr>
</tbody>
</table>

## PRESENTATION TOTAL POINTS (40)

<table>
<thead>
<tr>
<th>WRITTEN ENTRY (60)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRESENTATION (40)</td>
</tr>
<tr>
<td>SUBTOTAL (100)</td>
</tr>
<tr>
<td>LESS PENALTY POINTS</td>
</tr>
<tr>
<td>TOTAL SCORE</td>
</tr>
</tbody>
</table>

JUDGE __________
The Public Relations Project is a chapter project that provides an opportunity for the chapter members to demonstrate the knowledge and skills needed in planning, organizing, implementing and evaluating a single public relations campaign conducted by the chapter.

The campaign may focus on any topic or subject of interest to the chapter and should involve the majority of the chapter members. All chapter members are encouraged to participate.

The Public Relations Project provides an opportunity for chapter members to:
- develop and/or identify a theme for a public relations campaign
- utilize project management skills to plan, organize and implement a public relations campaign in their local community
- evaluate the planning, implementation and outcome of the campaign
- develop a written report and presentation on the procedures of planning, implementing, coordinating and evaluating the project

The project may begin at any time after the close of the previous chartered association conference and run to the beginning of the next chartered association conference.

EVENT OVERVIEW
- The project consists of two major parts: the written document and the oral presentation by chapter representatives. The written document will account for 60 points, and the oral presentation will account for the remaining 40 of the total 100 points.
- This is a project for the entire DECA chapter. One to three chapter representatives may participate in the oral presentation. All chapter representatives must present the project to the judges.
- The body of the written entry must be limited to 30 numbered pages, including the appendix (if an appendix is attached), but excluding the title page and the table of contents.
- The Written Event Statement of Assurances and Academic Integrity must be signed and submitted with the entry. Do not include it in the page numbering.
- The chapter representatives may bring all visual aids to the event briefing. Only approved visual aids may be used during the presentation.
- The oral presentation may be a maximum 15 minutes in length, including time for the judge’s questions.
- The judge will evaluate the presentation, focusing on how the chapter representatives explain the use of project management skills, the effectiveness of public speaking and presentation skills and how well the chapter representatives respond to questions that the judge may ask during the presentation.
WRITTEN ENTRY GUIDELINES
The written entry must follow these specifications. Refer also to the Written Entry Checklist and the Written Entry Evaluation Form.

WRITTEN EVENT STATEMENT OF ASSURANCES AND ACADEMIC INTEGRITY. This must be signed and submitted with the entry. Do not include it in the page numbering.

TITLE PAGE. The first page of the written entry is the title page. It must include in any order, but is not limited to, the following:

- PUBLIC RELATIONS PROJECT
- Title of the project
- Name of high school
- School address
- City, State/Province, ZIP/Postal Code
- Names of participants
- Date

Title page will not be numbered.

TABLE OF CONTENTS. The table of contents should follow the title page. The table of contents may be single-spaced and may be one or more pages long. The table of contents page(s) will not be numbered.

BODY OF THE WRITTEN ENTRY. The body of the written entry begins with Section I, Executive Summary, and continues in the sequence outlined here. The first page of the body is numbered “1” and all following pages are numbered in sequence. Page numbers continue through the bibliography (required) and the appendix (optional).

This outline must be followed. Points for each section are included on the Written Entry Evaluation Form. Each section must be titled, including the bibliography and the appendix.

I. EXECUTIVE SUMMARY
   One- to three-page description of the project

II. CAMPAIGN THEME OR FOCUS
   A. Statement and description of the issue to be addressed
   B. Rationale for selecting the issue
   C. Description of the target population (such as community, school, etc.)

III. LOCAL MEDIA OR OTHER PROMOTIONAL POSSIBILITIES
   A. Local print and broadcast media available
   B. Other possible promotional activity(ies)
   C. Media mix and rationale for media and other promotional activity(ies)

IV. CAMPAIGN ORGANIZATION AND IMPLEMENTATION
   A. Organizational chart, member involvement and job description
   B. Description of the campaign and documentation
   C. Estimated impact on the target population

V. EVALUATION AND RECOMMENDATIONS
   A. Evaluation of the process
   B. Recommendations for future campaigns

VI. BIBLIOGRAPHY

VII. APPENDIX
   An appendix is optional. If additional material is appended, all pages must be numbered as noted previously. Include in an appendix any exhibits appropriate to the written entry, but not important enough to include in the body. These might include sample questionnaires used, letters sent and received, general background data, minutes of meetings, etc.
WRITTEN ENTRY CHECKLIST
In addition to Written Entry Guidelines, participants must observe all of the standards on the Written Entry Checklist on page 52. These standards are designed to make competition as fair as possible.

PRESENTATION GUIDELINES
• Prior to the presentation, the judge will evaluate the written portion of the entry. The major emphasis of the written entry is on the content. Drawings, illustrations and graphic presentations (where allowed) will be judged for clarity, not artistic value.
• The chapter representatives will present the project to the judge in a 15-minute presentation worth 40 points. (See Presentation Judging.)
• The presentation begins immediately after the introduction of the chapter representatives to the judge by the adult assistant. Each chapter representative must take part in the presentation.
• Each chapter representative may bring a copy of the written entry or note cards pertaining to the written entry and use as reference during the presentation.
• If time remains, the judge may ask questions pertaining to the project.
• The chapter representatives may use the following items during the oral presentation:
  – not more than three (3) standard-sized posters not to exceed 22 ½ inches by 30 ½ inches each. Participants may use both sides of the posters, but all attachments must fit within the poster dimensions.
  – one (1) standard-sized presentation display board not to exceed 36 ½ inches by 48 ½ inches.
  – one (1) desktop flip chart presentation easel 12 inches by 10 inches (dimensions of the page).
  – one (1) personal laptop computer.
  – cell phones/smartphones, iPods/MP3 players, iPads/tablets or any type of a hand-held, information sharing device will be allowed in written events IF applicable to the presentation.
  – sound, as long as the volume is kept at a conversational level.
• Only visual aids that can be easily carried to the presentation by the actual chapter representatives will be permitted, and the chapter representatives themselves must set up the visuals. No set-up time will be allowed. Chapter representatives must furnish their own materials and equipment. No electrical power or Internet connection will be supplied.
• Materials appropriate to the situation may be handed to or left with judges in all competitive events. Items of monetary value may be handed to but may not be left with judges. Items such as flyers, brochures, pamphlets and business cards may be handed to or left with the judge. No food or drinks allowed.
• If any of these rules are violated, the adult assistant must be notified by the judge.

PRESENTATION JUDGING
Chapter representatives will make a 15-minute presentation to you. You may refer to the written entry, or to your notes, during the presentation.

At the beginning of the presentation (after introductions), the chapter representatives will describe the project. Allow the chapter representatives to complete this portion without interruption, unless you are asked to respond. Each chapter representative must take part in the presentation.

If time remains, you may ask questions that seem appropriate, based on your notes or on the written entry itself (to which you may refer during the presentation).

At the conclusion of the presentation, thank the chapter representatives. Then complete the Presentation Evaluation Form, making sure to record a score for all categories. The maximum score for the presentation is 40 points.
**EXECUTIVE SUMMARY**

<table>
<thead>
<tr>
<th>1. One- to three-page description of the project</th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0-1-2-3</td>
<td>4-5-6</td>
<td>7-8</td>
<td>9-10</td>
<td></td>
</tr>
</tbody>
</table>

**CAMPAIGN THEME OR FOCUS**

<table>
<thead>
<tr>
<th>2. Statement and description of the issue to be addressed</th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Rationale for selecting the issue</th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Description of the target population</th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0-1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

**LOCAL MEDIA/PROMOTIONAL POSSIBILITIES**

<table>
<thead>
<tr>
<th>5. Local print and broadcast media available</th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0-1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Other possible promotional activity(ies)</th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0-1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. Media mix and rationale</th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0-1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

**CAMPAIGN ORGANIZATION AND IMPLEMENTATION**

<table>
<thead>
<tr>
<th>8. Organizational chart/job description</th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0-1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9. Description of the campaign and documentation</th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0-1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10. Estimated impact on the target population</th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0-1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

**EVALUATION AND RECOMMENDATIONS**

<table>
<thead>
<tr>
<th>11. Evaluation of the process</th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0-1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>12. Recommendations for future campaigns</th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0-1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

**APPEARANCE AND WORD USAGE**

<table>
<thead>
<tr>
<th>13. Professional layout, neatness, proper grammar, spelling and word usage</th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**WRITTEN ENTRY TOTAL POINTS (60)**

JUDGE __________
## PUBLIC RELATIONS PROJECT

### PRESENTATION EVALUATION FORM

<table>
<thead>
<tr>
<th>PRESENTATION</th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Opening presentation; overview and description of the project</td>
<td>0-1-2-3</td>
<td>4-5-6</td>
<td>7-8</td>
<td>9-10</td>
<td></td>
</tr>
<tr>
<td>2. Organization, clarity and effectiveness of the presentation</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

### TO WHAT EXTENT DID THE CHAPTER REPRESENTATIVES UTILIZE PROJECT MANAGEMENT SKILLS TO:

<table>
<thead>
<tr>
<th></th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Initiate the project by identifying the issue to be addressed?</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>4. Plan and organize the project?</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>5. Execute and implement the campaign?</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>6. Evaluate and close the project?</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

### GENERAL

<table>
<thead>
<tr>
<th></th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Professional standards (appearance, poise, confidence), presentation technique, effective use of visuals and participation of all</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

### PRESENTATION TOTAL POINTS (40)

**PRESENTATION (40)**

**WRITTEN ENTRY (60)**

**SUBTOTAL (100)**

**LESS PENALTY POINTS**

**TOTAL SCORE**

JUDGE __________
The Innovation Plan involves the idea generation and opportunity recognition needed to take advantage of market opportunities to introduce a new business, product or service. Any type of business, product or service may be used.

Participants in the Innovation Plan will:
• prepare a brief concept paper
• present the opportunity that exists in the marketplace and how their innovation will meet the needs of consumers

KNOWLEDGE AND SKILLS DEVELOPED
Participants will demonstrate knowledge and skills needed to address the components of the project as described in the content outline and evaluation forms.

Participants will also develop many 21st Century Skills, in the following categories, desired by today's employers:
• Communication and Collaboration
• Creativity and Innovation
• Critical Thinking and Problem Solving
• Flexibility and Adaptability
• Information Literacy
• Initiative and Self-direction
• Leadership and Responsibility
• Media Literacy
• Productivity and Accountability
• Social and Cross-cultural Skills

Many Common Core Standards for Mathematics and English Language Arts & Literacy are supported by participation in DECA's competitive events.

Crosswalks that show which 21st Century Skills are developed and which common core standards are supported by participating in each competitive event are available at deca.org.

EVENT OVERVIEW
• This event consists of a concept paper and the oral presentation.
• Each event entry will be composed of one to three members of a DECA chapter. All participants must present the project to the judges. All participants present must respond to questions.
• The body of the written entry must be limited to 5 numbered pages, including the appendix (if an appendix is attached), but excluding the title page and the table of contents.
• The Written Event Statement of Assurances and Academic Integrity must be signed and submitted with the entry. Do not include it in the page numbering.
• The participants may bring all visual aids to the event briefing. Only approved visual aids may be used during the presentation.
• The oral presentation may be a maximum of 15 minutes in length, including time for judge's questions.
• The judge will evaluate the presentation, focusing on the effectiveness of public speaking and presentation skills and how well the participant responds to questions that the judge may ask during the presentation.
WRITTEN ENTRY GUIDELINES

The written entry must follow these specifications. Refer also to the Written Entry Checklist and the Written Entry Evaluation Form.

WRITTEN EVENT STATEMENT OF ASSURANCES AND ACADEMIC INTEGRITY. This must be signed and submitted with the entry. Do not include it in the page numbering.

TITLE PAGE. The first page of the written entry is the title page. It must include in any order, but is not limited to, the following:

  INNOVATION PLAN
  Name of high school
  School address
  City, State/Province, ZIP/Postal Code
  Names of participants
  Date

Title page will not be numbered.

TABLE OF CONTENTS. The table of contents should follow the title page. The table of contents may be single-spaced and may be one or more pages long. The table of contents page(s) will not be numbered.

BODY OF THE WRITTEN ENTRY. The body of the written entry begins with Section I, Executive Summary, and continues in the sequence outlined here. The first page of the body is numbered “1” and all following pages are numbered in sequence. Page numbers continue through the bibliography (required) and the appendix (optional).

This outline must be followed. Points for each section are included on the Written Entry Evaluation Form. Each section must be titled, including the bibliography and the appendix.

   I. EXECUTIVE SUMMARY
      One-page summary of the business model

   II. PROBLEM
      List the top three problems your product/service is addressing.

   III. CUSTOMER SEGMENTS
      Who are the target customers?

   IV. UNIQUE VALUE PROPOSITION
      What is the single, clear, compelling message that states why your product/service is different and worth buying?

   V. SOLUTION
      What are the top three features of your product/service?

   VI. CONCLUSION
      Summary of key points

   VII. BIBLIOGRAPHY

   VIII. APPENDIX
      An appendix is optional. If additional material is appended, all pages must be numbered as noted previously. Include in an appendix any exhibits appropriate to the written entry, but not important enough to include in the body. These might include sample questionnaires used, letters sent and received, general background data, minutes of meetings, etc.
**WRITTEN ENTRY CHECKLIST**

In addition to Written Entry Guidelines, participants must observe all of the standards on the Written Entry Checklist on page 52. These standards are designed to make competition as fair as possible.

**PRESENTATION GUIDELINES**

- Prior to the presentation, the judge will evaluate the written portion of the entry. The major emphasis of the written entry is on the content. Drawings, illustrations and graphic presentations (where allowed) will be judged for clarity, not artistic value.

- The participants will present the project to the judge in a 15-minute presentation worth 100 points. (See Presentation Judging.)

- The presentation begins immediately after the introduction of the participants to the judge by the adult assistant. Each participant must take part in the presentation.

- Each participant may bring a copy of the written entry or note cards pertaining to the written entry and use as reference during the presentation.

- If time remains, the judge may ask questions pertaining to the project.

- The participants may use the following items during the oral presentation:
  - not more than three (3) standard-sized posters not to exceed 22 ½ inches by 30 ½ inches each. Participants may use both sides of the posters, but all attachments must fit within the poster dimensions.
  - one (1) standard-sized presentation display board not to exceed 36 ½ inches by 48 ½ inches.
  - one (1) desktop flip chart presentation easel 12 inches by 10 inches (dimensions of the page).
  - one (1) personal laptop computer.
  - cell phones/smartphones, iPods/MP3 players, iPads/tablets or any type of a hand-held, information sharing device will be allowed in written events IF applicable to the presentation.
  - sound, as long as the volume is kept at a conversational level.

- Only visual aids that can be easily carried to the presentation by the actual participants will be permitted, and the participants themselves must set up the visuals. No set-up time will be allowed. Participants must furnish his/her own materials and equipment. No electrical power or Internet connection will be supplied.

- Materials appropriate to the situation may be handed to or left with judges in all competitive events. Items of monetary value may be handed to but may not be left with judges. Items such as flyers, brochures, pamphlets and business cards may be handed to or left with the judge. No food or drinks allowed.

- If any of these rules are violated, the adult assistant must be notified by the judge.

**PRESENTATION JUDGING**

Participants will make a 15-minute presentation to you. You are role-playing a loan officer or venture capitalist. You may refer to the written entry, or to notes, during the presentation.

At the beginning of the presentation (after introductions), the participants will describe the proposal and the feasibility of the business venture. Allow the participants to complete this portion without interruption, unless you are asked to respond. Each participant must take part in the presentation.

If time remains, you may ask questions that seem appropriate, based on your notes or on the written entry itself (to which you may refer during the presentation).

At the conclusion of the presentation, thank the participants. Then complete the Presentation Evaluation Form, making sure to record a score for all categories. The maximum score for the presentation is 100 points.
## INNOVATION PLAN

### EXECUTIVE SUMMARY

1. One-page summary of the business model
   - Little/No Value: 0-1-2-3-4-5
   - Below Expectations: 6-7-8-9-10
   - Meets Expectations: 11-12-13-14-15
   - Exceeds Expectations: 16-17-18-19-20

### PROBLEM

2. List of the top three problems the product/service is addressing
   - Little/No Value: 0-1-2-3-4
   - Below Expectations: 5-6-7-8
   - Meets Expectations: 9-10-11
   - Exceeds Expectations: 12-13-14

### CUSTOMER SEGMENTS

3. Description of target customers
   - Little/No Value: 0-1-2-3-4
   - Below Expectations: 5-6-7-8
   - Meets Expectations: 9-10-11
   - Exceeds Expectations: 12-13-14

### UNIQUE VALUE PROPOSITION

4. Description of the single, clear, compelling message that states why the product/service is different and worth buying
   - Little/No Value: 0-1-2-3-4
   - Below Expectations: 5-6-7-8
   - Meets Expectations: 9-10-11
   - Exceeds Expectations: 12-13-14

### SOLUTION

5. Description of the top three features of the product/service
   - Little/No Value: 0-1-2-3-4
   - Below Expectations: 5-6-7-8
   - Meets Expectations: 9-10-11
   - Exceeds Expectations: 12-13-14

### CONCLUSION

6. Summary of key points and feasibility of the business venture
   - Little/No Value: 0-1-2-3-4
   - Below Expectations: 5-6-7-8
   - Meets Expectations: 9-10-11
   - Exceeds Expectations: 12-13-14

### GENERAL

7. Professional standards (appearance, poise, confidence), presentation technique, effective use of visuals and participation of all
   - Little/No Value: 0-1-2-3
   - Below Expectations: 4-5-6
   - Meets Expectations: 7-8
   - Exceeds Expectations: 9-10

---

**PRESENTATION TOTAL POINTS (100)**

**LESS PENALTY POINTS**

**TOTAL SCORE**

**JUDGE__________**
The **Start-Up Business Plan** involves the development of a proposal to form a business. Any type of business may be used.

Participants in the Start-Up Business Plan will:

- prepare a business plan proposal
- present the proposal in a role-playing interview

**EVENT OVERVIEW**

- This event consists of the **business plan proposal** describing a business the participants want to develop and the **oral presentation**.
- Each event entry will be composed of **one to three members** of a DECA chapter. All participants must present the project to the judges. All participants present must respond to questions.
- The body of the written entry must be limited to **11 numbered pages**, including the appendix (if an appendix is attached), but excluding the title page and the table of contents.
- The **Written Event Statement of Assurances and Academic Integrity** must be signed and submitted with the entry. Do not include it in the page numbering.
- The participants may bring all visual aids to the event briefing. Only approved visual aids may be used during the presentation.
- The oral presentation may be a maximum of **15 minutes** in length, including time for judge’s questions.
- The judge will evaluate the presentation, focusing on the effectiveness of public speaking and presentation skills and how well the participants respond to questions that the judge may ask during the presentation.

**KNOWLEDGE AND SKILLS DEVELOPED**

Participants will demonstrate knowledge and skills needed to address the components of the project as described in the content outline and evaluation forms.

Participants will also develop many 21st Century Skills, in the following categories, desired by today’s employers:

- Communication and Collaboration
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Flexibility and Adaptability
- Information Literacy
- Initiative and Self-direction
- Leadership and Responsibility
- Media Literacy
- Productivity and Accountability
- Social and Cross-cultural Skills

Many Common Core Standards for Mathematics and English Language Arts & Literacy are supported by participation in DECA’s competitive events. Crosswalks that show which 21st Century Skills are developed and which common core standards are supported by participating in each competitive event are available at deca.org.
WRITTEN ENTRY GUIDELINES

The written entry must follow these specifications. Refer also to the Written Entry Checklist and the Written Entry Evaluation Form.

WRITTEN EVENT STATEMENT OF ASSURANCES AND ACADEMIC INTEGRITY. This must be signed and submitted with the entry. Do not include it in the page numbering.

TITLE PAGE. The first page of the written entry is the title page. It must include in any order, but is not limited to, the following:
START-UP BUSINESS PLAN
Name of high school
School address
City, State/Province, ZIP/Postal Code
Name of participants
Date

Title page will not be numbered.

TABLE OF CONTENTS. The table of contents should follow the title page. The table of contents may be single-spaced and may be one or more pages long. The table of contents page(s) will not be numbered.

BODY OF THE WRITTEN ENTRY. The body of the written entry begins with Section I, Executive Summary, and continues in the sequence outlined here. The first page of the body is numbered “1” and all following pages are numbered in sequence. Page numbers continue through the bibliography (required) and the appendix (optional).

This outline must be followed. Points for each section are included on the Written Entry Evaluation Form. Each section must be titled, including the bibliography and the appendix.

I. EXECUTIVE SUMMARY
   One-page summary of the business model

II. PROBLEM
   List the top three problems your product/service is addressing.

III. CUSTOMER SEGMENTS
   Who are the target customers?

IV. UNIQUE VALUE PROPOSITION
   What is the single, clear, compelling message that states why your product/service is different and worth buying?

V. SOLUTIONS
   What are the top three features of your product/service?

VI. CHANNELS
   What are the pathways to customers?

VII. REVENUE STREAMS
   What is the revenue model and what are the lifetime values? What is the revenue and the gross margin?

VIII. COST STRUCTURE
   What are the customer acquisition costs, distribution costs, human resources costs and other additional costs?

IX. KEY METRICS
   What are the key activities that must be measured?

X. COMPETITIVE ADVANTAGE
   What about your product/service means that it cannot be easily copied or bought?

XI. CONCLUSION
   Specific request for financing, summary of key points supporting the financial request

XII. BIBLIOGRAPHY

XIII. APPENDIX
   An appendix is optional. If additional material is appended, all pages must be numbered as noted previously. Include in an appendix any exhibits appropriate to the written entry, but not important enough to include in the body. These might include sample questionnaires used, letters sent and received, general background data, minutes of meetings, etc.
WRITTEN ENTRY CHECKLIST
In addition to Written Entry Guidelines, participants must observe all of the standards on the Written Entry Checklist on page 52. These standards are designed to make competition as fair as possible.

PRESENTATION GUIDELINES

• The major emphasis of the proposal is on the content. Drawings, illustrations and graphic presentations (where allowed) will be judged for clarity, not artistic value.

• The participants will present the business plan proposal to the judge in a 15-minute presentation worth 100 points. (See Presentation Judging.)

• The presentation begins immediately after the introduction of the participants to the judge by the adult assistant.

• Each participant may bring a copy of the business plan proposal or note cards pertaining to the proposal and use as reference during the presentation.

• If time remains, the judge may ask questions pertaining to the proposal.

• The participants may use the following items during the oral presentation:
  – not more than three (3) standard-sized posters not to exceed 22 1/2 inches by 30 1/2 inches each. Participants may use both sides of the posters, but all attachments must fit within the poster dimensions.
  – one (1) standard-sized presentation display board not to exceed 36 1/2 inches by 48 1/2 inches.
  – one (1) desktop flip chart presentation easel 12 inches by 10 inches (dimensions of the page).
  – one (1) personal laptop computer.
  – cell phones/smartphones, iPods/MP3 players, iPads/tablets or any type of a hand-held, information sharing device will be allowed in written events IF applicable to the presentation.
  – sound, as long as the volume is kept at a conversational level.

• Only visual aids that can be easily carried to the presentation by the actual participants will be permitted, and the participants themselves must set up the visuals. No set-up time will be allowed. Participants must furnish his/her own materials and equipment. No electrical power or Internet connection will be supplied.

• Materials appropriate to the situation may be handed to or left with judges in all competitive events. Items of monetary value may be handed to but may not be left with judges. Items such as flyers, brochures, pamphlets and business cards may be handed to or left with the judge. No food or drinks allowed.

• If any of these rules are violated, the adult assistant must be notified by the judge.

PRESENTATION JUDGING
The participants will make a 15-minute presentation to you. As the judge, you are to assume the role of a potential source of capital for the business. You may refer to the written entry, or to your notes, during the presentation.

At the beginning of the presentation (after introductions), the participants will present the proposal. Allow the participants to complete this portion without interruption, unless you are asked to respond.

If time remains, you may ask questions that seem appropriate, based on your notes or on the written entry itself (to which you may refer during the presentation).

At the conclusion of the presentation, thank the participants. Then complete the Presentation Evaluation Form, making sure to record a score for all categories. The maximum score for the evaluation is 100 points.
# Business Plan Proposal and Presentation Evaluation Form

Please refer to the [Written Entry Guidelines](#) for a more detailed explanation of these items.

<table>
<thead>
<tr>
<th>Section</th>
<th>Little/No Value</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th>Judged Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Executive Summary</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. One-page summary of the business model</td>
<td>0-1-2-3-4-5</td>
<td>6-7-8-9-10</td>
<td>11-12-13-14-15</td>
<td>16-17-18-19-20</td>
<td></td>
</tr>
<tr>
<td><strong>Problem</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. List of the top three problems the product/service is addressing</td>
<td>0-1-2</td>
<td>3-4-5</td>
<td>6-7-8</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td><strong>Customer Segments</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Description of target customers</td>
<td>0-1-2</td>
<td>3-4-5</td>
<td>6-7</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td><strong>Unique Value Proposition</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Description of the single, clear, compelling message that states why the product/service is different and worth buying</td>
<td>0-1-2</td>
<td>3-4-5</td>
<td>6-7</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td><strong>Solutions</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Description of the top three features of the product/service</td>
<td>0-1-2</td>
<td>3-4-5</td>
<td>6-7-8</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td><strong>Channels</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Descriptions of the pathways to customers</td>
<td>0-1-2</td>
<td>3-4-5</td>
<td>6-7</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td><strong>Revenue Streams</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Description of the revenue model and life time values; explanation of the revenue and gross margin</td>
<td>0-1-2</td>
<td>3-4-5</td>
<td>6-7-8</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td><strong>Cost Structure</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Explanation of the customer acquisition costs, distribution costs, human resources costs and other additional costs</td>
<td>0-1-2</td>
<td>3-4-5</td>
<td>6-7-8</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td><strong>Key Metrics</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Explanation of the key activities that must be measured</td>
<td>0-1-2</td>
<td>3-4-5</td>
<td>6-7</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td><strong>Competitive Advantage</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Explanation of why the product/service cannot be easily copied or bought</td>
<td>0-1-2</td>
<td>3-4-5</td>
<td>6-7-8</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Specific request for financing, summary of key points supporting the financial request</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

### Total Points (100)

Less Penalty Points

Total Score

Judge: [Signature]
The Independent Business Plan involves the development of a comprehensive proposal to start a new business. Any type of business may be used.

Participants in the Independent Business Plan will:
• prepare a written proposal for a new business
• request financing for the proposal in a role-playing interview with a bank or venture capital official

**KNOWLEDGE AND SKILLS DEVELOPED**
Participants will demonstrate knowledge and skills needed to address the components of the project as described in the content outline and evaluation forms.

Participants will also develop many 21st Century Skills, in the following categories, desired by today’s employers:
• Communication and Collaboration
• Creativity and Innovation
• Critical Thinking and Problem Solving
• Flexibility and Adaptability
• Information Literacy
• Initiative and Self-direction
• Leadership and Responsibility
• Media Literacy
• Productivity and Accountability
• Social and Cross-cultural Skills

Many Common Core Standards for Mathematics and English Language Arts & Literacy are supported by participation in DECA’s competitive events.

Crosswalks that show which 21st Century Skills are developed and which common core standards are supported by participating in each competitive event are available at deca.org.

**EVENT OVERVIEW**
This event consists of two major parts: the written document and the oral presentation. The written document will account for 60 points, and the oral presentation will account for the remaining 40 of the total 100 points.

• Each event entry will be composed of one to three members of a DECA chapter. All participants must present the project to the judge. All participants present must respond to questions.
• The body of the written entry must be limited to 30 numbered pages, including the appendix (if an appendix is attached), but excluding the title page and the table of contents.
• The Written Event Statement of Assurances and Academic Integrity must be signed and submitted with the entry. Do not include it in the page numbering.
• The participants may bring all visual aids to the event briefing. Only approved visual aids may be used during the presentation.
• The oral presentation may be a maximum 15 minutes in length, including time for the judge’s questions.
• The judge will evaluate the presentation, focusing on the effectiveness of public speaking and presentation skills and how well the participants respond to questions that the judge may ask during the presentation.
WRITTEN ENTRY GUIDELINES
The written entry must follow these specifications. Refer also to the Written Entry Checklist and the Written Entry Evaluation Form.

WRITTEN EVENT STATEMENT OF ASSURANCES AND ACADEMIC INTEGRITY. This must be signed and submitted with the entry. Do not include it in the page numbering.

TITLE PAGE. The first page of the written entry is the title page. It must include in any order, but is not limited to, the following:
- INDEPENDENT BUSINESS PLAN
- Name of high school
- School address
- City, State/Province, ZIP/Postal Code
- Names of participants
- Date

Title page will not be numbered.

TABLE OF CONTENTS. The table of contents should follow the title page. The table of contents may be single-spaced and may be one or more pages long. The table of contents page(s) will not be numbered.

BODY OF THE WRITTEN ENTRY. The body of the written entry begins with Section I, Executive Summary, and continues in the sequence outlined here. The first page of the body is numbered “1” and all following pages are numbered in sequence. Page numbers continue through the bibliography (required) and the appendix (optional).

This outline must be followed. Points for each section are included on the Written Entry Evaluation Form. Each section must be titled, including the bibliography and the appendix.

I. EXECUTIVE SUMMARY
   One- to three-page description of the project

II. PROBLEM
   List the top three problems your product/service is addressing.

III. CUSTOMER SEGMENTS
   Who are the target customers?

IV. UNIQUE VALUE PROPOSITION
   What is the single, clear, compelling message that states why your product/service is different and worth buying?

V. SOLUTION
   What are the top three features of your product/service?

VI. CHANNELS
   What are the pathways to customers?

VII. REVENUE STREAMS
   What is the revenue model and what are the lifetime values?

VIII. COST STRUCTURE
   What are the customer acquisition costs, distribution costs, human resources costs and other additional costs?

IX. DETAILED FINANCIALS
   A. Projected income and expenses (The following items are recommended for inclusion. You may select the appropriate items for your business.)
      1. Projected income statements by month for the first year’s operation (sales, expenses, profit loss)
      2. Projected cash flow by month for the first year’s operation
      3. Projected balance sheet, end of first year
      4. Projected three-year plan
      5. A brief narrative description of the planned growth of the proposed business, including financial resources and needs
   B. Proposed plan to meet capital needs (The following are recommended for inclusion. You may select the appropriate items for your business.)
      1. Personal and internal sources
      2. Earnings, short-term and long-term borrowing, long-term equity
      3. External sources
      4. Repayment plans
      5. Plan to repay borrowed funds or provide return on investment to equity funds
X. KEY METRICS
   What are the key activities that must be measured?

XI. COMPETITIVE ADVANTAGE
   What about your product/service means that it cannot be easily copied or bought?

XII. CONCLUSION
   Specific request for financing, summary of key points supporting the financial request

XIII. BIBLIOGRAPHY

XIV. APPENDIX
   An appendix is optional. If additional material is appended, all pages must be numbered as noted previously. Include in an appendix any exhibits appropriate to the written entry, but not important enough to include in the body. These might include sample questionnaires used, letters sent and received, general background data, minutes of meetings, etc.
WRITTEN ENTRY CHECKLIST
In addition to Written Entry Guidelines, participants must observe all of the standards on the Written Entry Checklist on page 52. These standards are designed to make competition as fair as possible.

PRESENTATION GUIDELINES
• Prior to the presentation, the judge will evaluate the written portion of the entry. The major emphasis of the written entry is on the content. Drawings, illustrations and graphic presentations (where allowed) will be judged for clarity, not artistic value.

• The participants, assuming the role of entrepreneurs, will have prepared a detailed comprehensive proposal to start a new business. The role of the judge is that of a potential source of capital for the business who evaluates as if actually going to approve (or disapprove) the request for financing.

• The participants will present the business plan proposal to the judge in a 15-minute presentation worth 40 points. (See Presentation Judging.)

• The presentation begins immediately after the introduction of the participants to the judge by the adult assistant. Each participant must take part in the presentation.

• Each participant may bring a copy of the written entry or note cards pertaining to the written entry and use as reference during the presentation.

• If time remains, the judge may ask questions pertaining to the proposal.

• The participants may use the following items during the oral presentation:
  - not more than three (3) standard-sized posters not to exceed 22 1/2 inches by 30 1/2 inches each. Participants may use both sides of the posters, but all attachments must fit within the poster dimensions.
  - one (1) standard-sized presentation display board not to exceed 36 1/2 inches by 48 1/2 inches.
  - one (1) desktop flip chart presentation easel 12 inches by 10 inches (dimensions of the page).
  - one (1) personal laptop computer.
  - cell phones/smartphones, iPods/MP3 players, iPads/tablets or any type of a hand-held, information sharing device will be allowed in written events if applicable to the presentation.
  - sound, as long as the volume is kept at a conversational level.

• Only visual aids that can be easily carried to the presentation by the actual participants will be permitted, and the participants themselves must set up the visuals. No set-up time will be allowed. Participants must furnish their own materials and equipment. No electrical power or Internet connection will be supplied.

• Materials appropriate to the situation may be handed to or left with judges in all competitive events. Items of monetary value may be handed to but may not be left with judges. Items such as flyers, brochures, pamphlets and business cards may be handed to or left with the judge. No food or drinks allowed.

• If any of these rules are violated, the adult assistant must be notified by the judge.

PRESENTATION JUDGING
Participants will make a 15-minute presentation to you. You are role-playing a loan officer or venture capitalist. You may refer to the written entry, or to notes, during the presentation.

At the beginning of the presentation (after introduction), the participants will describe the proposal and make the request for financing. Allow the participants to complete this portion without interruption, unless you are asked to respond. Each participant must take part in the presentation.

If time remains, you may ask questions that seem appropriate, based on your notes or on the written entry itself (to which you may refer during the presentation).

At the conclusion of the presentation, thank the participants. Then complete the Presentation Evaluation Form, making sure to record a score for all categories. The maximum score for the presentation is 40 points.
## DECA
### INDEPENDENT BUSINESS PLAN

## WRITTEN ENTRY EVALUATION FORM

Please refer to the Written Entry Guidelines for a more detailed explanation of these items.

<table>
<thead>
<tr>
<th>EXECUTIVE SUMMARY</th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. One- to three-page description of the business model</td>
<td>0-1-2-3</td>
<td>4-5-6</td>
<td>7-8</td>
<td>9-10</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROBLEM</th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. List of the top three problems the product/service is addressing</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CUSTOMER SEGMENTS</th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Description of target customers</td>
<td>0-1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIQUE VALUE PROPOSITION</th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Description of the single, clear, compelling message that states why the product/service is different and worth buying</td>
<td>0-1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SOLUTION</th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Description of the top three features of the product/service</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CHANNELS</th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Descriptions of the pathways to customers</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>REVENUE STREAM</th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Description of the revenue model and life time values</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COST STRUCTURE</th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Explanation of the customer acquisition costs, distribution costs, human resources costs and any additional costs</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DETAILED FINANCIALS</th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Projected income and expenses and proposed plan to meet capital needs</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>KEY METRICS</th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Explanation of the key activities that must be measured</td>
<td>0-1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COMPETITIVE ADVANTAGE</th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Explanation of why the product/service cannot be easily copied or bought</td>
<td>0-1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CONCLUSION</th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. Specific request for financing, summary of key points supporting the financial request</td>
<td>0-1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

**WRITTEN ENTRY TOTAL POINTS (60)**

JUDGE __________
## PRESENTATION EVALUATION FORM

### PRESENTATION

<table>
<thead>
<tr>
<th></th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Opening presentation and request: description of the project; organization, clarity and effectiveness of the presentation</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

### TO WHAT EXTENT DID THE PARTICIPANTS:

<table>
<thead>
<tr>
<th>2. Assess opportunities for venture creation</th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Determine feasibility of venture ideas</th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Assess start-up requirements</th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Evaluate risk-taking opportunities</th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Explain the complexity of business operations</th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. Determine relationships among total revenue, marginal revenue, output and profit</th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8. Describe marketing functions and related activities</th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

### PRESENTATION TOTAL POINTS (40)

### WRITTEN ENTRY (60)

### PRESENTATION (40)

### SUBTOTAL (100)

### LESS PENALTY POINTS

### TOTAL SCORE
The **International Business Plan** involves the development of a proposal to start a new business venture in an international setting. It may be a new business or a new product or service of an existing business. Any type of business may be used.

Participants in the International Business Plan will:
- apply entrepreneurship knowledge and skills in an international setting
- prepare a written proposal for a new business venture
- present the proposal in a role-playing interview

**EVENT OVERVIEW**

- This event consists of two major parts: the **written document** and the **oral presentation**. The written document will account for 60 points, and the oral presentation will account for the remaining 40 of the total 100 points.
- Each event entry will be composed of **one to three members** of the DECA chapter. All participants must present the project to the judge. All participants must respond to questions.
- The body of the written entry must be limited to **30 numbered pages**, including the appendix (if an appendix is attached), but excluding the title page and the table of contents.
- The **Written Event Statement of Assurances and Academic Integrity** must be signed and submitted with the entry. Do not include it in the page numbering.
- The participants may bring all visual aids to the event briefing. Only approved visual aids may be used during the presentation.
- The oral presentation may be a maximum **15 minutes** in length, including time for judge’s questions.
- The judge will evaluate the presentation, focusing on the effectiveness of public speaking and presentation skills and how well the participants respond to questions that the judge may ask during the presentation.

**KNOWLEDGE AND SKILLS DEVELOPED**

Participants will demonstrate knowledge and skills needed to address the components of the project as described in the content outline and evaluation forms.

Participants will also develop many 21st Century Skills, in the following categories, desired by today’s employers:
- Communication and Collaboration
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Flexibility and Adaptability
- Information Literacy
- Initiative and Self-direction
- Leadership and Responsibility
- Media Literacy
- Productivity and Accountability
- Social and Cross-cultural Skills

Many Common Core Standards for Mathematics and English Language Arts & Literacy are supported by participation in DECA’s competitive events. Crosswalks that show which 21st Century Skills are developed and which common core standards are supported by participating in each competitive event are available at deca.org.
WRITTEN ENTRY GUIDELINES

The written entry must follow these specifications. Refer also to the Written Entry Checklist and the Written Entry Evaluation Form.

WRITTEN EVENT STATEMENT OF ASSURANCES AND ACADEMIC INTEGRITY. This must be signed and submitted with the entry. Do not include it in the page numbering.

TITLE PAGE. The first page of the written entry is the title page. It must include in any order, but is not limited to, the following:
- INTERNATIONAL BUSINESS PLAN
- Name of high school
- School address
- City, State/Province, ZIP/Postal Code
- Names of participants
- Date

Title page will not be numbered.

TABLE OF CONTENTS. The table of contents should follow the title page. The table of contents may be single-spaced and may be one or more pages long. The table of contents page(s) will not be numbered.

BODY OF THE WRITTEN ENTRY. The body of the written entry begins with Section I, Executive Summary, and continues in the sequence outlined here. The first page of the body is numbered “1” and all following pages are numbered in sequence. Page numbers continue through the bibliography (required) and the appendix (optional).

This outline must be followed. Points for each section are included on the Written Entry Evaluation Form. Each section must be titled, including the bibliography and the appendix.

I. EXECUTIVE SUMMARY
   One- to three-page summary of the business model

II. ANALYSIS OF THE INTERNATIONAL BUSINESS SITUATION
   A. Economic, political and legal analysis of the trading country
      1. Describe the trading country’s economic system, economic information important to your proposed business/product/service, the level of foreign investment in that country
      2. Describe the trading country’s governmental structure and stability, how the government controls trade and private business
      3. Describe laws and/or governmental agencies that affect your business/product/service [i.e., labor laws, trade laws (U.S.A. and/or Canada and foreign)]
   B. Trade area and cultural analysis
      1. Geographic and demographic information, important customs and traditions, other pertinent cultural information, competitive advantages and disadvantages of the proposed product and/or service
      2. Analysis of the potential location—importance and requirements of each trade document required by the U.S.A. and/or Canada and the country of choice

III. PROBLEM
   List the top three problems your product/service is addressing.

IV. CUSTOMER SEGMENTS
   Who are the target customers? Describe the target market (age, income level, population estimate, other specific demographic and economic information), customer buying behavior related to the proposed product and/or service

V. UNIQUE VALUE PROPOSITION
   What is the single, clear, compelling message that states why your product/service is different and worth buying?

VI. SOLUTION
   What are the top three features of your product/service?

VII. CHANNELS
   What are the pathways to customers?

VIII. REVENUE STREAMS
   What is the revenue model and what are the lifetime values?

IX. COST STRUCTURE
   What are the customer acquisition costs, distribution costs, human resources costs, and other additional costs?
X. DETAILED FINANCIALS
A. Projected income and expenses (The following items are recommended for inclusion. You may select the appropriate items for your business.)
1. Projected income statements by month for the first year’s operation (sales, expenses, profit/loss)
2. Projected cash flow for the first year
3. Projected cash flow by month for the first year’s operation
4. Projected balance sheet, end of first year
5. Projected three-year plan
6. A brief narrative description of the planned growth of the proposed business, including financial resources and needs
B. Proposed plan to meet capital needs (The following are recommended items for inclusion. You may select the appropriate items for your business.)
1. Personal and internal sources
2. Earnings, short-term and long-term borrowing, long-term equity
3. External sources
4. Repayment plans
5. Plan to repay borrowed funds or provide return on investment to equity funds

XI. KEY METRICS
What are the key activities that must be measured?

XII. COMPETITIVE ADVANTAGE
What about your product/service means that it cannot be easily copied or bought?

XIII. CONCLUSION
Specific request for financing, summary of key points supporting the financial request

XIV. BIBLIOGRAPHY

XV. APPENDIX
An appendix is optional. If additional material is appended, all pages must be numbered as noted previously. Include in an appendix any exhibits appropriate to the written entry, but not important enough to include in the body. These might include sample questionnaires used, letters sent and received, general background data, minutes of meetings, etc.
WRITTEN ENTRY CHECKLIST
In addition to Written Entry Guidelines, participants must observe all of the standards on the Written Entry Checklist on page 52. These standards are designed to make competition as fair as possible.

PRESENTATION GUIDELINES
• Prior to the presentation, the judge will evaluate the written portion of the entry. The major emphasis of the written entry is on the content. Drawings, illustrations and graphic presentations (where allowed) will be judged for clarity, not artistic value.
• The participants have been asked to prepare a proposal for a new business venture in an international setting.
• Playing the role of a business executive, the judge will evaluate the written document and then interview the participants, as if he/she were actually going to approve (or disapprove) the proposal.
• The participants will present the plan to the judge in a 15-minute presentation worth 40 points. (See Presentation Judging.)
• The presentation begins immediately after the introduction of the participants to the judge by the adult assistant. Each participant must take part in the presentation.
• Each participant may bring a copy of the written entry or note cards pertaining to the written entry and use as reference during the presentation.
• If time remains, the judge may ask questions pertaining to the project.
• The participants may use the following items during the oral presentation:
  – not more than three (3) standard-sized posters not to exceed 22 1/2 inches by 30 1/2 inches each. Participants may use both sides of the posters, but all attachments must fit within the poster dimensions.
  – one (1) standard-sized presentation display board not to exceed 36 1/2 inches by 48 1/2 inches.
  – one (1) desktop flip chart presentation easel 12 inches by 10 inches (dimensions of the page).
  – one (1) personal laptop computer.
  – cell phones/smartphones, iPods/MP3 players, iPads/tablets or any type of a hand-held, information sharing device will be allowed in written events IF applicable to the presentation.
  – sound, as long as the volume is kept at a conversational level.
• Only visual aids that can be easily carried to the presentation by the actual participants will be permitted, and the participants themselves must set up the visuals. No set-up time will be allowed. Participants must furnish their own materials and equipment. No electrical power or Internet connection will be supplied.
• Materials appropriate to the situation may be handed to or left with judges in all competitive events. Items of monetary value may be handed to but may not be left with judges. Items such as flyers, brochures, pamphlets and business cards may be handed to or left with the judge. No food or drinks allowed.
• If any of these rules are violated, the adult assistant must be notified by the judge.

PRESENTATION JUDGING
Participants will make a 15-minute presentation to you. You are role-playing a business executive. You may refer to the written entry, or to your notes, during the presentation.

At the beginning of the presentation (after introductions), the participants will describe the proposal and make the request for approval. Allow the participants to complete this portion without interruption, unless you are asked to respond. Each participant must take part in the presentation.

If time remains, you may ask questions that seem appropriate, based on your notes or on the written entry itself (to which you may refer during the presentation).

At the conclusion of the presentation, thank the participants. Then complete the Presentation Evaluation Form, making sure to record a score for all categories. The maximum score for the presentation is 40 points.
# INTERNATIONAL BUSINESS PLAN

## WRITTEN ENTRY EVALUATION FORM

Please refer to the [Written Entry Guidelines](#) for a more detailed explanation of these items.

<table>
<thead>
<tr>
<th><strong>EXECUTIVE SUMMARY</strong></th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. One- to three-page description of the project</td>
<td>0-1-2-3</td>
<td>4-5-6</td>
<td>7-8</td>
<td>9-10</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>ANALYSIS OF THE INTERNATIONAL BUSINESS SITUATION</strong></th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Description of economic, political and legal analysis; trade area and cultural analysis</td>
<td>0-1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>PROBLEM</strong></th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Description of the top three problems the product/service is addressing</td>
<td>0-1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>CUSTOMER SEGMENTS</strong></th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Description of target customers</td>
<td>0-1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>UNIQUE VALUE PROPOSITION</strong></th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Description of the single, clear, compelling message that states why the product/service is different and worth buying</td>
<td>0-1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>SOLUTION</strong></th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Description of the top three features of the product/service</td>
<td>0-1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>CHANNELS</strong></th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Descriptions of the pathways to customers</td>
<td>0-1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>REVENUE STREAM</strong></th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Description of the revenue model and lifetime values</td>
<td>0-1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>COST STRUCTURE</strong></th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Explanation of the customer acquisition costs, distribution costs, human resources costs and any additional costs</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>DETAILED FINANCIALS</strong></th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Projected income and expenses and proposed plan to meet capital needs</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>KEY METRICS</strong></th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Explanation of the key activities that must be measured</td>
<td>0-1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>COMPETITIVE ADVANTAGE</strong></th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. Explanation of why the product/service cannot be easily copied or bought</td>
<td>0-1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>CONCLUSION</strong></th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. Specific request for financing, summary of key points supporting the financial request</td>
<td>0-1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

**WRITTEN ENTRY TOTAL POINTS (60)**

JUDGE __________
# INTERNATIONAL BUSINESS PLAN

## PRESENTATION EVALUATION FORM

<table>
<thead>
<tr>
<th>PRESENTATION</th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Opening presentation and request: description of the project; organization, clarity and effectiveness of the presentation</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TO WHAT EXTENT DID THE PARTICIPANTS:</th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Assess opportunities for venture creation</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>3. Determine feasibility of venture ideas</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>4. Describe market-entry strategies for conducting business internationally</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>5. Evaluate risk-taking opportunities</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>6. Explain the complexity of business operations</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>7. Determine relationships among total revenue, marginal revenue, output and profit</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>8. Describe marketing functions and related activities</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

## PRESENTATION TOTAL POINTS (40)

<table>
<thead>
<tr>
<th>WRITTEN ENTRY (60)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRESENTATION (40)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUBTOTAL (100)</th>
</tr>
</thead>
</table>

| LESS PENALTY POINTS |

| TOTAL SCORE |

JUDGE _________
The Business Growth Plan involves strategy development needed to grow an existing business owned by a current DECA member. Options may include franchising, expanding into new markets, opening a second location, licensing agreements, merging with or acquiring another business, diversifying product lines, forming strategic alliances with other businesses, expanding to the internet, etc.

Participants in the Business Growth Plan will:
• analyze their current business operations
• prepare a written proposal identifying opportunities to grow and expand the business
• present the proposal in a role-playing interview

All participants must be documented owners/operators of the business. A parents’ business does not qualify.

Examples of sufficient documentation of ownership include items that clearly list the name(s) of the owner(s)/operator(s) such as:
• notarized affidavit of ownership
• business licenses
• certificates of insurance
• tax filings
• local business permits

Examples of insufficient documentation of ownership include items that are less official such as:
• webpages
• business cards
• promotional materials

ENTREPRENEURSHIP

EVENT OVERVIEW
• This event consists of two major parts: the written document and the oral presentation. The written document will account for 60 points, and the oral presentation will account for the remaining 40 of the total 100 points.

• Each event entry will be composed of one to three members of the DECA chapter. All participants must present the project to the judge. All participants present must respond to questions. All participants must be documented owners/operators of the business.

• The body of the written entry must be limited to 30 numbered pages, including the appendix (if an appendix is attached), but excluding the proof of ownership documentation, title page and the table of contents.

• The Written Event Statement of Assurances and Academic Integrity must be signed and submitted with the entry. Do not include it in the page numbering.

• The participants may bring all visual aids to the event briefing. Only approved visual aids may be used during the presentation.

• The oral presentation may be a maximum 15 minutes in length, including time for judge’s questions.

• The judge will evaluate the presentation, focusing on the effectiveness of public speaking and presentation skills and how well the participants respond to questions that the judge may ask during the presentation.

KNOWLEDGE AND SKILLS DEVELOPED
Participants will demonstrate knowledge and skills needed to address the components of the project as described in the content outline and evaluation forms.

Participants will also develop many 21st Century Skills, in the following categories, desired by today’s employers:
• Communication and Collaboration
• Creativity and Innovation
• Critical Thinking and Problem Solving
• Flexibility and Adaptability
• Information Literacy
• Initiative and Self-direction
• Leadership and Responsibility
• Media Literacy
• Productivity and Accountability
• Social and Cross-cultural Skills

Many Common Core Standards for Mathematics and English Language Arts & Literacy are supported by participation in DECA’s competitive events.

Crosswalks that show which 21st Century Skills are developed and which common core standards are supported by participating in each competitive event are available at deca.org.
WRITTEN ENTRY GUIDELINES

The written entry must follow these specifications. Refer also to the Written Entry Checklist and the Written Entry Evaluation Form.

WRITTEN EVENT STATEMENT OF ASSURANCES AND ACADEMIC INTEGRITY. This must be signed and submitted with the entry. Do not include it in the page numbering.

TITLE PAGE. The first page of the written entry is the title page. It must include in any order, but is not limited to, the following:

   BUSINESS GROWTH PLAN
   Name of high school
   School address
   City, State/Province, ZIP/Postal Code
   Names of participants
   Date

Title page will not be numbered.

TABLE OF CONTENTS. The table of contents should follow the title page. The table of contents may be single-spaced and may be one or more pages long. The table of contents page(s) will not be numbered.

BODY OF THE WRITTEN ENTRY. The body of the written entry begins with Section I, Executive Summary, and continues in the sequence outlined here. The first page of the body is numbered “1” and all following pages are numbered in sequence. Page numbers continue through the bibliography (required) and the appendix (optional).

This outline must be followed. Points for each section are included on the Written Entry Evaluation Form. Each section must be titled, including the bibliography and the appendix.

I. EXECUTIVE SUMMARY
   One- to three-page description of the plan

II. INTRODUCTION
   A. Type of business owned and operated and a description of the current business operations
   B. Products and/or services offered
   C. Unique characteristics of the business

III. SWOT ANALYSIS
   A. Strengths of the business
   B. Weaknesses of the business
   C. Opportunities available for the business
   D. Threats to the business

IV. FIVE YEAR PLAN TO GROW AND EXPAND THE BUSINESS
   A. Expansion opportunities
   B. Marketing plan
   C. Demographics of market area

V. FINANCING PLAN
   A. Current financial situation, including financial documents
   B. Capital needed for expansion opportunities
   C. Fixed overhead and cost of operations
   D. Time to achieve profitability

VI. CONCLUSION

VII. BIBLIOGRAPHY

VIII. APPENDIX

An appendix is optional. If additional material is appended, all pages must be numbered as noted previously. Include in an appendix any exhibits appropriate to the written entry, but not important enough to include in the body. These might include sample questionnaires used, letters sent and received, general background data, minutes of meetings, etc.

PROOF OF OWNERSHIP DOCUMENT (REQUIRED)

Documentation to verify student ownership/operation. Pages in this section do not count towards the 30 numbered pages. Do not number these pages. All participants must be documented owners/operators of the business.
WRITTEN ENTRY CHECKLIST
In addition to Written Entry Guidelines, participants must observe all of the standards on the Written Entry Checklist on page 52. These standards are designed to make competition as fair as possible.

PRESENTATION GUIDELINES

• Prior to the presentation, the judge will evaluate the written portion of the entry. The major emphasis of the written entry is on the content. Drawings, illustrations and graphic presentations (where allowed) will be judged for clarity, not artistic value.

• The participants will present the project to the judge in a 15-minute presentation worth 40 points. (See Presentation Judging.)

• The presentation begins immediately after the introduction of the participants to the judge by the adult assistant. Each participant must take part in the presentation.

• Each participant may bring a copy of the written entry or note cards pertaining to the written entry and use as reference during the presentation.

• If time remains, the judge may ask questions pertaining to the proposal.

• The participants may use the following items during the oral presentation:
  – not more than three (3) standard-sized posters not to exceed 22 ½ inches by 30 ⅔ inches each. Participants may use both sides of the posters, but all attachments must fit within the poster dimensions.
  – one (1) standard-sized presentation display board not to exceed 36 ½ inches by 48 ½ inches.
  – one (1) desktop flip chart presentation easel 12 inches by 10 inches (dimensions of the page).
  – one (1) personal laptop computer.
  – cell phones/smartphones, iPods/MP3 players, iPads/tablets or any type of a hand-held, information sharing device will be allowed in written events IF applicable to the presentation.
  – sound, as long as the volume is kept at a conversational level.

• Only visual aids that can be easily carried to the presentation by the actual participants will be permitted, and the participants themselves must set up the visuals. No set-up time will be allowed. Participants must furnish his/her own materials and equipment. No electrical power or Internet connection will be supplied.

• Materials appropriate to the situation may be handed to or left with judges in all competitive events. Items of monetary value may be handed to but may not be left with judges. Items such as flyers, brochures, pamphlets and business cards may be handed to or left with the judge. No food or drinks allowed.

• If any of these rules are violated, the adult assistant must be notified by the judge.

PRESENTATION JUDGING
Participants will make a 15-minute presentation to you. You may refer to the written entry, or to notes, during the presentation.

At the beginning of the presentation (after introduction), the participant will describe the proposal and make the request for financing. Allow the participants to complete this portion without interruption, unless you are asked to respond. Each participant must take part in the presentation.

If time remains, you may ask questions that seem appropriate, based on your notes or on the written entry itself (to which you may refer during the presentation).

At the conclusion of the presentation, thank the participants. Then complete the Presentation Evaluation Form, making sure to record a score for all categories. The maximum score for the presentation is 40 points.
## Business Growth Plan

### Executive Summary

<table>
<thead>
<tr>
<th>Item</th>
<th>Little/No Value</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th>Judged Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>One- to three-page description of the project</td>
<td>0-1-2-3</td>
<td>4-5-6</td>
<td>7-8</td>
<td>9-10</td>
<td></td>
</tr>
</tbody>
</table>

### Introduction

<table>
<thead>
<tr>
<th>Item</th>
<th>Little/No Value</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th>Judged Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of business owned and operated and description of the current business operations</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Description of the products and/or services offered</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Unique characteristics of the business</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

### SWOT Analysis

<table>
<thead>
<tr>
<th>Item</th>
<th>Little/No Value</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th>Judged Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengths of the business</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Weaknesses of the business</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Opportunities available for the business</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Threats to the business</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

### Five Year Plan to Grow & Expand the Business

<table>
<thead>
<tr>
<th>Item</th>
<th>Little/No Value</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th>Judged Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expansion opportunities</td>
<td>0-1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Marketing plan</td>
<td>0-1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Demographics of market area</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

### Financing Plan

<table>
<thead>
<tr>
<th>Item</th>
<th>Little/No Value</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th>Judged Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current financial situation</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Capital needed for expansion opportunities</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Fixed overhead and cost of operations</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Time to achieve profitability</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

### Conclusion

<table>
<thead>
<tr>
<th>Item</th>
<th>Little/No Value</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th>Judged Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary of key points</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

### Appearance and Word Usage

<table>
<thead>
<tr>
<th>Item</th>
<th>Little/No Value</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th>Judged Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional layout, neatness, proper grammar, spelling and word usage</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Written Entry Total Points (60)**
# PRESENTATION EVALUATION FORM

## PRESENTATION

<table>
<thead>
<tr>
<th>1. Opening presentation; description of the plan; organization, clarity and effectiveness of the presentation</th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-1-2</td>
<td>3-4</td>
<td>5-6</td>
<td>7-8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## TO WHAT EXTENT DID THE PARTICIPANTS:

<table>
<thead>
<tr>
<th>2. Create processes for ongoing opportunity recognition</th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-1-2</td>
<td>3-4</td>
<td>5-6</td>
<td>7-8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Develop plan to invest resources into improving current products or creating new ones</th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-1-2</td>
<td>3-4</td>
<td>5-6</td>
<td>7-8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Assess risks associated with the venture</th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-1-2</td>
<td>3-4</td>
<td>5-6</td>
<td>7-8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Determine relationships among total revenue, marginal revenue, output and profit</th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-1-2</td>
<td>3-4</td>
<td>5-6</td>
<td>7-8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## PRESENTATION TOTAL POINTS (40)

## WRITTEN ENTRY (60)

## PRESENTATION (40)

## SUBTOTAL (100)

## LESS PENALTY POINTS

## TOTAL SCORE

JUDGE: __________
FRANCHISE BUSINESS PLAN

The Franchise Business Plan involves the development of a comprehensive business plan proposal to buy into an existing franchise.

Participants in the Franchise Business Plan will:
• prepare a written proposal for becoming a franchisee
• present the proposal in a role-playing interview

Knowledge and Skills Developed
Participants will demonstrate knowledge and skills needed to address the components of the project as described in the content outline and evaluation forms.

Participants will also develop many 21st Century Skills, in the following categories, desired by today’s employers:
• Communication and Collaboration
• Creativity and Innovation
• Critical Thinking and Problem Solving
• Flexibility and Adaptability
• Information Literacy
• Initiative and Self-direction
• Leadership and Responsibility
• Media Literacy
• Productivity and Accountability
• Social and Cross-cultural Skills

Many Common Core Standards for Mathematics and English Language Arts & Literacy are supported by participation in DECA’s competitive events.

Crosswalks that show which 21st Century Skills are developed and which common core standards are supported by participating in each competitive event are available at deca.org.
WRITTEN ENTRY GUIDELINES

The written entry must follow these specifications. Refer also to the Written Entry Checklist and the Written Entry Evaluation Form.

WRITTEN EVENT STATEMENT OF ASSURANCES AND ACADEMIC INTEGRITY. This must be signed and submitted with the entry. Do not include it in the page numbering.

TITLE PAGE. The first page of the written entry is the title page. It must include in any order, but is not limited to, the following:

FRANCHISE BUSINESS PLAN
Name of high school
School address
City, State/Province, ZIP/Postal Code
Names of participants
Date

Title page will not be numbered.

TABLE OF CONTENTS. The table of contents should follow the title page. The table of contents may be single-spaced and may be one or more pages long. The table of contents page(s) will not be numbered.

BODY OF THE WRITTEN ENTRY. The body of the written entry begins with Section I, Executive Summary, and continues in the sequence outlined here. The first page of the body is numbered “1” and all following pages are numbered in sequence. Page numbers continue through the bibliography (required) and the appendix (optional).

This outline must be followed. Points for each section are included on the Written Entry Evaluation Form. Each section must be titled, including the bibliography and the appendix.

I. EXECUTIVE SUMMARY
One- to three-page summary of the business model

II. BUSINESS HISTORY, BACKGROUND, AND OBJECTIVES
A. Describe the company you wish to purchase franchise rights for
B. List your short-term (next 12 months) and long term objectives
C. Describe the company’s major successes and achievements to date
D. Describe the company’s challenges and obstacles
E. Describe any changes in structure, management, ownership, etc. that have taken place in the past year

III. BUSINESS ENVIRONMENT
Describe how environmental factors such as the local, national, or international economy, changes in population, interest rates, changes in levels of employment, etc. may affect your business

IV. PRODUCTS AND/OR SERVICES
A. List and describe the products and/or services offered
B. Describe any planned changes or additions to the present line of products/services within the next year

V. PRESENT MARKET
A. Describe the present market (geographic location of your potential customers, types of customers)
B. Describe the growth potential in your market
C. Describe the current pricing policy
D. If the business is seasonal, explain how the company adjusts to seasonal factors

VI. COMPETITION
A. List the company’s primary competitors in your market. Identify their strengths and weaknesses
B. List the advantages the company has compared to its primary competitors
C. List the disadvantages the company has compared to its primary competitors

VII. MARKETING PLAN
A. Describe the customers and geographic territory to be targeted for marketing efforts to generate revenue
B. Describe the company’s existing marketing techniques, strategies, and tools
C. Describe the marketing techniques, strategies, and tools you will use in the future to promote the business
VIII. MANAGEMENT AND ORGANIZATION
A. Describe your management team and its strengths and weaknesses
B. Describe your plan to further develop your management team
C. Describe your management succession plan—who will take over in the event of the incapacity or continued absence of any owner or key employee?
D. Describe the need for, and how you will obtain, additional management personnel based on present and projected sales

IX. BUSINESS RESOURCES
A. List the major operating equipment that you will purchase or lease
B. List major suppliers, location, and payment terms
C. Identify other outside resources used or needed to fulfill customer requirements
D. Describe quality control procedures
E. Describe the availability of skilled labor to meet your company needs
F. Describe the type and extent of necessary training that will be required to upgrade the skills of labor and administrative employees and the estimated cost
G. Projected number of full-time and part-time employees
H. Organizational chart

X. FINANCIAL PLAN AND DATA
A. Describe the company’s sales and profit trends
B. Outline your strategy and timing for obtaining capital
C. Two-year projected operating statement
D. One-year projected cash flow statement

XI. CONCLUSION
Specific request for financing, summary of key points supporting the financial request

XII. BIBLIOGRAPHY

XIII. APPENDIX
An appendix is optional. Include in the appendix any exhibits appropriate to the written entry but not important enough to include in the body; these might include sample questionnaires used, letters sent and received, general background data, minutes of meetings, etc.
WRITTEN ENTRY CHECKLIST

In addition to Written Entry Guidelines, participants must observe all of the standards on the Written Entry Checklist on page 52. These standards are designed to make competition as fair as possible.

PRESENTATION GUIDELINES

• Prior to the presentation, the judge will evaluate the written portion of the entry. The major emphasis of the written entry is on the content. Drawings, illustrations and graphic presentations (where allowed) will be judged for clarity, not artistic value.

• The participants will present the project to the judge in a 15-minute presentation worth 40 points. (See Presentation Judging.)

• The presentation begins immediately after the introduction of the participants to the judge by the adult assistant. Each participant must take part in the presentation.

• Each participant may bring a copy of the written entry or note cards pertaining to the written entry and use as reference during the presentation.

• If time remains, the judge may ask questions pertaining to the proposal.

• The participants may use the following items during the oral presentation:
  – not more than three (3) standard-sized posters not to exceed 22 1/2 inches by 30 1/2 inches each. Participants may use both sides of the posters, but all attachments must fit within the poster dimensions.
  – one (1) standard-sized presentation display board not to exceed 36 1/2 inches by 48 1/2 inches.
  – one (1) desktop flip chart presentation easel 12 inches by 10 inches (dimensions of the page).
  – one (1) personal laptop computer.
  – cell phones/smartphones, iPods/MP3 players, iPads/tablets or any type of a hand-held, information sharing device will be allowed in written events if applicable to the presentation.
  – sound, as long as the volume is kept at a conversational level.

• Only visual aids that can be easily carried to the presentation by the actual participants will be permitted, and the participants themselves must set up the visuals. No set-up time will be allowed. Participants must furnish his/her own materials and equipment. No electrical power or Internet connection will be supplied.

• Materials appropriate to the situation may be handed to or left with judges in all competitive events. Items of monetary value may be handed to but may not be left with judges. Items such as flyers, brochures, pamphlets and business cards may be handed to or left with the judge. No food or drinks allowed.

• If any of these rules are violated, the adult assistant must be notified by the judge.

PRESENTATION JUDGING

Participants will make a 15-minute presentation to you. As the judge, you are to assume the role of a potential source of capital for the business. You may refer to the written entry, or to notes, during the presentation.

At the beginning of the presentation (after introductions), the participants will present the proposal. Allow the participants to complete this portion without interruption, unless you are asked to respond. Each participant must take part in the presentation.

If time remains, you may ask questions that seem appropriate, based on your notes or on the written entry itself (to which you may refer during the presentation).

At the conclusion of the presentation, thank the participants. Then complete the Presentation Evaluation Form, making sure to record a score for all categories. The maximum score for the evaluation is 40 points.
<table>
<thead>
<tr>
<th>Section</th>
<th>Little/No Value</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th>Judged Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EXECUTIVE SUMMARY</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. One- to three-page description of the business model</td>
<td>0-1-2-3</td>
<td>4-5-6</td>
<td>7-8</td>
<td>9-10</td>
<td></td>
</tr>
<tr>
<td><strong>BUSINESS HISTORY, BACKGROUND, AND OBJECTIVES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Description of the company, objectives, company successes and challenges and changes in structure</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>BUSINESS ENVIRONMENT</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Description of how environmental factors may affect the business</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>PRODUCTS AND/OR SERVICES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. List of and descriptions of the products and/or services offered and plans for changes or additions</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>PRESENT MARKET</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Description of the present market, growth potential and pricing policy</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>COMPETITION</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. List of the company's primary competitors in the market and identification of their strengths and weaknesses</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>MARKETING PLAN</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Description of targeted customers. Description of existing and future marketing techniques</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>MANAGEMENT AND ORGANIZATION</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Description of the management team, management team development plan, succession plan, and the need for additional personnel</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>BUSINESS RESOURCES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Identified major operating equipment, major suppliers, payment terms, outside resources, quality control procedures, availability of skilled labor, training needs, number of full-time and part-time employees, and developed an organizational chart</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>FINANCIAL PLAN AND DATA</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 10. • Description of the company's sales and profit trends  
  • Outline of strategy and timing for obtaining capital  
  • Two-year projected operating statement  
  • One-year projected cash flow statement | 0-1 | 2-3 | 4 | 5 |              |
| **CONCLUSION**                              |                 |                    |                    |                      |              |
| 11. Specific request for financing, summary of key points supporting the financial request | 0-1 | 2-3 | 4 | 5 |              |

**WRITTEN ENTRY TOTAL POINTS (60)**

JUDGE __________
## PRESENTATION EVALUATION FORM

**PRESENTATION**

<table>
<thead>
<tr>
<th></th>
<th>LITTLE/ NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Opening presentation; description of the plan; organization, clarity and effectiveness of the presentation</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

**TO WHAT EXTENT DID THE PARTICIPANTS:**

<table>
<thead>
<tr>
<th></th>
<th>LITTLE/ NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Assess opportunities for venture creation</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>3. Determine feasibility of venture ideas</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>4. Assess start-up requirements</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>5. Evaluate risk-taking opportunities</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>6. Explain the complexity of business operations</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>7. Determine relationships among total revenue, marginal revenue, output and profit</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>8. Describe marketing functions and related activities</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

**PRESENTATION TOTAL POINTS (40)**

**WRITTEN ENTRY (60)**

**PRESENTATION (40)**

**SUBTOTAL (100)**

**LESS PENALTY POINTS**

**TOTAL SCORE**

JUDGE: __________
The Advertising Campaign provides an opportunity for the participants to demonstrate promotional knowledge and skills needed by management personnel.

Participants in the Advertising Campaign Event will:
- develop an advertising campaign of any length for a real product, service, company or business
- present the campaign in a role-play situation to a prospective client/advertiser

**KNOWLEDGE AND SKILLS DEVELOPED**

Participants will demonstrate knowledge and skills needed to address the components of the project as described in the content outline and evaluation forms.

Participants will also develop many 21st Century Skills, in the following categories, desired by today’s employers:
- Communication and Collaboration
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Flexibility and Adaptability
- Information Literacy
- Initiative and Self-direction
- Leadership and Responsibility
- Media Literacy
- Productivity and Accountability
- Social and Cross-cultural Skills

Many Common Core Standards for Mathematics and English Language Arts & Literacy are supported by participation in DECA’s competitive events.

Crosswalks that show which 21st Century Skills are developed and which common core standards are supported by participating in each competitive event are available at deca.org.

**EVENT OVERVIEW**

- This event consists of outlined fact sheets, the cluster exam and the oral presentation. The maximum score for the presentation evaluation is 100 points. The presentation will be weighted twice (2 times) the value of the exam score. The exam score carries forward into the final round of competition.
- Each event entry will be composed of one to three members of the DECA chapter. All participants must present the project to the judge. All participants must respond to questions.
- Each participant will be given a 100-question, multiple-choice, cluster exam testing knowledge of the Business Administration Core performance indicators and the Marketing Cluster performance indicators. In the case of team entries, the scores of each participant will be averaged to produce a single team score.
- The body of the written entry must be limited to 11 numbered pages, including the appendix (if an appendix is attached), but excluding the title page and the table of contents.
- The Written Event Statement of Assurances and Academic Integrity must be signed and submitted with the entry. Do not include it in the page numbering.
- The participants may bring all visual aids to the event briefing. Only approved visual aids may be used during the presentation.
- The oral presentation may be a maximum of 15 minutes in length, including time for judge’s questions.
- The judge will evaluate the presentation, focusing on the effectiveness of public speaking and presentation skills and how well the participants respond to questions that the judge may ask during the presentation.
WRITTEN ENTRY GUIDELINES
The written entry must follow these specifications. Refer also to the Written Entry Checklist and the Written Entry Evaluation Form.

WRITTEN EVENT STATEMENT OF ASSURANCES AND ACADEMIC INTEGRITY. This must be signed and submitted with the entry. Do not include it in the page numbering.

TITLE PAGE. The first page of the written entry is the title page. It must include in any order, but is not limited to, the following:
- ADVERTISING CAMPAIGN
- Name of high school
- School address
- City, State/Province, ZIP/Postal Code
- Names of participants
- Date

Title page will not be numbered.

TABLE OF CONTENTS. The table of contents should follow the title page. The table of contents may be single-spaced and may be one or more pages long. The table of contents page(s) will not be numbered.

BODY OF THE WRITTEN ENTRY. The body of the written entry begins with Section I, Executive Summary, and continues in the sequence outlined here. The first page of the body is numbered “1” and all following pages are numbered in sequence. Page numbers continue through the bibliography (required) and the appendix (optional).

The participants will prepare Advertising Campaign fact sheets. The fact sheets, in outline form, shall be limited to a maximum of 11 pages (not including title page).

This outline must be followed. Points for each section are included on the Written Entry Evaluation Form. Each section must be titled, including the bibliography and the appendix.

I. EXECUTIVE SUMMARY
- One-page description of the campaign

II. DESCRIPTION
- Description of the product, service, company or business selected

III. OBJECTIVE(S) OF THE CAMPAIGN

IV. IDENTIFICATION OF THE TARGET MARKET
   A. Primary markets
   B. Secondary markets

V. LIST OF ADVERTISING MEDIA SELECTION NECESSARY FOR THE CAMPAIGN

VI. SCHEDULES OF ALL ADVERTISING PLANNED

VII. SCHEDULES OF ALL SALES PROMOTION ACTIVITY(IES) PLANNED

VIII. BUDGET (detailed projections of actual cost)

IX. STATEMENT OF BENEFITS TO THE CLIENT/ADVERTISER

X. BIBLIOGRAPHY

XI. APPENDIX
   An appendix is optional. Include in an appendix any exhibits appropriate to the written entry but not important enough to include in the body. These might include sample questionnaires used, letters sent and received, general background data, minutes of meetings, etc.
WRITTEN ENTRY CHECKLIST
In addition to Written Entry Guidelines, participants must observe all of the standards on the Written Entry Checklist on page 52. These standards are designed to make competition as fair as possible.

PRESENTATION GUIDELINES
• The major emphasis of the fact sheets is on the content. Drawings, illustrations and graphic presentations (where allowed) will be judged for clarity, not artistic value.
• The participants will present to the judge in a 15-minute presentation worth 100 points. (See Presentation Judging.)
• The presentation begins immediately after the introduction of the participants to the judge by the adult assistant. Each participant must take part in the presentation.
• Each participant may bring a copy of the written entry or note cards pertaining to the written entry and use as reference during the presentation.
• If time remains, the judge may ask questions pertaining to the project.
• The participants may use the following items during the oral presentation:
  – not more than three (3) standard-sized posters not to exceed 22 1/2 inches by 30 1/2 inches each. Participants may use both sides of the posters, but all attachments must fit within the poster dimensions.
  – one (1) standard-sized presentation display board not to exceed 36 1/2 inches by 48 1/2 inches.
  – one (1) desktop flip chart presentation easel 12 inches by 10 inches (dimensions of the page).
  – one (1) personal laptop computer.
  – cell phones/smartphones, iPods/MP3 players, iPads/tablets or any type of a hand-held, information sharing device will be allowed in written events IF applicable to the presentation.
  – sound, as long as the volume is kept at a conversational level.
• Only visual aids that can be easily carried to the presentation by the actual participants will be permitted, and the participants themselves must set up the visuals. No set-up time will be allowed. Participants must furnish their own materials and equipment. No electrical power or Internet connection will be supplied.
• Materials appropriate to the situation may be handed to or left with judges in all competitive events. Items of monetary value may be handed to but may not be left with judges. Items such as flyers, brochures, pamphlets and business cards may be handed to or left with the judge. No food or drinks allowed.
• If any of these rules are violated, the adult assistant must be notified by the judge.

PRESENTATION JUDGING
Participants will make a 15-minute presentation to you. As the judge, you are to assume the role of a client/advertiser who will assess the participants’ campaign proposals. You may refer to the written entry, or to your notes, during the presentation.

At the beginning of the presentation (after introductions), the participants will present the proposal. Allow the participants to complete this portion without interruption, unless you are asked to respond. Each participant must take part in the presentation.

If time remains, you may ask questions that seem appropriate, based on your notes or on the written entry itself (to which you may refer during the presentation).

At the conclusion of the presentation, thank the participants. Then complete the Presentation Evaluation Form, making sure to record a score for all categories. The maximum score for the evaluation is 100 points.
# DECA ADVERTISING CAMPAIGN

## FACT SHEETS AND PRESENTATION EVALUATION FORM

<table>
<thead>
<tr>
<th></th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Executive Summary: One-page description of the campaign</td>
<td>0-1-2-3</td>
<td>4-5-6</td>
<td>7-8</td>
<td>9-10</td>
<td></td>
</tr>
<tr>
<td>2. The fact sheets show evidence of a realistic knowledge of advertising principles and are well-organized and presented in a logical manner</td>
<td>0-1-2-3</td>
<td>4-5-6</td>
<td>7-8</td>
<td>9-10</td>
<td></td>
</tr>
<tr>
<td>3. The fact sheets have a professional layout and contain proper grammar, spelling and word usage</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>4. The description of the product, service company or business selected and objectives of the campaign are clearly defined</td>
<td>0-1</td>
<td>2-3</td>
<td>4-5</td>
<td>6-7</td>
<td></td>
</tr>
<tr>
<td>5. The target market is clearly and accurately analyzed for the product(s) and/or service(s) selected. The secondary target markets are accurately considered</td>
<td>0-1</td>
<td>2-3</td>
<td>4-5</td>
<td>6-7</td>
<td></td>
</tr>
<tr>
<td>6. The media selection is realistic and properly defined in terms of reach, frequency and continuity</td>
<td>0-1-2</td>
<td>3-4-5</td>
<td>6</td>
<td>7-8</td>
<td></td>
</tr>
<tr>
<td>7. The ad layouts, commercials, etc., show a basic understanding of production techniques, are consistent with other parts of the campaign and are original</td>
<td>0-1</td>
<td>2-3</td>
<td>4-5</td>
<td>6-7</td>
<td></td>
</tr>
<tr>
<td>8. The advertising schedule shows continuity and logical order</td>
<td>0-1</td>
<td>2-3</td>
<td>4-5</td>
<td>6-7</td>
<td></td>
</tr>
<tr>
<td>9. The campaign has a realistic length and promotions are scheduled properly in relation to the identified target markets</td>
<td>0-1-2</td>
<td>3-4-5</td>
<td>6</td>
<td>7-8</td>
<td></td>
</tr>
<tr>
<td>10. The budget is realistic for the campaign based on the product and location of the campaign. All costs that would be incurred have been considered</td>
<td>0-1</td>
<td>2-3</td>
<td>4-5</td>
<td>6-7</td>
<td></td>
</tr>
<tr>
<td>11. The campaign stresses product and/or service benefits that appeal to the target markets described</td>
<td>0-1</td>
<td>2-3</td>
<td>4-5</td>
<td>6-7</td>
<td></td>
</tr>
<tr>
<td>12. The campaign shows real creativity and uses a unique and effective approach</td>
<td>0-1</td>
<td>2-3</td>
<td>4-5</td>
<td>6-7</td>
<td></td>
</tr>
<tr>
<td>13. The oral presentation shows evidence of realistic knowledge of advertising principles and is well-organized and presented in a logical manner</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>14. Overall performance: professional appearance, poise, confidence, presentation technique, effective use of visuals, professionalism of participants, participation by each participant present</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

## TOTAL POINTS (100)

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## LESS PENALTY POINTS

## TOTAL SCORE

JUDGE __________
The **Fashion Merchandising Promotion Plan** provides an opportunity for the participants to demonstrate promotional knowledge and skills needed by management personnel.

Participants in the Fashion Merchandising Promotion Plan will:

- develop a seasonal sales promotion plan, using apparel and accessory items only, for a retail store
- present the plan in a role-play situation to the store manager

**KNOWLEDGE AND SKILLS DEVELOPED**

Participants will demonstrate knowledge and skills needed to address the components of the project as described in the content outline and evaluation forms.

Participants will also develop many 21st Century Skills, in the following categories, desired by today’s employers:

- Communication and Collaboration
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Flexibility and Adaptability
- Information Literacy
- Initiative and Self-direction
- Leadership and Responsibility
- Media Literacy
- Productivity and Accountability
- Social and Cross-cultural Skills

Many Common Core Standards for Mathematics and English Language Arts & Literacy are supported by participation in DECA’s competitive events.

Crosswalks that show which 21st Century Skills are developed and which common core standards are supported by participating in each competitive event are available at deca.org.

**EVENT OVERVIEW**

- This event consists of **outlined fact sheets**, the **cluster exam** and the **oral presentation**. The maximum score for the presentation evaluation is 100 points. The presentation will be weighted at twice (2 times) the value of the exam score. The exam score carries forward into the final round of competition.
- Each event entry will be composed of **one to three members** of the DECA chapter. All participants must present the project to the judge. All participants must respond to questions.
- Each participant will be given a 100-question, multiple-choice, **cluster exam** testing knowledge of the Business Administration Core performance indicators and the Marketing Cluster performance indicators. In the case of team entries, the scores of each participant will be averaged to produce a single team score.
- The body of the written entry must be limited to **11 numbered pages**, including the appendix (if an appendix is attached), but excluding the title page and the table of contents.
- The **Written Event Statement of Assurances and Academic Integrity** must be signed and submitted with the entry. Do not include it in the page numbering.
- The participants may bring all visual aids to the event briefing. Only approved visual aids may be used during the presentation.
- The oral presentation may be a maximum of **15 minutes** in length, including time for judge’s questions.
- The judge will evaluate the presentation, focusing on the effectiveness of public speaking and presentation skills and how well the participants respond to questions that the judge may ask during the presentation.
WRITTEN ENTRY GUIDELINES

The written entry must follow these specifications. Refer also to the Written Entry Checklist and the Written Entry Evaluation Form.

WRITTEN EVENT STATEMENT OF ASSURANCES AND ACADEMIC INTEGRITY. This must be signed and submitted with the entry. Do not include it in the page numbering.

TITLE PAGE. The first page of the written entry is the title page. It must include in any order, but is not limited to, the following:
- FASHION MERCHANDISING PROMOTION PLAN
- Name of high school
- School address
- City, State/Province, ZIP/Postal Code
- Names of participants
- Date

Title page will not be numbered.

TABLE OF CONTENTS. The table of contents should follow the title page. The table of contents may be single-spaced and may be one or more pages long. The table of contents page(s) will not be numbered.

BODY OF THE WRITTEN ENTRY. The body of the written entry begins with Section I, Executive Summary, and continues in the sequence outlined here. The first page of the body is numbered “1” and all following pages are numbered in sequence. Page numbers continue through the bibliography (required) and the appendix (optional).

The participants will prepare Fashion Merchandising Promotion Plan fact sheets. The fact sheets, in outline form, shall be limited to a maximum of 11 pages (not including title page and table of contents).

This outline must be followed. Points for each section are shown on the Presentation Evaluation Form. Each section must be titled, including the bibliography and the appendix.

I. EXECUTIVE SUMMARY
   One-page description of the plan

II. DESCRIPTION OF THE STORE

III. OBJECTIVE(S) OF THE PLAN

IV. SCHEDULE OF EVENTS—Promotional activity(ies) must include the following:
   A. Special events (example: fashion shows, demonstrations)
   B. Advertising (example: paid/co-op advertisement in various types of media)
   C. Display (example: interior and exterior)
   D. Publicity (example: press releases sent to various types of media)
   E. Other in-store activity(ies) (example: involvement of sales employees, etc.)

V. RESPONSIBILITY SHEET (assigned positions and activity(ies), etc.)

VI. BUDGET (detailed projections of actual cost, Section IV, A-E)

VII. STATEMENT OF BENEFITS TO THE RETAIL ESTABLISHMENT

VIII. BIBLIOGRAPHY

IX. APPENDIX
   An appendix is optional. Include in an appendix any exhibits appropriate to the written entry but not important enough to include in the body. These might include sample questionnaires used, letters sent and received, general background data, minutes of meetings, etc.
WRITTEN ENTRY CHECKLIST
In addition to Written Entry Guidelines, participants must observe all of the standards on the Written Entry Checklist on page 52. These standards are designed to make competition as fair as possible.

PRESENTATION GUIDELINES
• The major emphasis of the fact sheets is on the content. Drawings, illustrations and graphic presentations (where allowed) will be judged for clarity, not artistic value.
• The participants will present to the judge in a 15-minute presentation worth 100 points. (See Presentation Judging.)
• The presentation begins immediately after the introduction of the participants to the judge by the adult assistant. Each participant must take part in the presentation.
• Each participant may bring a copy of the written entry or note cards pertaining to the written entry and use as reference during the presentation.
• If time remains, the judge may ask questions pertaining to the project.
• The participants may use the following items during the oral presentation:
  – not more than three (3) standard-sized posters not to exceed 22 1/2 inches by 30 1/2 inches each. Participants may use both sides of the posters, but all attachments must fit within the poster dimensions.
  – one (1) standard-sized presentation display board not to exceed 36 1/2 inches by 48 1/2 inches.
  – one (1) desktop flip chart presentation easel 12 inches by 10 inches (dimensions of the page).
  – one (1) personal laptop computer.
  – cell phones/smartphones, iPods/MP3 players, iPads/tablets or any type of a hand-held, information sharing device will be allowed in written events IF applicable to the presentation.
  – sound, as long as the volume is kept at a conversational level.
• Only visual aids that can be easily carried to the presentation by the actual participants will be permitted, and the participants themselves must set up the visuals. No set-up time will be allowed. Participants must furnish their own materials and equipment. No electrical power or Internet connection will be supplied.
• Materials appropriate to the situation may be handed to or left with judges in all competitive events. Items of monetary value may be handed to but may not be left with judges. Items such as flyers, brochures, pamphlets and business cards may be handed to or left with the judge. No food or drinks allowed.
• If any of these rules are violated, the adult assistant must be notified by the judge.

PRESENTATION JUDGING
Participants will make a 15-minute presentation to you. As the judge, you are to assume the role of the store manager. You may refer to the written entry, or to your notes, during the presentation.

At the beginning of the presentation (after introductions), the participants will present the proposal. Allow the participants to complete this portion without interruption, unless you are asked to respond. Each participant must take part in the presentation.

If time remains, you may ask questions that seem appropriate, based on your notes or on the written entry itself (to which you may refer during the presentation).

At the conclusion of the presentation, thank the participants. Then complete the Presentation Evaluation Form, making sure to record a score for all categories. The maximum score for the evaluation is 100 points.
**FACT SHEETS AND PRESENTATION EVALUATION FORM**

<table>
<thead>
<tr>
<th></th>
<th>LITTLE/ NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Executive Summary: One-page description of the promotion plan</td>
<td>0-1-2-3</td>
<td>4-5-6</td>
<td>7-8</td>
<td>9-10</td>
<td></td>
</tr>
<tr>
<td>2. The fact sheets show evidence of a realistic knowledge of fashion merchandising and are well-organized and presented in a logical manner</td>
<td>0-1-2-3</td>
<td>4-5-6</td>
<td>7-8</td>
<td>9-10</td>
<td></td>
</tr>
<tr>
<td>3. The fact sheets have a professional layout and contain proper grammar, spelling and word usage</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>4. The description of the store and objectives of the promotion plan are clearly defined</td>
<td>0-1-2-3</td>
<td>4-5-6</td>
<td>7-8</td>
<td>9-10</td>
<td></td>
</tr>
<tr>
<td>5. The schedule of events shows continuity and logical order</td>
<td>0-1-2</td>
<td>3-4-5</td>
<td>6</td>
<td>7-8</td>
<td></td>
</tr>
<tr>
<td>6. The schedule of events is clearly identified and support the promotional areas of special events, advertising, display, publicity and in-store activities</td>
<td>0-1-2-3-4</td>
<td>5-6-7-8-9</td>
<td>10-11-12</td>
<td>13-14-15</td>
<td></td>
</tr>
<tr>
<td>7. The responsibility sheet is compatible with the size and location of the store as described</td>
<td>0-1-2</td>
<td>3-4-5</td>
<td>6</td>
<td>7-8</td>
<td></td>
</tr>
<tr>
<td>8. The budget is realistic for the promotion plan based on size and location of the store. All costs that would be incurred have been considered</td>
<td>0-1-2</td>
<td>3-4-5</td>
<td>6</td>
<td>7-8</td>
<td></td>
</tr>
<tr>
<td>9. The promotion plan stresses the benefits to the retail establishment</td>
<td>0-1-2</td>
<td>3-4-5</td>
<td>6</td>
<td>7-8</td>
<td></td>
</tr>
<tr>
<td>10. The promotion plan shows real creativity and uses a unique and effective approach. The visual aids, if used, clarify and/or enhance the promotion plan</td>
<td>0-1-2</td>
<td>3-4-5</td>
<td>6</td>
<td>7-8</td>
<td></td>
</tr>
<tr>
<td>11. The oral presentation shows evidence of realistic knowledge of promotion principles and is well-organized and presented in a logical manner</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>12. Overall performance: professional appearance, poise, confidence, presentation technique, effective use of visuals, professionalism of participants, participation by each participant present</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL POINTS (100)**

**LESS PENALTY POINTS**

**TOTAL SCORE**

JUDGE __________
The **Sports and Entertainment Promotion Plan** provides an opportunity for the participants to demonstrate promotional knowledge and skills needed by management personnel.

Participants in the Sports and Entertainment Promotion Plan will:

- develop a seasonal sales promotion plan for a sports and/or entertainment company
- present the plan in a role-play situation to the company manager

**EVENT OVERVIEW**

- This event consists of **outlined fact sheets**, the **cluster exam** and the **oral presentation**. The maximum score for the presentation evaluation is 100 points. The presentation will be weighted at twice (2 times) the value of the exam score. The exam score carries forward into the final round of competition.

- Each event entry will be composed of **one to three members** of the DECA chapter. All participants must present the project to the judge. All participants must respond to questions.

- Each participant will be given a 100-question, multiple-choice, **cluster exam** testing knowledge of the Business Administration Core performance indicators and the Marketing Cluster performance indicators. In the case of team entries, the scores of each participant will be averaged to produce a single team score.

- The body of the written entry must be limited to **11 numbered pages**, including the appendix (if an appendix is attached), but excluding the title page and the table of contents.

- The **Written Event Statement of Assurances and Academic Integrity** must be signed and submitted with the entry. Do not include it in the page numbering.

- The participants may bring all visual aids to the event briefing. Only approved visual aids may be used during the presentation.

- The oral presentation may be a maximum of **15 minutes** in length, including time for judge's questions.

- The judge will evaluate the presentation, focusing on the effectiveness of public speaking and presentation skills and how well the participants respond to questions that the judge may ask during the presentation.

**KNOWLEDGE AND SKILLS DEVELOPED**

Participants will demonstrate knowledge and skills needed to address the components of the project as described in the content outline and evaluation forms.

Participants will also develop many 21st Century Skills, in the following categories, desired by today’s employers:

- Communication and Collaboration
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Flexibility and Adaptability
- Information Literacy
- Initiative and Self-direction
- Leadership and Responsibility
- Media Literacy
- Productivity and Accountability
- Social and Cross-cultural Skills

Many Common Core Standards for Mathematics and English Language Arts & Literacy are supported by participation in DECA’s competitive events.

Crosswalks that show which 21st Century Skills are developed and which common core standards are supported by participating in each competitive event are available at deca.org.
WRITTEN ENTRY GUIDELINES

The written entry must follow these specifications. Refer also to the Written Entry Checklist and the Written Entry Evaluation Form.

WRITTEN EVENT STATEMENT OF ASSURANCES AND ACADEMIC INTEGRITY. This must be signed and submitted with the entry. Do not include it in the page numbering.

TITLE PAGE. The first page of the written entry is the title page. It must include in any order, but is not limited to, the following:

- SPORTS AND ENTERTAINMENT PROMOTION PLAN
- Name of high school
- School address
- City, State/Province, ZIP/Postal Code
- Names of participants
- Date

Title page will not be numbered.

TABLE OF CONTENTS. The table of contents should follow the title page. The table of contents may be single-spaced and may be one or more pages long. The table of contents page(s) will not be numbered.

BODY OF THE WRITTEN ENTRY. The body of the written entry begins with Section I, Executive Summary, and continues in the sequence outlined here. The first page of the body is numbered “1” and all following pages are numbered in sequence. Page numbers continue through the bibliography (required) and the appendix (optional).

The participants will prepare Sports and Entertainment Promotion Plan fact sheets. The fact sheets, in outline form, shall be limited to a maximum of 11 pages (not including title page and table of contents).

This outline must be followed. Points for each section are shown on the Presentation Evaluation Form. Each section must be titled, including the bibliography and the appendix.

I. EXECUTIVE SUMMARY
   One-page description of the plan

II. DESCRIPTION OF THE COMPANY/ORGANIZATION

III. OBJECTIVE(S) OF THE PLAN

IV. SCHEDULE OF EVENTS—Promotional activity(ies) must include the following:
   A. Special events (example: theme nights, giveaways, etc)
   B. Advertising (example: paid/co-op advertisement in various types of media)
   C. Display (example: signage, souvenir stands, and facility decor)
   D. Publicity (examples: press releases sent to various types of media, appearances)

V. RESPONSIBILITY SHEET (assigned positions and activity(ies), etc.)

VI. BUDGET (detailed projections of actual cost, Section IV, A-D)

VII. STATEMENT OF BENEFITS TO THE COMPANY/ORGANIZATION

VIII. BIBLIOGRAPHY

IX. APPENDIX
   An appendix is optional. Include in an appendix any exhibits appropriate to the written entry but not important enough to include in the body. These might include sample questionnaires used, letters sent and received, general background data, minutes of meetings, etc.
WRITTEN ENTRY CHECKLIST
In addition to Written Entry Guidelines, participants must observe all of the standards on the Written Entry Checklist on page 52. These standards are designed to make competition as fair as possible.

PRESENTATION GUIDELINES
• The major emphasis of the fact sheets is on the content. Drawings, illustrations and graphic presentations (where allowed) will be judged for clarity, not artistic value.
• The participants will present to the judge in a 15-minute presentation worth 100 points. (See Presentation Judging.)
• The presentation begins immediately after the introduction of the participants to the judge by the adult assistant. Each participant must take part in the presentation.
• Each participant may bring a copy of the written entry or note cards pertaining to the written entry and use as reference during the presentation.
• If time remains, the judge may ask questions pertaining to the project.
• The participants may use the following items during the oral presentation:
  – not more than three (3) standard-sized posters not to exceed 22 1/2 inches by 30 1/2 inches each. Participants may use both sides of the posters, but all attachments must fit within the poster dimensions.
  – one (1) standard-sized presentation display board not to exceed 36 1/2 inches by 48 1/2 inches.
  – one (1) desktop flip chart presentation easel 12 inches by 10 inches (dimensions of the page).
  – one (1) personal laptop computer.
  – cell phones/smartphones, iPods/MP3 players, iPads/tablets or any type of a hand-held, information sharing device will be allowed in written events IF applicable to the presentation.
  – sound, as long as the volume is kept at a conversational level.
• Only visual aids that can be easily carried to the presentation by the actual participants will be permitted, and the participants themselves must set up the visuals. No set-up time will be allowed. Participants must furnish their own materials and equipment. No electrical power or Internet connection will be supplied.
• Materials appropriate to the situation may be handed to or left with judges in all competitive events. Items of monetary value may be handed to but may not be left with judges. Items such as flyers, brochures, pamphlets and business cards may be handed to or left with the judge. No food or drinks allowed.
• If any of these rules are violated, the adult assistant must be notified by the judge.

PRESENTATION JUDGING
Participants will make a 15-minute presentation to you. As the judge, you are to assume the role of a manager. You may refer to the written entry, or to your notes, during the presentation.
At the beginning of the presentation (after introductions), the participants will present the proposal. Allow the participants to complete this portion without interruption, unless you are asked to respond. Each participant must take part in the presentation.
If time remains, you may ask questions that seem appropriate, based on your notes or on the written entry itself (to which you may refer during the presentation).
At the conclusion of the presentation, thank the participants. Then complete the Presentation Evaluation Form, making sure to record a score for all categories. The maximum score for the evaluation is 100 points.
# FACT SHEETS AND PRESENTATION EVALUATION FORM

<table>
<thead>
<tr>
<th></th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Executive Summary: One-page description of the promotion plan</td>
<td>0-1-2-3</td>
<td>4-5-6</td>
<td>7-8</td>
<td>9-10</td>
<td></td>
</tr>
<tr>
<td>2. The fact sheets show evidence of a realistic knowledge of promotion principles in sports and entertainment and are well-organized and presented in a logical manner</td>
<td>0-1-2-3</td>
<td>4-5-6</td>
<td>7-8</td>
<td>9-10</td>
<td></td>
</tr>
<tr>
<td>3. The fact sheets have a professional layout and contain proper grammar, spelling and word usage</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>4. The description of the company/organization and objectives of the promotion plan are clearly defined</td>
<td>0-1-2-3</td>
<td>4-5-6</td>
<td>7-8</td>
<td>9-10</td>
<td></td>
</tr>
<tr>
<td>5. The schedule of events shows continuity and logical order</td>
<td>0-1-2</td>
<td>3-4-5</td>
<td>6</td>
<td>7-8</td>
<td></td>
</tr>
<tr>
<td>6. The schedule of events is clearly identified and support the promotional areas of special events, advertising, display and publicity</td>
<td>0-1-2-3-4</td>
<td>5-6-7-8-9</td>
<td>10-11-12</td>
<td>13-14-15</td>
<td></td>
</tr>
<tr>
<td>7. The responsibility sheet is compatible with the size and location of the company/organization as described</td>
<td>0-1-2</td>
<td>3-4-5</td>
<td>6</td>
<td>7-8</td>
<td></td>
</tr>
<tr>
<td>8. The budget is realistic for the promotion plan based on size and location of the company/organization. All costs that would be incurred have been considered</td>
<td>0-1-2</td>
<td>3-4-5</td>
<td>6</td>
<td>7-8</td>
<td></td>
</tr>
<tr>
<td>9. The promotion plan stresses the benefits to the company/organization</td>
<td>0-1-2</td>
<td>3-4-5</td>
<td>6</td>
<td>7-8</td>
<td></td>
</tr>
<tr>
<td>10. The promotion plan shows real creativity and uses a unique and effective approach. The visual aids, if used, clarify and/or enhance the promotion plan</td>
<td>0-1-2</td>
<td>3-4-5</td>
<td>6</td>
<td>7-8</td>
<td></td>
</tr>
<tr>
<td>11. The oral presentation shows evidence of realistic knowledge of promotion principles and is well-organized and presented in a logical manner</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>12. Overall performance: professional appearance, poise, confidence, presentation technique, effective use of visuals, professionalism of participants, participation by each participant present</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL POINTS (100)**

**LESS PENALTY POINTS**

**TOTAL SCORE**

JUDGE __________
The Professional Selling and Consulting Events provide an opportunity for participants to demonstrate skills needed for a career in sales and/or consulting. Participants will organize and deliver a sales presentation or consultation for one or more products/services/customers.

The guidelines for each of the Professional Selling and Consulting Events have been consolidated to facilitate coordination of participant activities in each of the occupational categories. This means the evaluation form will be the same for each occupational area. However, each occupational area will deliver a sales presentation or consultation for a different product or customer described below in the “Products/Services and Target Customer Descriptions” section.

2018 PRODUCTS/SERVICES AND TARGET CUSTOMER DESCRIPTIONS

New products, services, and target market customers (prospects) will be identified annually. The participant will research an actual company he/she represents and real product(s)/service(s) to be presented. The participant will also research the target customer that the product/service will be presented to. Then the participant will present the product(s)/service(s) using the steps in the selling/consulting process to meet the needs of the customer (prospect).

Financial Consulting: For 2017-2018 you will assume the role of a financial consultant. A recent college graduate has scheduled a meeting with you because he/she is interested in investing in a retirement plan. The college graduate would like you to make recommendations that will have the most positive financial impact. The college graduate is interested in how much to save, retirement plans available and how long to save.

Hospitality and Tourism Professional Selling: For 2017-2018 you will assume the role of a catering sales manager for a hotel. A potential client is interested in holding a three-day conference for 750 attendees at the hotel and is meeting with you to determine unique and creative catering options. Each conference attendee’s registration includes two breaks, a seated dinner, a reception and two lunches during the three-day conference.

Professional Selling: For 2017-2018 you will assume the role of a sales representative of a virtual reality technologies firm. A human resources director of a major company has scheduled a meeting with you because he/she is interested in using virtual reality technology to create a training experience for the company’s employees. The human resources director wants to learn how your firm’s products will be beneficial to training the company’s employees.
**EVENT OVERVIEW**

- These events consist of two major parts: the **cluster exam** and the **oral presentation**. The maximum score for the presentation evaluation is 100 points. The presentation will be weighted at twice (2 times) the value of the exam score. The exam score carries forward into the final round of competition.

- These events are for **individual participants** only.

- The participant will be given a 100-question, multiple-choice, **cluster exam** testing knowledge of the Business Administration Core performance indicators and the Cluster Core performance indicators.
  - Participants in the Financial Consulting Event will take the Finance Cluster Exam.
  - Participants in the Hospitality and Tourism Professional Selling Event will take the Hospitality and Tourism Cluster Exam.
  - Participants in the Professional Selling Event will take the Marketing Cluster Exam.


- The participant will organize appropriate information and present a sales presentation or provide consultation to a potential buyer or client.

- The participant may bring all visual aids to the event briefing. Only approved visual aids may be used during the presentation.

- The oral presentation may be a maximum of **15 minutes** in length, including time for judge’s questions.

- The judge will evaluate the presentation, focusing on the effectiveness of public speaking and presentation skills and how well the participant responds to questions that the judge may ask during the presentation.
PRESENTATION GUIDELINES

• The objective for the sales presentation or consultation is for the participant to assume the role of salesperson or consultant making a presentation to a potential buyer or client (judge). Prior to ICDC, the participant will prepare a sales presentation or consultation presentation for the product/service and target market customers described in the appropriate categories.

• The participant will make a 15-minute sales presentation or consultation presentation to the judge worth 100 points. (See Presentation Judging.)

• The presentation begins immediately after the introduction of the participant to the judge by the adult assistant.

• The participant may bring presentation notes to use during the sales presentation or consultation.

• If time remains, the judge may ask questions pertaining to the project.

• The participant may use the following items during the oral presentation:
  - not more than three (3) standard-sized posters not to exceed 22 1/2 inches by 30 1/2 inches each. The participant may use both sides of the posters, but all attachments must fit within the poster dimensions.
  - one (1) standard-sized presentation display board not to exceed 36 1/2 inches by 48 1/2 inches.
  - one (1) desktop flip chart presentation easel 12 inches by 10 inches (dimensions of the page).
  - one (1) personal laptop computer.
  - cell phones/smartphones, iPods/MP3 players, iPads/tablets or any type of a hand-held, information sharing device will be allowed in written events IF applicable to the presentation.
  - sound, as long as the volume is kept at a conversational level.

• Only visual aids that can be easily carried to the presentation by the actual participant will be permitted, and the participant himself/herself must set up the visuals. No set-up time will be allowed. The participant must furnish his/her own materials and equipment. No electrical power or Internet connection will be supplied.

• Materials appropriate to the situation may be handed to or left with judges in all competitive events. Items of monetary value may be handed to but may not be left with judges. Items such as flyers, brochures, pamphlets and business cards may be handed to or left with the judge. No food or drinks allowed.

• If any of these rules are violated, the adult assistant must be notified by the judge.

PRESENTATION JUDGING

The participant will make a 15-minute presentation or consultation to you. As the judge, you are to assume the role of a potential buy for the product(s) and/or service(s) or a client seeking consultation. You may refer to the written entry, or to your notes, during the presentation.

At the beginning of the presentation (after introductions), the participant will make the presentation or consultation. Allow the participant to complete this portion without interruption, unless you are asked to respond.

If time remains, you may ask questions that seem appropriate, based on your notes or on the written entry itself (to which you may refer during the presentation).

At the conclusion of the presentation, thank the participant. Then complete the Presentation Evaluation Form, making sure to record a score for all categories. The maximum score for the evaluation is 100 points.
## PRESENTATION EVALUATION FORM

<table>
<thead>
<tr>
<th></th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Presented an effective and engaging opening</td>
<td>0-1</td>
<td>2-3</td>
<td>4-5</td>
<td>6-7</td>
<td></td>
</tr>
<tr>
<td>2. Established relationship with customer/client</td>
<td>0-1</td>
<td>2-3-4</td>
<td>5-6</td>
<td>7-8</td>
<td></td>
</tr>
<tr>
<td>3. Communicated understanding of customer/client needs</td>
<td>0-1</td>
<td>2-3-4</td>
<td>5-6</td>
<td>7-8</td>
<td></td>
</tr>
<tr>
<td>4. Facilitated customer/client buying decisions</td>
<td>0-1</td>
<td>2-3-4</td>
<td>5-6</td>
<td>7-8</td>
<td></td>
</tr>
<tr>
<td>5. Recommended specific product(s)/service(s)/action(s)</td>
<td>0-1</td>
<td>2-3-4</td>
<td>5-6</td>
<td>7-8</td>
<td></td>
</tr>
<tr>
<td>6. Demonstrated or explained product(s)/service(s)/action(s)</td>
<td>0-1</td>
<td>2-3-4</td>
<td>5-6</td>
<td>7-8</td>
<td></td>
</tr>
<tr>
<td>7. Properly stated features and benefits of product(s)/service(s)/action(s)</td>
<td>0-1</td>
<td>2-3</td>
<td>4-5</td>
<td>6-7</td>
<td></td>
</tr>
<tr>
<td>8. Prescribed solution to customer/client needs</td>
<td>0-1</td>
<td>2-3-4</td>
<td>5-6</td>
<td>7-8</td>
<td></td>
</tr>
<tr>
<td>9. Effectively answered customer/client questions and concerns</td>
<td>0-1</td>
<td>2-3-4</td>
<td>5-6</td>
<td>7-8</td>
<td></td>
</tr>
<tr>
<td>10. Effectively closed the sale or ended the consultation</td>
<td>0-1-2</td>
<td>3-4-5</td>
<td>6-7-8</td>
<td>9-10</td>
<td></td>
</tr>
<tr>
<td>11. The presentation was well-organized and clearly presented; used professional grammar and vocabulary; voice conveyed proper volume, enthusiasm, enunciation and pronunciation</td>
<td>0-1-2</td>
<td>3-4-5</td>
<td>6-7-8</td>
<td>9-10</td>
<td></td>
</tr>
<tr>
<td>12. Professional appearance, poise and confidence</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>13. Overall general impression</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

| TOTAL POINTS (100)                                              |                 |
| TOTAL SCORE                                                    |                 |

JUDGE __________
Participants in the SIFMA Foundation Stock Market Game develop and manage a virtual investment portfolio of stocks, bonds, and mutual funds. The Stock Market Game is conducted via the internet and allows DECA members to test their knowledge and skills against other DECA members in an online competition. Each participating team manages all aspects of the portfolio including asset selection, buying and selling. The goal of the competition is to increase the value of the portfolio.

During the course of the Stock Market Game, participants will:
- develop investment strategies based on expectations of growth, diversification and stability
- attempt to avoid the pitfalls of market decline, mergers and overextension

**ONLINE EVENT OVERVIEW**

It is the responsibility of the advisor and participating teams to familiarize themselves with the Rules of The Stock Market Game. Rules are accessible through a link on the home pages of the team portfolio and in the Teacher Support Center.

- The Stock Market Game will contain one (1) ICDC qualifying event to take place from September 5 through December 15, 2017.
- The last day for making transactions in Stock Market Game team portfolios is the day before the end of the session: December 14, 2017.
- Teams may not invest more than 33% of their total equity multiplied by 1.5 in any one company. If a stock in a team portfolio increases in value and places the investment beyond 33% of their total equity multiplied by 1.5, they will be able to retain their shares but unable to purchase additional shares of that stock. This rule is the Maximum Equity Rule. The Stock Market Game system will automatically enforce this rule.
- Each team must have at least one successfully completed trade by the close of market (4PM ET), Friday, October 27, 2017. Portfolios must contain a minimum of three different types (a stock investment, a bond investment, and a mutual fund investment) by close of market (4PM ET), Friday, November 17, 2017. Teams must maintain these three investment types through the end of the trading session (December 15, 2017) in order to qualify for ICDC competition. Teams may change the companies, bonds, and mutual funds they are invested in but must maintain a minimum of three different investment types. Teams that do not follow this rule will be disqualified.
- Portfolios will be available for retrieval until February 2, 2018. After February 2, 2018, portfolios will not be accessible.
- Rankings will be based on the percentage growth above or below the value of the S&P 500.
- The top 25 teams from each region will qualify to present their portfolio at ICDC. Students competing at ICDC in the Stock Market Game may not compete in another ICDC event. Only original team members may compete at ICDC. No substitutions will be allowed to the original team.
- All teams and students must be registered with DECA in order to participate. Otherwise they will be disqualified.
- All registered advisors must be a teacher. Students are not allowed to be listed as the advisor. The teams will be disqualified if it is not set up correctly.

**ICDC QUALIFIER EVENT OVERVIEW**

In addition to the general rules of the Stock Market Game, DECA advisors and their teams should be aware of the following:
- This event consists of a written document describing the investment project and the oral presentation.
- Each event entry will be composed of one to three members of the DECA chapter. A team member cannot be on more than one team at a time. No additional team members may be added once a team has registered.
- The body of the written entry must be limited to 11 numbered pages, including the appendix (if an appendix is attached), but excluding the title page and the table of contents.
• The Written Event Statement of Assurances and Academic Integrity must be signed and submitted with the entry. Do not include it in the page numbering.

• The participant may bring all visual aids to the event briefing. Only approved visual aids may be used during the presentation.

• The oral presentation may be a maximum of 15 minutes in length, including time for judge’s questions.

• The judge will evaluate the presentation of and defense for the investment project, focusing on the effectiveness of public speaking and presentation skills.

• Eligibility to attend the international conference is determined by the chartered associations, based on their policies. Finalists should consult with their chartered association advisor for eligibility guidelines.

• For complete Stock Market Game event guidelines, procedures and ICDC information, go to http://deca.smgww.org.

WRITTEN ENTRY GUIDELINES

The written entry must follow these specifications. Refer also to the Written Entry Checklist and the Written Entry Evaluation Form.

WRITTEN EVENT STATEMENT OF ASSURANCES AND ACADEMIC INTEGRITY. This must be signed and submitted with the entry. Do not include it in the page numbering.

TITLE PAGE. The first page of the written entry is the title page. It must include in any order, but is not limited to, the following:

STOCK MARKET GAME
Name of high school
School address
City, State/Province, ZIP/Postal Code
Names of participants
Date

Title page will not be numbered.

TABLE OF CONTENTS. The table of contents should follow the title page. The table of contents may be single-spaced and may be one or more pages long. The table of contents page(s) will not be numbered.

BODY OF THE WRITTEN ENTRY. The body of the written entry begins with Section I, Executive Summary, and continues in the sequence outlined here. The first page of the body is numbered “1” and all following pages are numbered in sequence. Page numbers continue through the bibliography (required) and the appendix (optional).

The participants will prepare a written document, which is limited to 11 pages (not including the title page).

This outline must be followed. Points for each section are shown on the Presentation Evaluation Form. Each section must be titled, including the bibliography and the appendix.

I. EXECUTIVE SUMMARY
   One-page description of the project

II. ANALYSIS OF PORTFOLIO PERFORMANCE

III. RATIONALE
   A. Explanation of research conducted prior to selection of stocks and/or funds
   B. Strategy used to diversify investment portfolio
   C. Description of how selected stocks and/or funds fit strategy

IV. CONCLUSIONS AND FINDINGS
   A. Explanation of strategy effectiveness
   B. Proposed changes in strategy for future investments

V. CHARTS/DIAGRAMS OF PORTFOLIO PERFORMANCE

VI. BIBLIOGRAPHY

VII. APPENDIX
   An appendix is optional. Include in an appendix any exhibits appropriate to the written entry but not important enough to include in the body. These might include sample questionnaires used, letters sent and received, general background data, minutes of meetings, etc.
WRITTEN ENTRY CHECKLIST

In addition to Written Entry Guidelines, participants must observe all of the standards on the Written Entry Checklist on page 52. These standards are designed to make competition as fair as possible.

PRESENTATION GUIDELINES

- The participants will present to the judge in a 15-minute presentation worth 100 points (See Presentation Judging).
- The presentation begins immediately after the introduction of the participants to the judge by the adult assistant.
- Each participant may bring a copy of the written entry or note cards pertaining to the written entry and use as reference during the presentation.
- If time remains, the judge may ask questions pertaining to the project.
- The participants may use the following items during the oral presentation:
  - Not more than three (3) standard-sized posters not to exceed 22 1/2 inches by 30 1/2 inches each. Participants may use both sides of the posters, but all attachments must fit within the poster dimensions.
  - One (1) standard-sized presentation display board not to exceed 36 1/2 inches by 48 1/2 inches.
  - One (1) desktop flip chart presentation easel 12 inches by 10 inches (dimensions of the page).
  - One (1) personal laptop computer.
  - Cell phones/smartphones, iPods/MP3 players, iPads/tablets or any type of a hand-held, information sharing device will be allowed in written events IF applicable to the presentation.
  - Sound, as long as the volume is kept at a conversational level.
- Only visual aids that can be easily carried to the presentation by the actual participants will be permitted, and the participants themselves must set up the visuals. No set-up time will be allowed. Participants must furnish their own materials and equipment. No electrical power or Internet connection will be supplied.
- Materials appropriate to the situation may be handed to or left with judges in all competitive events. Items of monetary value may be handed to but may not be left with judges. Items such as flyers, brochures, pamphlets and business cards may be handed to or left with the judge. No food or drinks allowed.
- If any of these rules are violated, the adult assistant must be notified by the judge.

PRESENTATION JUDGING

Participants will make a 15-minute presentation to you. As the judge, you are to assume the role of a manager. You may refer to the written entry, or to your notes, during the presentation.

At the beginning of the presentation (after introductions), the participants will present the investment project. Allow the participants to complete this portion without interruption, unless you are asked to respond. Each participant must take part in the presentation.

If time remains, you may ask questions that seem appropriate, based on your notes or on the written entry itself (to which you may refer during the presentation).

At the conclusion of the presentation, thank the participants. Then complete the Presentation Evaluation Form, making sure to record a score for all categories. The maximum score for the evaluation is 100 points.
<table>
<thead>
<tr>
<th></th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Executive Summary: One-page description of the project.</td>
<td>0-1-2-3</td>
<td>4-5-6</td>
<td>7-8</td>
<td>9-10</td>
<td></td>
</tr>
<tr>
<td>2. The written and oral presentations show evidence of a realistic knowledge of investment trends and financial markets.</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5-6</td>
<td></td>
</tr>
<tr>
<td>3. The stock portfolio exhibits diversity across sectors of the economy.</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5-6</td>
<td></td>
</tr>
<tr>
<td>4. The written and oral presentations demonstrate an understanding of investment objectives.</td>
<td>0-1-2-3-4</td>
<td>5-6-7-8-9</td>
<td>10-11-12</td>
<td>13-14</td>
<td></td>
</tr>
<tr>
<td>5. The written and oral presentations demonstrate correct use of investment terminology.</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5-6</td>
<td></td>
</tr>
<tr>
<td>6. The presentations demonstrate research beyond the stock’s performance history—i.e., the investment decisions were based on knowledge of the company’s underlying business performance or plans.</td>
<td>0-1-2-3-4</td>
<td>5-6-7-8-9</td>
<td>10-11-12</td>
<td>13-14</td>
<td></td>
</tr>
<tr>
<td>7. The written and oral presentations explain the effectiveness of the strategy.</td>
<td>0-1-2-3-4</td>
<td>5-6-7-8-9</td>
<td>10-11-12</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>8. The written and oral presentations explain changes in strategy for future investments.</td>
<td>0-1-2-3-4</td>
<td>5-6-7-8-9</td>
<td>10-11-12</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>9. The written plan shows creativity in design and execution.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>10. The oral presentation proceeds in a logical, organized manner and is appropriate to the investment industry.</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5-6</td>
<td></td>
</tr>
<tr>
<td>11. All members of the team participating in the oral presentation contributed equally.</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5-6</td>
<td></td>
</tr>
<tr>
<td>12. The written entry exhibited neatness, proper grammar and spelling.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL POINTS (100)**

**LESS PENALTY POINTS**

**TOTAL SCORE**

JUDGE __________
Participants in the DECA Virtual Business Challenge (VBC) operate a web-based business simulation utilizing a competition version of the Virtual Business software. The VBC qualifying rounds are conducted via the internet, where participants post competition scores for chartered association, regional and overall rankings.

**CAREER CLUSTERS + DEFINITIONS**
The following definitions are used to determine the activities that are included in each of the Virtual Business Challenges.

### $ FINANCE

**Accounting:** Participants will:
- use forensic accounting to identify fraud and errors and use managerial accounting techniques to maximize profits
- analyze accounting documents, such as T-accounts, worksheets, journals and the general ledger, as well as source documents such as time sheets, customer invoices, pay records and more in order to identify issues

### HOSPITALITY + TOURISM

**Hotel Management:** Participants will:
- manage different aspects of a hotel, such as revenue management, group sales, marketing, front desk operations, banquet/meetings, housekeeping and more
- interpret industry specific reports, such as the Group Sales PACE Report, the STAR Competitive Report, the Market Data Report, the Daily Revenue Report and more, in order to assist with making informed decisions and implementing strategies that will optimize profitability

**Restaurant:** Participants will:
- manage specific marketing and business concepts, such as market research, menu design and pricing, advertising strategies and purchasing within their own restaurant
- interpret actions, financial information, and reports, such as the Product/Menu Mix and Menu Matrix Analysis reports, in order to make strategic marketing decisions for their restaurant

**ACCOUNTING VBCAC**  
Sponsored by Knowledge Matters

**FASHION VBCFA**  
Sponsored by Knowledge Matters

**HOTEL MANAGEMENT VBCHM**  
Sponsored by The J. Willard and Alice S. Marriott Foundation

**PERSONAL FINANCE VBCPF**  
Sponsored by Knowledge Matters

**RESTAURANT VBCRS**  
Sponsored by Knowledge Matters

**RETAIL VBCRT**  
Sponsored by Knowledge Matters

**SPORTS VBCSP**  
Sponsored by Knowledge Matters

Participants will demonstrate knowledge and skills needed to address the components of the project as described in the content outline and evaluation forms.

Participants will also develop many 21st Century Skills, in the following categories, desired by today’s employers:
- Communication and Collaboration
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Flexibility and Adaptability
- Information Literacy
- Initiative and Self-direction
- Leadership and Responsibility
- Media Literacy
- Productivity and Accountability
- Social and Cross-cultural Skills

Many Common Core Standards for Mathematics and English Language Arts & Literacy are supported by participation in DECA’s competitive events. Crosswalks that show which 21st Century Skills are developed and which common core standards are supported by participating in each competitive event are available at deca.org.
ONLINE EVENT OVERVIEW

The Virtual Business Challenge will contain two (2) International Career Development Conference qualifying rounds. Challenge 1: Monday, October 24, 2017, 10:00 a.m. EST through Friday, November 3, 2017, 5:00 p.m. EST. Challenge 2: Monday, January 9, 2018, 10:00 a.m. EST through Friday, January 19, 2018, 5:00 p.m. EST

Entries will be composed of one to three members of the DECA chapter. A team member may be on an accounting, a fashion, a hotel, a personal finance, a restaurant, a retail and a sports team at the same time; however, a team member may not be on two accounting, two fashion, two hotel, two personal finance, two restaurant, two sports or two retail teams at the same time. No additional team members may be added once a team has registered.

For all tracks, the top two teams from each region from each of the qualifying rounds will be eligible to compete at ICDC. However, eligibility to attend ICDC is determined by the chartered associations, based on their policies. Finalists should consult with their chartered association advisor for eligibility guidelines. Only one team per chapter, per round, per track may qualify to compete at ICDC. Only original team members may compete at ICDC; no substitutions may be made.

A member may compete in the accounting VBC, the fashion VBC, the hotel VBC, the personal finance VBC, the restaurant VBC, the retail VBC, and the sports VBC; however, the member will be allowed to participate in only one VBC track at ICDC.

ICDC QUALIFIER EVENT OVERVIEW

At ICDC, all VBC tracks will be administered as double-elimination competitions. For each VBC track, eight teams will compete against each another within each competition session. Four teams will advance to a winner’s bracket and four teams will move on to a consolation bracket. Teams will be ranked based on their total profit (or net profit).

The competition sessions at ICDC will run for approximately 15 minutes. Each team will control starting and stopping their own simulation file as well as the speed at which they would like to run the file. Teams will be competing in single-player mode. Participants should expect to control most, if not all, of the features listed under the Actions menu within the simulation. During the competition sessions, participants must run their simulation through at least three months simulated time in order to be eligible to advance to the next round (for Sports—three simulated games).

Participants are allowed to bring notes to use during the competition sessions at ICDC.

Members qualifying for participation at ICDC must wear a DECA blazer during the competition sessions.

Top teams in each chartered association may receive recognition by their chartered association.

For complete Virtual Business Challenge event guidelines and procedures, go to http://vbc.knowledgematters.com/vbc.

PERSONAL FINANCIAL LITERACY

Personal Finance: Participants will:

- manage bank accounts, credit and debit cards, bills, credit scores, taxes, insurance, online banking and more
- interpret actions, charts and reports, such as credit reports, bank statements and pay and tax records, in order to make strategic financial decisions and optimize net worth

ONLINE EVENT OVERVIEW

- The Virtual Business Challenge will contain two (2) International Career Development Conference qualifying rounds. Challenge 1: Monday, October 24, 2017, 10:00 a.m. EST through Friday, November 3, 2017, 5:00 p.m. EST. Challenge 2: Monday, January 9, 2018, 10:00 a.m. EST through Friday, January 19, 2018, 5:00 p.m. EST

- Entries will be composed of one to three members of the DECA chapter. A team member may be on an accounting, a fashion, a hotel, a personal finance, a restaurant, a retail and a sports team at the same time; however, a team member may not be on two accounting, two fashion, two hotel, two personal finance, two restaurant, two sports or two retail teams at the same time. No additional team members may be added once a team has registered.

- For all tracks, the top two teams from each region from each of the qualifying rounds will be eligible to compete at ICDC. However, eligibility to attend ICDC is determined by the chartered associations, based on their policies. Finalists should consult with their chartered association advisor for eligibility guidelines. Only one team per chapter, per round, per track may qualify to compete at ICDC. Only original team members may compete at ICDC; no substitutions may be made.

- A member may compete in the accounting VBC, the fashion VBC, the hotel VBC, the personal finance VBC, the restaurant VBC, the retail VBC, and the sports VBC; however, the member will be allowed to participate in only one VBC track at ICDC.

ICDC QUALIFIER EVENT OVERVIEW

- At ICDC, all VBC tracks will be administered as double-elimination competitions. For each VBC track, eight teams will compete against each another within each competition session. Four teams will advance to a winner’s bracket and four teams will move on to a consolation bracket. Teams will be ranked based on their total profit (or net profit).

- The competition sessions at ICDC will run for approximately 15 minutes. Each team will control starting and stopping their own simulation file as well as the speed at which they would like to run the file. Teams will be competing in single-player mode. Participants should expect to control most, if not all, of the features listed under the Actions menu within the simulation. During the competition sessions, participants must run their simulation through at least three months simulated time in order to be eligible to advance to the next round (for Sports—three simulated games).

- Participants are allowed to bring notes to use during the competition sessions at ICDC.

- Members qualifying for participation at ICDC must wear a DECA blazer during the competition sessions.

- Top teams in each chartered association may receive recognition by their chartered association.

- For complete Virtual Business Challenge event guidelines and procedures, go to http://vbc.knowledgematters.com/vbc.
VIRTUAL BUSINESS CHALLENGE
HOTEL MANAGEMENT

Sponsored by
THE J. WILLARD AND ALICE S. MARriott FOUNDATION

TWO ICDC QUALIFYING EVENTS

CHALLENGE 1
Monday, October 24, 2017, 10:00 a.m. EST through
Friday, November 3, 2017, 5:00 p.m. EST

CHALLENGE 2
Monday, January 9, 2018, 10:00 a.m. EST through
Friday, January 19, 2018, 5:00 p.m. EST

AWARDS
1st Place $6,000 PER TEAM
2nd Place $3,000 PER TEAM
3rd Place $1,500 PER TEAM
4th Place $900 PER TEAM
DECA LOGO
Our logo is the intellectual property of the entire DECA community. Its use is controlled by the DECA Inc. Board of Directors for the benefit of the entire organization. Only officially recognized members, chapters and associations should be able to identify themselves as DECA by using our logo. Private companies should not be able to profit from the sale of items with DECA’s logo. Individuals and/or groups should not be permitted to use the DECA logo to promote unauthorized programs, projects and products.

ACCEPTABLE USE POLICY
Chartered associations and DECA chapters are permitted to use the trademarked official DECA logo and the DECA name on printed materials and websites provided they follow the guidelines for reproducing the logo.

In order to use the DECA logos and the DECA name on promotional materials such as accessories or clothing, prior permission must be obtained from DECA Inc. Please contact shopdeca@deca.org.

For clarification of the guidelines for reproducing the DECA logo, contact communications@deca.org.

PERSONALIZED CHAPTER LOGOS
If your chapter needs a personalized logo for use on printed materials and your website, contact communications@deca.org. DECA Inc. will create art that can be used both for print and on the web.
WE’VE GOT YOU COVERED

DECA APPAREL AND ACCESSORIES

2017 - 2018 CATALOG
DECA Images is proud to offer custom apparel to our members, chapters and chartered associations. Select from one of the designs below or use our talented designers to create your own unique design. For quantities over 12 (of the same shirt) for screenprinting and 6 (of the same shirt) for embroidery. Allow approximately 15-20 business days for delivery. Rush delivery may be available for an additional fee.
Call us 703.860.5006, email us shopdeca_@deca.org or find us on the web at www.shopdeca.org

Order form available at www.shopdeca.org | 147
OH THE POSSIBILITIES!
Look at what our talented designers have created for our chapters.
SHOP THESE ITEMS

DSLFCT | $18.00 | S-2XL
DSBBDT | $18.00 | S-3XL
DSNPT | $18.00 | S-3XL
RSHELICON | $12.00 | S-3XL
RSRYL | $12.00 | S-3XL
AND SO MUCH MORE

DSBLST | $15.00 | S-5XL

DSNLST | $19.95 | S-2XL

WWW.SHOPDECA.ORG

SEE IT
WANT IT
GET IT
CHAPTER PERFORMANCE POLO
carbon
DSMGCP S-4XL | $20.00

CHAPTER PERFORMANCE POLO
carbon
DSLGCP XS-3XL | $20.00

COLORBLOCK PERFORMANCE
POLO - royal/black
DSMCBP S-4XL | $30.00

COLORBLOCK PERFORMANCE
POLO - royal/black
DSLCP XS-3XL | $30.00

Order form available at www.shopdeca.org | 154
OXFORD SHIRT
light blue
Men’s DSBOM S-4XL | $38.00

OXFORD SHIRT
light blue
Ladies’ DSBOL S-2XL | $38.00

OXFORD SHIRT
yellow
Men’s DSYOM S-4XL | $38.00

OXFORD SHIRT
yellow
Ladies’ DSYOL S-2XL | $38.00

Order form available at www.shopdeca.org | 155
OFFICIAL DECA BLAZERS

Official DECA blazers are a requirement for competition at the ICDC. Blazers are sold through mail order, www.shopdeca.org and on-site at the ICDC only. Blazers are not available for purchase at local, state or regional conferences. The DECA blazer patch is not available for individual sale. Blazers will only be exchanged/returned if they are in new condition with the sleeve tags still attached.

POLYESTER BLAZER
Men’s DSMBLZ
Ladies’ DSLBLZ
$80.00

POLY-WOOL BLAZER
Men’s DSMWBZ
Ladies’ DSLWBZ
$150.00
LIMITED AVAILABILITY

MEN’S SIZES

<table>
<thead>
<tr>
<th>POLYESTER</th>
<th>34</th>
<th>36</th>
<th>38</th>
<th>40</th>
<th>42</th>
<th>44</th>
<th>46</th>
<th>48</th>
<th>50</th>
<th>52</th>
<th>54</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Short</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tall</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>POLY-WOOL</th>
<th>34</th>
<th>36</th>
<th>38</th>
<th>40</th>
<th>42</th>
<th>44</th>
<th>46</th>
<th>48</th>
<th>50</th>
<th>52</th>
<th>54</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Short</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Long</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

LADIES’ SIZES

<table>
<thead>
<tr>
<th>POLYESTER</th>
<th>0</th>
<th>2</th>
<th>4</th>
<th>6</th>
<th>8</th>
<th>10</th>
<th>12</th>
<th>14</th>
<th>16</th>
<th>18</th>
<th>20</th>
<th>22</th>
<th>24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tall</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bust</td>
<td>32</td>
<td>33</td>
<td>34</td>
<td>35</td>
<td>36</td>
<td>37</td>
<td>38</td>
<td>40</td>
<td>41</td>
<td>43</td>
<td>45</td>
<td>46</td>
<td>48</td>
</tr>
<tr>
<td>Waist</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
<td>31</td>
<td>33</td>
<td>34</td>
<td>36</td>
<td>37</td>
<td>39</td>
<td>41</td>
</tr>
<tr>
<td>Hips</td>
<td>35</td>
<td>36</td>
<td>37</td>
<td>38</td>
<td>39</td>
<td>40</td>
<td>41</td>
<td>43</td>
<td>44</td>
<td>46</td>
<td>47</td>
<td>49</td>
<td>51</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>POLY-WOOL</th>
<th>0</th>
<th>2</th>
<th>4</th>
<th>6</th>
<th>8</th>
<th>10</th>
<th>12</th>
<th>14</th>
<th>16</th>
<th>18</th>
<th>20</th>
<th>22</th>
<th>24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CHECK OUT OUR BLAZER FIT GUIDE FOR MORE INFORMATION

bit.ly/blazerfitguide

TIES
navy blue | DSMTIE-N | $28.00
yellow    | DSMTIE-Y | $28.00

SCARVES
navy blue | DSCRF-N | $28.00
yellow    | DSCRF-Y | $28.00

BOW TIES
navy blue | DSBTIE-N | $28.00
yellow    | DSBTIE-Y | $28.00

BUTTON REPLACEMENT
Large     BLAZERBUTTONL
Small     BLAZERBUTTON
75¢
CHAPTER OFFICER PIN
royal blue and gold
DSCOP-1 | $9.50
Comes with pin and year guard
royal blue and gold
DSCOP-2 | $10.00
Comes with pin, year guard, chain and officer dangle.

DISTRICT OFFICER PIN
Gold and Royal
DSDOP | $10.00
Comes with pin, year guard, chain and officer dangle.

STATE OFFICER PIN
Gold
DSSOP | $10.00
Comes with pin, year guard, chain and officer dangle.

ADVISOR PIN
Gold
DSAP | $10.00

PRESENTATION PIN
Gold
DSPPN | $4.00

DANGLE SELECTION
- President Gavel
- Vice President Torch
- Secretary Quill
- Treasurer Key
- Reporter Winged Pen
- Historian Quill & Scroll
- Parliamentarian Mace

a. HONOR CORD
blue and white | DSHC | $12.00
b. GRADUATION TASSEL
blue and white | DSTSSL-1 | $6.00
c. GRADUATION STOLES
blue | DSTLE-B | gold | DSTLE-G | white | DSTLE-W | $12.00

SHOP ONLINE
SEE IT
WANT IT
GET IT
WWW.SHOPDECA.ORG

Order form available at www.shopdeca.org | 157
CHAPTER AND DISTRICT
Recognition Certificates | $0.50

STATE
Recognition Certificates | $0.50

COMPETITIVE EVENTS
Recognition Certificates | $0.50

Order form available at www.shopdeca.org  |  158
a. GIFT BAG - blue | DSBAG | $3.00
b. ACRYLIC AND STAINLESS CADDY - royal blue | DSASC | $18.00
c. FRAME - glass | DSFRM | $12.00
d. MATTE BLACK PEN - black and silver | DSNGP-1 | $12.00
e. LEATHER WRITING PAD - black | DSNWP | $35.00
f. TRAVEL MUG - navy blue | DSNSTM | $15.00
g. BUSINESS CARD CASE - black | NEBCC | $10.00
h. KEY CHAIN - silver | NECSK | $8.00
i. AMBASSADOR PEN - navy blue and gold | DSNAP | $5.00
j. LAPTOP BAG - black and gray | DSLTB | $45.00
k. COURIER BAG - black | DSCB | $10.00
a. BANNER - blue and white | DSBNR | $150.00, b. OUTDOOR FLAG - royal blue | DSFLG | $20.00

c. PODIUM BANNER - royal blue and white | DSPOBA | $35.00, d. TABLE DRAPE - royal blue and white | DSNTD | $90.00

e. STREET SIGN - royal blue and yellow | DSDWSS | $15.00, f. TABLE RUNNER - royal blue and white | DSTR | $65.00

| SALE $50.00 |

g. HISTORY OF DECA POSTER - royal blue and white | HPOST | $2.00, h. PENNANT - royal blue and white | DSPNT | $22.00

| SALE $50.00 |
i. MEMO BOARD - white | CIWOB | $15.00, j. MESSAGE BOARD - white | DSNMB | $3.00

| SALE $50.00 |
k. BALLOONS - blue and white | DSBLN | $11.00 for 50 | DSBLN-1 | $20.00 for 100

l. BULLETIN BOARD PAPER - blue and silver | DSBBP | $40.00, m. POSTER - blue and white | DSPSTR | $5.00

| SALE $50.00 |
n. DECA XING SIGN - navy blue and silver | DSXS | $8.00 |

SALE $7.00
a. CALCULATOR - royal blue | DSFLPC | $5.00
b. 2 GB DIAMOND SHAPED USB - royal blue and white | DSLFD | $15.00
c. PENCILS - blue | DSBP | $3.00 for 12 | DSBP-1 | $33.00 for 144
d. THE BRITE LINER - neon yellow | DSBL | $1.25
e. CLICK PENS - royal blue, purple, red, green | DSCPD | $5.00 for 12 | DSCPG | $55.00 for 144
f. THE WIDE BODY PEN - royal blue | DSWB | $1.25
g. SCRAPBOOK - navy blue | DSNSC | $38.00
h. WRITTEN EVENT FOLIO - blue and white | DSWEF | $3.00
i. THREE RING BINDER - blue and white | DSB-1 | $6.00
j. POCKET FOLDER - multi | DSPF | $2.00
k. THE CUBE - blue | DSPIC | $12.00
SHOP THESE ITEMS

DECA IMAGES
AND SO MUCH MORE

SEE IT
WANT IT
GET IT

WWW.SHOPDECA.ORG
DECA’S CAREER CLUSTER EXAM BOOKLETS

Build your students’ confidence and competency levels by using DECA’s international competition exams as classroom practice tests. Each exam contains 100 questions and answers. Available in booklet form or as a digital download.

2015 | $6.00 EACH | $30.00 SET | WHILE SUPPLIES LAST
2016 | $8.00 EACH | $40.00 SET | WHILE SUPPLIES LAST
2017 | $10.00 EACH | $50.00 SET | WHILE SUPPLIES LAST

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>business management + administration</td>
<td>NLA</td>
<td>DDB15</td>
<td>HCEB16</td>
<td>DDB16</td>
<td>HCEB17</td>
</tr>
<tr>
<td>finance</td>
<td>HCEF15</td>
<td>DDF15</td>
<td>HCEF16</td>
<td>DDF16</td>
<td>HCEF17</td>
</tr>
<tr>
<td>hospitality</td>
<td>HCEH15</td>
<td>DDH15</td>
<td>HCEH16</td>
<td>DDH16</td>
<td>HCEH17</td>
</tr>
<tr>
<td>marketing</td>
<td>HCEM15</td>
<td>DDM15</td>
<td>HCEM16</td>
<td>DDM16</td>
<td>HCEM17</td>
</tr>
<tr>
<td>principles of business administration</td>
<td>HCEP15</td>
<td>DDP15</td>
<td>HCEP16</td>
<td>DDP16</td>
<td>HCEP17</td>
</tr>
<tr>
<td>set of all titles</td>
<td>NLA</td>
<td>DDS15</td>
<td>HCES16</td>
<td>DDS16</td>
<td>HCES17</td>
</tr>
</tbody>
</table>

COMPETITION UNIVERSITY

Competition University assists enthusiastic DECA advisors who want to give their students the best possible resource to prepare for DECA Competition. Enrollment is available for your entire chapter. Give every student the resources they need to maximize success!

- Build Confidence
- Assist with Written Events
- Meet Deadlines
- “Wow” the Judges
- Build Teamwork
- Get More Wins

| PTLevel-1 | 25 students | $375 |
| PTLevel-2 | 50 students | $525 |
| PTLevel-3 | 75 students | $675 |
| PTLevel-4 | 100 students | $825 |
| CUa10 | 10 additional students | $75 |
| CUa25 | 25 additional students | $150 |
| CU 14 | 1 additional student | $10 |
| CUGS100 | Game Suite | $100 |

Order form available at www.shopdeca.org | 164
COMPETITIVE EVENTS

PREPARATION MATERIALS

DECA CAREER CLUSTER LESSON PLAN BOOKS
Each book contains lesson plans using performance indicators from the instructional areas in career clusters. Use these modules to easily integrate DECA into your classroom and prepare your students for DECA competition. Spiral-bound for ease of use.

$24.95

business management + administration LPBB
finance LPBF
hospitality LPBH
marketing LPBM

LESSON PLAN BOOK
Integrate DECA’s performance indicators into your curriculum with DECA’s Lesson Plan Book. Lessons were created by actual DECA advisors. Contains 12 lesson plans – one for each instructional area in the Business Administration Core. Spiral-bound for ease of use.

DSLPB | $24.95

COMPETITION PREPARATION GUIDES
We have done the work for you! Each laminated career cluster competition preparation guide features definitions of business administration core and cluster performance indicators, career cluster vocabulary, presentation tips, industry trends and resources. Pick the career cluster area your members need: Business Management and Administration, Finance, Hospitality and Marketing.

$5.95 each

business management + administration CPGB
finance CPGF
hospitality CPGH
marketing CPGM

Order form available at www.shopdeca.org | 165
COMPETITION BELL RINGER ACTIVITIES
Prepare students for DECA competition with DECA Competition Bell Ringer Activities. Taken from the Business Administration Core, this will assist students in preparation for any competitive event. These daily exercises are a great way to start each class! Sold as a CD that is Windows formatted.
WAS $29.95 | NOW $10.00 | DSCBR
WHILE SUPPLIES LAST

CAREER CLUSTER BELL RINGER ACTIVITIES
These daily exercises are a great way to start each class and help prepare students for the competitive events arena. Daily exercises are developed from performance indicators for each career cluster. Sold as a CD that is Windows formatted. Available while supplies last.
WAS $29.95 | NOW $10.00 | WHILE SUPPLIES LAST

VOCABULARY FLASH CARDS
Prepare for DECA Competition with these Vocabulary Flash Cards. This custom designed flash card set contains 100 different vocabulary terms common to all of DECA’s competitive events.
DSVFC | WAS $29.95 | NOW $15.00 | WHILE SUPPLIES LAST

DECA’S CAREER CLUSTER EXAM CD-ROM
There is a feature that will allow you to print the exam as a PDF file. Interactive CD is Windows formatted.
$5.00 ea | $25.00 SET

<table>
<thead>
<tr>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>business management + administration</td>
</tr>
<tr>
<td>finance</td>
</tr>
<tr>
<td>hospitality</td>
</tr>
<tr>
<td>marketing</td>
</tr>
<tr>
<td>principles of business administration</td>
</tr>
<tr>
<td>set of all titles</td>
</tr>
</tbody>
</table>

Order form available at www.shopdeca.org | 166
VOCABULARY FLIP CARDS
AVAILABLE NOW

Increase Student Vocabulary!
Use as Bell Ringers!

NEW TITLES COMING EARLY 2018!

TITLE: VOCABULARY FLIP CARDS
Marketing VFCM | $19.95
Business Management and Administration VFCB | $19.95
Finance VFCF | $19.95
Hospitality VFCH | $19.95

Order form available at www.shopdeca.org | 167
FOLLOW DECA IMAGES ON PINTEREST FOR EVENT SPECIFIC MATERIALS

FINANCIAL LITERACY

PERSONAL FINANCIAL LITERACY PREPARATION MATERIALS
This handbook contains a sample exam and three sample events from the Personal Financial Literacy event

FLE15 | $7.00 | WHILE SUPPLIES LAST
FLE16 | $10.00 | WHILE SUPPLIES LAST
FLE16-DD | $10.00 | DIGITAL DOWNLOAD OPTION AVAILABLE!
FLE17 | $15.00
FLE17-DD | $15.00 | DIGITAL DOWNLOAD OPTION AVAILABLE!

Order form available at www.shopdeca.org | 168
### SAMPLE CONTENT INTERVIEWS
These handbooks contain four sample events. Volume 2 also available in digital download format.

<table>
<thead>
<tr>
<th>Volume</th>
<th>Price</th>
<th>Set Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>VOL 1</td>
<td>$5.00 ea</td>
<td>$25.00 set</td>
</tr>
<tr>
<td>VOL 2</td>
<td>$7.00 ea</td>
<td>$28.00 set</td>
</tr>
</tbody>
</table>

### EVENT PREPARATION MATERIALS
These handbooks contain a sample exam and three sample content interviews. 2016 also available in digital download format.

<table>
<thead>
<tr>
<th>Year</th>
<th>Price</th>
<th>Set Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>$7.00 ea</td>
<td>WHILE SUPPLIES LAST</td>
</tr>
<tr>
<td>2016</td>
<td>$10.00 ea</td>
<td>$40.00 set</td>
</tr>
<tr>
<td>2017</td>
<td>$15.00 ea</td>
<td>$60.00 set</td>
</tr>
</tbody>
</table>

### SHOP ONLINE

**SEE IT**

**WANT IT**

**GET IT**

[WWW.SHOPDECA.ORG](http://WWW.SHOPDECA.ORG)

Order form available at [WWW.SHOPDECA.ORG](http://WWW.SHOPDECA.ORG)
EVENT PREPARATION MATERIALS
These handbooks contain a sample exam and three sample content interviews. 2016 also available in digital download format.

2015 $7.00 ea | WHILE SUPPLIES LAST
2016 $10.00 ea | WHILE SUPPLIES LAST
2017 $15.00 ea | $105.00 set

<table>
<thead>
<tr>
<th>TITLE</th>
<th>2015</th>
<th>2016</th>
<th>2016-DD DIGITAL DOWNLOAD</th>
<th>2017</th>
<th>2017-DD DIGITAL DOWNLOAD</th>
</tr>
</thead>
<tbody>
<tr>
<td>business law and ethics</td>
<td>TDM151</td>
<td>TDM161</td>
<td>TDM161-DD</td>
<td>TDM171</td>
<td>TDM171-DD</td>
</tr>
<tr>
<td>buying and merchandising</td>
<td>TDM152</td>
<td>TDM162</td>
<td>TDM162-DD</td>
<td>TDM172</td>
<td>TDM172-DD</td>
</tr>
<tr>
<td>financial services</td>
<td>TDM153</td>
<td>TDM163</td>
<td>TDM163-DD</td>
<td>TDM173</td>
<td>TDM173-DD</td>
</tr>
<tr>
<td>hospitality services</td>
<td>TDM154</td>
<td>TDM164</td>
<td>TDM164-DD</td>
<td>TDM174</td>
<td>TDM174-DD</td>
</tr>
<tr>
<td>marketing communications</td>
<td>TDM155</td>
<td>TDM165</td>
<td>TDM165-DD</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>marketing management</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>TDM175</td>
<td>TDM175-DD</td>
</tr>
<tr>
<td>sports and entertainment marketing</td>
<td>TDM156</td>
<td>TDM166</td>
<td>TDM166-DD</td>
<td>TDM176</td>
<td>TDM176-DD</td>
</tr>
<tr>
<td>travel and tourism marketing</td>
<td>TDM157</td>
<td>TDM167</td>
<td>TDM167-DD</td>
<td>TDM177</td>
<td>TDM177-DD</td>
</tr>
<tr>
<td>set of all titles</td>
<td>TDM150</td>
<td>TDM160</td>
<td>TDM160-DD</td>
<td>TDM170</td>
<td>TDM170-DD</td>
</tr>
</tbody>
</table>
THE COMPETITIVE EDGE
FOR TEAMS
$5.00 ea | $145.00 set

- business law and ethics
- buying and merchandising
- financial services
- hospitality services
- marketing communications
- sports and entertainment marketing
- travel and tourism marketing
- set of all 42 booklets

CET101
CET102
CET103
CET104
CET105
CET106
CET107
CET100

SAMPLE CASE STUDIES
These handbooks contain four case studies. Volume 2 also available in digital download format.

<table>
<thead>
<tr>
<th>TITLE</th>
<th>VOL 1</th>
<th>VOL 2</th>
<th>VOL 2-DD</th>
</tr>
</thead>
<tbody>
<tr>
<td>business law and ethics</td>
<td>TDM1V1</td>
<td>TDM1V2</td>
<td>TDM1V2-DD</td>
</tr>
<tr>
<td>buying and merchandising</td>
<td>TDM2V1</td>
<td>TDM2V2</td>
<td>TDM2V2-DD</td>
</tr>
<tr>
<td>financial services</td>
<td>TDM3V1</td>
<td>TDM3V2</td>
<td>TDM3V2-DD</td>
</tr>
<tr>
<td>hospitality services</td>
<td>TDM4V1</td>
<td>TDM4V2</td>
<td>TDM4V2-DD</td>
</tr>
<tr>
<td>marketing communications</td>
<td>TDM5V1</td>
<td>TDM5V2</td>
<td>TDM5V2-DD</td>
</tr>
<tr>
<td>sports and entertainment marketing</td>
<td>TDM6V1</td>
<td>TDM6V2</td>
<td>TDM6V2-DD</td>
</tr>
<tr>
<td>travel and tourism marketing</td>
<td>TDM7V1</td>
<td>TDM7V2</td>
<td>TDM7V2-DD</td>
</tr>
<tr>
<td>set of all titles</td>
<td>TDMSV1</td>
<td>TDMSV2</td>
<td>TDMSV2-DD</td>
</tr>
</tbody>
</table>

FOR MORE INFORMATION
SHOP
ONLINE

SEE IT
WANT IT
GET IT

WWW.SHOPDECA.ORG

Order form available at www.shopdeca.org | 171
INDIVIDUAL SERIES EVENTS

THE COMPETITIVE EDGE 2
$5.00 ea | $205.00 set

- accounting applications  CERP101
- apparel and accessories  CERP102
- automotive services  CERP103
- business finance  CERP113
- business services  CERP104
- food marketing  CERP115
- hotel and lodging  CERP105
- human resources  CERP116
- marketing communications  CERP106
- quick serve restaurant management  CERP107
- restaurant and food service management  CERP108
- retail merchandising  CERP109
- sports and entertainment marketing  CERP110
- set of all 65 booklets  CERP111
- set of all 65 booklets  CERP100

Order form available at www.shopdeca.org | 172
EVENT PREPARATION MATERIALS
These handbooks contain a sample exam and four sample role plays.
2016 also available in digital download format.

2014 $7.00 ea
2015 $10.00 ea | $130.00 set WHILE SUPPLIES LAST
2016 $15.00 ea | $195.00 set

<table>
<thead>
<tr>
<th>TITLE</th>
<th>2015</th>
<th>2016</th>
<th>2016-DD</th>
<th>2017</th>
<th>2017-DD</th>
</tr>
</thead>
<tbody>
<tr>
<td>accounting applications</td>
<td>RPH1501</td>
<td>RPH1601</td>
<td>RPH1601-DD</td>
<td>RPH1701</td>
<td>RPH1701-DD</td>
</tr>
<tr>
<td>apparel and accessories</td>
<td>RPH1502</td>
<td>RPH1602</td>
<td>RPH1602-DD</td>
<td>RPH1702</td>
<td>RPH1702-DD</td>
</tr>
<tr>
<td>automotive services</td>
<td>RPH1503</td>
<td>RPH1603</td>
<td>RPH1603-DD</td>
<td>RPH1703</td>
<td>RPH1703-DD</td>
</tr>
<tr>
<td>business finance</td>
<td>RPH1504</td>
<td>RPH1604</td>
<td>RPH1604-DD</td>
<td>RPH1704</td>
<td>RPH1704-DD</td>
</tr>
<tr>
<td>business services</td>
<td>RPH1505</td>
<td>RPH1605</td>
<td>RPH1605-DD</td>
<td>RPH1705</td>
<td>RPH1705-DD</td>
</tr>
<tr>
<td>food marketing</td>
<td>RPH1506</td>
<td>RPH1606</td>
<td>RPH1606-DD</td>
<td>RPH1706</td>
<td>RPH1706-DD</td>
</tr>
<tr>
<td>hotel and lodging</td>
<td>RPH1507</td>
<td>RPH1607</td>
<td>RPH1607-DD</td>
<td>RPH1707</td>
<td>RPH1707-DD</td>
</tr>
<tr>
<td>human resources</td>
<td>RPH1508</td>
<td>RPH1608</td>
<td>RPH1608-DD</td>
<td>RPH1708</td>
<td>RPH1708-DD</td>
</tr>
<tr>
<td>marketing communications</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>RPH1709</td>
<td>RPH1709-DD</td>
</tr>
<tr>
<td>marketing management</td>
<td>RPH1509</td>
<td>RPH1609</td>
<td>RPH1609-DD</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>quick serve restaurant management</td>
<td>RPH1510</td>
<td>RPH1610</td>
<td>RPH1610-DD</td>
<td>RPH1710</td>
<td>RPH1710-DD</td>
</tr>
<tr>
<td>restaurant and food service management</td>
<td>RPH1511</td>
<td>RPH1611</td>
<td>RPH1611-DD</td>
<td>RPH1711</td>
<td>RPH1711-DD</td>
</tr>
<tr>
<td>retail merchandising</td>
<td>RPH1512</td>
<td>RPH1612</td>
<td>RPH1612-DD</td>
<td>RPH1712</td>
<td>RPH1712-DD</td>
</tr>
<tr>
<td>sports and entertainment marketing</td>
<td>RPH1513</td>
<td>RPH1613</td>
<td>RPH1613-DD</td>
<td>RPH1713</td>
<td>RPH1713-DD</td>
</tr>
<tr>
<td>set of all titles</td>
<td>RPH1500</td>
<td>RPH1600</td>
<td>RPH1600-DD</td>
<td>RPH1700</td>
<td>RPH1700-DD</td>
</tr>
</tbody>
</table>

SAMPLE ROLE PLAYS
These handbooks contain three sample role plays.
Volume 2 also available in digital download format.

VOL 1 $5.00 ea | $65.00 set
VOL 2 $7.00 ea | $91.00 set

<table>
<thead>
<tr>
<th>TITLE</th>
<th>VOL 1</th>
<th>VOL 2</th>
<th>VOL 2-DD</th>
</tr>
</thead>
<tbody>
<tr>
<td>accounting applications</td>
<td>RPH1V1</td>
<td>RPH1V2</td>
<td>RPH1V2-DD</td>
</tr>
<tr>
<td>apparel and accessories</td>
<td>RPH2V1</td>
<td>RPH2V2</td>
<td>RPH2V2-DD</td>
</tr>
<tr>
<td>automotive services</td>
<td>RPH3V1</td>
<td>RPH3V2</td>
<td>RPH3V2-DD</td>
</tr>
<tr>
<td>business finance</td>
<td>RPH4V1</td>
<td>RPH4V2</td>
<td>RPH4V2-DD</td>
</tr>
<tr>
<td>business services</td>
<td>RPH5V1</td>
<td>RPH5V2</td>
<td>RPH5V2-DD</td>
</tr>
<tr>
<td>food marketing</td>
<td>RPH6V1</td>
<td>RPH6V2</td>
<td>RPH6V2-DD</td>
</tr>
<tr>
<td>hotel and lodging</td>
<td>RPH7V1</td>
<td>RPH7V2</td>
<td>RPH7V2-DD</td>
</tr>
<tr>
<td>human resources</td>
<td>RPH8V1</td>
<td>RPH8V2</td>
<td>RPH8V2-DD</td>
</tr>
<tr>
<td>marketing management</td>
<td>RPH9V1</td>
<td>RPH9V2</td>
<td>RPH9V2-DD</td>
</tr>
<tr>
<td>quick serve restaurant management</td>
<td>RPH10V1</td>
<td>RPH10V2</td>
<td>RPH10V2-DD</td>
</tr>
<tr>
<td>restaurant and food service management</td>
<td>RPH11V1</td>
<td>RPH11V2</td>
<td>RPH11V2-DD</td>
</tr>
<tr>
<td>retail merchandising</td>
<td>RPH12V1</td>
<td>RPH12V2</td>
<td>RPH12V2-DD</td>
</tr>
<tr>
<td>sports and entertainment marketing</td>
<td>RPH13V1</td>
<td>RPH13V2</td>
<td>RPH13V2-DD</td>
</tr>
<tr>
<td>set of all titles</td>
<td>RPH5V1</td>
<td>RPH5V2</td>
<td>RPH5V2-DD</td>
</tr>
</tbody>
</table>
## Written Event Winners

Winning entries from the 2016-2017 International Career Development Conference are reproduced as samples for use as guides when preparing your own written manuals.

### 2016
- **First Place**: Grayson Bralley, Christopher Lash, Conner Snavely
  - School: Atlee High School, VA

### 2017
- **First Place**: Ryan Lubker
  - School: Myers Park High School, NC
- **Second Place**: Kelly Murphy, Peter Morrissey
  - School: Naugatuck High School, CT

### Table of Written Event Titles

<table>
<thead>
<tr>
<th>Title</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertising Campaign Event</td>
<td>WW16ADC</td>
<td>WW17ADC</td>
</tr>
<tr>
<td>Business Growth Plan</td>
<td>WW16EBG</td>
<td>WW17EBG</td>
</tr>
<tr>
<td>Business Services Operations Research Event</td>
<td>WW16BOR</td>
<td>WW17BOR</td>
</tr>
<tr>
<td>Buying and Merchandising Operations Research Event</td>
<td>WW16CSP</td>
<td>WW17CSP</td>
</tr>
<tr>
<td>Community Service Project</td>
<td>WW16CMP</td>
<td>WW17CMP</td>
</tr>
<tr>
<td>Creative Marketing Research Project</td>
<td>WW16PP</td>
<td>WW17PP</td>
</tr>
<tr>
<td>Entrepreneurship Promotion Project</td>
<td>WW16FMP</td>
<td>WW17FMP</td>
</tr>
<tr>
<td>Fashion Merchandising Promotion Plan Event</td>
<td>WW16FLPP</td>
<td>WW17FLPP</td>
</tr>
<tr>
<td>Financial Literacy Promotion Project</td>
<td>WW16FOR</td>
<td>WW17FOR</td>
</tr>
<tr>
<td>Financial Operations Research Event</td>
<td>WW16FOR</td>
<td>WW17FOR</td>
</tr>
<tr>
<td>Franchise Business Plan</td>
<td>WW16EBF</td>
<td>WW17EBF</td>
</tr>
<tr>
<td>Hospitality and Tourism Operations Research Event</td>
<td>WW16HTOR</td>
<td>WW17HTOR</td>
</tr>
<tr>
<td>Independent Business Plan</td>
<td>NLA</td>
<td>WW17EB1</td>
</tr>
<tr>
<td>Innovation Plan</td>
<td>NLA</td>
<td>WW17EBP</td>
</tr>
<tr>
<td>International Business Plan Event</td>
<td>WW16IBP</td>
<td>WW17IBP</td>
</tr>
<tr>
<td>Learn and Earn Project</td>
<td>WW16LEP</td>
<td>WW17LEP</td>
</tr>
<tr>
<td>Public Relations Project</td>
<td>WW16PRP</td>
<td>WW17PRP</td>
</tr>
<tr>
<td>Sports and Entertainment Operations Research Event</td>
<td>WW16EOR</td>
<td>WW17EOR</td>
</tr>
<tr>
<td>Sports and Entertainment Promotion Plan Event</td>
<td>WW16EPP</td>
<td>WW17EPP</td>
</tr>
<tr>
<td>Start-up Business Plan</td>
<td>NLA</td>
<td>WW17E5B</td>
</tr>
<tr>
<td>Stock Market Game</td>
<td>WW16SMG</td>
<td>WW17SMG</td>
</tr>
<tr>
<td>Set of all titles</td>
<td>NLA</td>
<td>WW1700</td>
</tr>
</tbody>
</table>

## Competition Guide: Advertising

Learn more about Advertising and prepare for the Advertising Campaign Event with this interactive and fun workbook.

- **Price**: $24.95

Order form available at [www.shopdeca.org](http://www.shopdeca.org)
WRITTEN EVENT GUIDES
We have done the work for you! Each laminated written event competition preparation guide features information on preparing your team, project management, writing an executive summary and appendix, presentation tips, event specific advice and developing resources for your project. Pick the area your members need: Operations Research, Chapter Team Events, Entrepreneurship or Marketing Representative Events.

$9.95

- operations research events WPGO
- chapter team events WPGC
- entrepreneurship events WPGE
- marketing representative events WPGM

COMPETITION GUIDE: LEAN ENTREPRENEURSHIP
Learn more about the lean model of entrepreneurship with this interactive and fun workbook!
LBCGLE | $24.95

COMPETITION GUIDE: ENTREPRENEURSHIP
Learn more about franchising with this interactive and fun workbook.
LBCGEF | $24.95

COMPETITION GUIDE: GROWING YOUR BUSINESS
Learn more about growing your existing business with this interactive and fun workbook.
LBCGGB | $24.95
VIRTUAL BUSINESS SIMULATIONS

This incredible classroom simulation will prepare students for success in the DECA Virtual Business Challenge. Three additional titles are now being offered direct from DECA Images. Materials are delivered electronically. Please provide advisor name and email address when ordering.

<table>
<thead>
<tr>
<th>VIRTUAL BUSINESS - ACCOUNTING ONLINE</th>
<th>MINI LICENSE (5-USER)</th>
<th>LAB LICENSE (30-USER)</th>
<th>SITE LICENSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>KMI-VBAO-ML</td>
<td>$695.00</td>
<td>$1,995.00</td>
<td>$6,995.00</td>
</tr>
<tr>
<td>KMI-VBAO-LL</td>
<td>$695.00</td>
<td>$1,995.00</td>
<td>$6,995.00</td>
</tr>
<tr>
<td>KMI-VBAO-SL</td>
<td>$695.00</td>
<td>$1,995.00</td>
<td>$6,995.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VIRTUAL BUSINESS - HOTEL ONLINE***</th>
<th>MINI LICENSE (5-USER)</th>
<th>LAB LICENSE (30-USER)</th>
<th>SITE LICENSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>KMI-VBHO-ML</td>
<td>$695.00</td>
<td>$1,995.00</td>
<td>$6,995.00</td>
</tr>
<tr>
<td>KMI-VBHO-LL</td>
<td>$695.00</td>
<td>$1,995.00</td>
<td>$6,995.00</td>
</tr>
<tr>
<td>KMI-VBHO-SL</td>
<td>$695.00</td>
<td>$1,995.00</td>
<td>$6,995.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VIRTUAL BUSINESS - MANAGEMENT ONLINE***</th>
<th>MINI LICENSE (5-USER)</th>
<th>LAB LICENSE (30-USER)</th>
<th>SITE LICENSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>KMI-VBMO-ML</td>
<td>$695.00</td>
<td>$1,995.00</td>
<td>$6,995.00</td>
</tr>
<tr>
<td>KMI-VBMO-LL</td>
<td>$695.00</td>
<td>$1,995.00</td>
<td>$6,995.00</td>
</tr>
<tr>
<td>KMI-VBMO-SL</td>
<td>$695.00</td>
<td>$1,995.00</td>
<td>$6,995.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VIRTUAL BUSINESS - FASHION</th>
<th>MINI LICENSE (5-USER)</th>
<th>LAB LICENSE (30-USER)</th>
<th>SITE LICENSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>KMI-VBFA-ML</td>
<td>$695.00</td>
<td>$1,995.00</td>
<td>$6,995.00</td>
</tr>
<tr>
<td>KMI-VBFA-LL</td>
<td>$695.00</td>
<td>$1,995.00</td>
<td>$6,995.00</td>
</tr>
<tr>
<td>KMI-VBFA-SL</td>
<td>$695.00</td>
<td>$1,995.00</td>
<td>$6,995.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VIRTUAL BUSINESS - PERSONAL FINANCE 2.0</th>
<th>MINI LICENSE (5-USER)</th>
<th>LAB LICENSE (30-USER)</th>
<th>SITE LICENSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>KMI-VBF2-ML</td>
<td>$795.00</td>
<td>$2,295.00</td>
<td>$8,295.00</td>
</tr>
<tr>
<td>KMI-VBF2-LL</td>
<td>$795.00</td>
<td>$2,295.00</td>
<td>$8,295.00</td>
</tr>
<tr>
<td>KMI-VBF2-SL</td>
<td>$795.00</td>
<td>$2,295.00</td>
<td>$8,295.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VIRTUAL BUSINESS - RESTAURANT</th>
<th>MINI LICENSE (5-USER)</th>
<th>LAB LICENSE (30-USER)</th>
<th>SITE LICENSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>KMI-VBR-ML</td>
<td>$695.00</td>
<td>$1,995.00</td>
<td>$6,995.00</td>
</tr>
<tr>
<td>KMI-VBR-LL</td>
<td>$695.00</td>
<td>$1,995.00</td>
<td>$6,995.00</td>
</tr>
<tr>
<td>KMI-VBR-SL</td>
<td>$695.00</td>
<td>$1,995.00</td>
<td>$6,995.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VIRTUAL BUSINESS - RETAILING ONLINE***</th>
<th>MINI LICENSE (5-USER)</th>
<th>LAB LICENSE (30-USER)</th>
<th>SITE LICENSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>KMI-VBRO-ML</td>
<td>$695.00</td>
<td>$1,995.00</td>
<td>$6,995.00</td>
</tr>
<tr>
<td>KMI-VBRO-LL</td>
<td>$695.00</td>
<td>$1,995.00</td>
<td>$6,995.00</td>
</tr>
<tr>
<td>KMI-VBRO-SL</td>
<td>$695.00</td>
<td>$1,995.00</td>
<td>$6,995.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VIRTUAL BUSINESS - SPORTS AND ENTERTAINMENT 2.0</th>
<th>MINI LICENSE (5-USER)</th>
<th>LAB LICENSE (30-USER)</th>
<th>SITE LICENSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>KMI-VBSE-ML</td>
<td>$695.00</td>
<td>$1,995.00</td>
<td>$6,995.00</td>
</tr>
<tr>
<td>KMI-VBSE-LL</td>
<td>$695.00</td>
<td>$1,995.00</td>
<td>$6,995.00</td>
</tr>
<tr>
<td>KMI-VBSE-SL</td>
<td>$695.00</td>
<td>$1,995.00</td>
<td>$6,995.00</td>
</tr>
</tbody>
</table>

*** MULTIPLAYER FEATURE AVAILABLE, SEE BELOW FOR PRICING:

<table>
<thead>
<tr>
<th>MULTIPLAYER FEATURE</th>
<th>PRICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>VIRTUAL BUSINESS - MANAGEMENT ONLINE***</td>
<td>$299.00</td>
</tr>
<tr>
<td>VIRTUAL BUSINESS - RETAILING ONLINE***</td>
<td>$299.00</td>
</tr>
</tbody>
</table>

FOR MORE INFORMATION

SHOP ONLINE
SEE IT
WANT IT
GET IT
WWW.SHOPDECA.ORG

Order form available at www.shopdeca.org | 176
See how leadership and service intersect for measurable results.

Lead2Feed is the leading, fastest-growing U.S. leadership program for grades 6–12.

➤ Free registration for DECA Advisors & Students
➤ Free, prepared lessons to develop service-minded leaders
➤ Aligned to Common Core and 21st Century Learning skills
➤ Proven success with diverse student populations

★ Complete a service project and enter the Lead2Feed Challenge to win a grant for your charity and tech products for your school!

LEARN MORE & REGISTER TODAY! Lead2Feed.org
When mentors connect to young people, both are changed for the better.

Through AT&T Aspire, we have provided more than 1 million hours of mentoring to students across the country. Our employees connect with young people to help them discover their career passions and encourage them to reach their dreams.