Vector is ready to build, connect, and win with you!

Contact Helen Brown at hbrown@cutco.com for how we can support your chapter this year.
GREETINGS!

It’s a new year and we’re excited to help you get #ReadyForIt.

With DECA, your students will be READY for the opportunities ahead – in college and careers. DECA’s 58 competitive events offer fun, challenging experiences that help students explore various industries and career paths. DECA works with you to supplement the instruction you’re delivering every day. We’re proud to provide programming that introduces students to workplace competencies and makes academic content accessible by providing it in a hands-on context through DECA’s Comprehensive Learning Program.

The DECA Guide provides all the information and updates you need to have a successful year. Explore our competitive events, check out this year’s calendar and browse the Shop DECA merchandise. With so many resources in this one book, you will be READY to lead your students through their most successful year yet. Your DECA Guide includes a breakdown of all the requirements and performance indicators for every event DECA offers, making it a great tool for you and your students this year.

This year will bring exciting things to the world of DECA. The DECA Inc. staff has worked hard to provide every resource to help you and your students excel in the classroom and beyond. ICDC 2019 in Orlando will be here before we know it.

Are you Ready For It?
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DECA's COMPREHENSIVE LEARNING PROGRAM

INTEGRATES INTO CLASSROOM INSTRUCTION

PROMOTES COMPETITION

APPLIES LEARNING

CONNECTS TO BUSINESS

DECA PREPARES THE NEXT GENERATION TO BE

ACADEMICALLY PREPARED

COMMUNITY ORIENTED

PROFESSIONALLY RESPONSIBLE

EXPERIENCED LEADERS
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.

[www.careerclusters.org](http://www.careerclusters.org)

**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.

[www.mbaresearch.org](http://www.mbaresearch.org)

**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 teamwork, creativity, critical thinking and problem solving skills essential for college and careers.

This section contains an expansive listing of DECA’s Comprehensive Learning Program.
Life moves pretty fast - one day you’re a freshman just beginning your high school journey and the next thing you know you’re standing in line waiting to receive your diploma and walk across that stage.

Are you **READY FOR IT?**

Are you **ready** for **college**? Deciding what major to pursue, working on group projects and delivering presentations to your professors and peers?

Are you **ready** for your **career**? Knowing what career paths interest you the most, going on interviews and networking with business professionals?

Are you **ready** for the rest of your **life**? Juggling assignments, leading teams and making tough decisions every day that impact those around you?

Thanks to DECA, you’re **READY FOR IT.**

**You’re ready** to pursue the major you know you’ll enjoy because you’ve already experienced industries like marketing, finance, business administration and hospitality. **You’re ready** to get your dream job because after a DECA role-play, a job interview is a walk in the park. **You’re ready** to lead a team to success because you’ve already been a chapter or association leader. **You’re ready** to take on any challenges life throws your way because you were a DECA member.

If you want to prepare yourself for a future filled with opportunities and achievements, then you’re ready to join DECA.

So, the question is, are you **READY FOR IT?**
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Walgreens is more than a place where you can build a career – it’s an environment where you can truly make health and well-being simpler, easier and within reach for everyone on a daily basis. From our retail stores and distribution centers to our corporate offices, clinics and pharmacies, the message is clear: we’re dedicated to being there for our patients and customers, and helping them lead healthier lives.

Your role in our mission will be clear from day one, as you’re given responsibilities, tasks and projects that matter. It’s the reason that so many of our interns come back for full-time positions.

Join a team that cares.

jobs.walgreens.com
Developing a Chapter Strategy That Works

by DECA Staff

“Successful business strategy is about actively shaping the game you play, not just playing the game you find.”

Photo courtesy of @frownestfseye on Instagram
Marketing Careers Begin Here!

NEW

Marketing Dynamics

FOURTH EDITION

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

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# CAMPAIGNS

de.ca.org/chaptercampaigns

## DECA MONTH IN NOVEMBER

### MEMBERSHIP

Guide your membership efforts by meeting these goals.

- **20** MORE STUDENTS THAN LAST YEAR
- **20** ALUMNI
- **20** PROFESSIONALS

**DEADLINE 12.3.18**

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!

### GLOBAL ENTREPRENEURSHIP WEEK


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

**DEADLINE 12.3.18**

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!

### 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 3.1.19**

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

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NET 30 TERMS AVAILABLE WITH A SCHOOL PURCHASE ORDER
NEW DEGREE
Business Data Analytics

Employers are looking for people who can use large amounts of information to find new opportunities, maximize profitability, and optimize resources.

- Research and analyze large data sets
- Forecast business strategy success rates
- Find correlations
- Identify trends

Earn college credit while you’re still in high school!

Northwestern offers PSEO (MN) and Early College courses to high school students who are looking to prepare for a career in the business world.

YOU CAN TAKE CLASSES ONLINE OR ON CAMPUS.

75+ UNDERGRADUATE DEGREES AVAILABLE

BUSINESS MAJORS:
- Business Data Analytics
- International Business
- Business Administration
- Accounting
- Management Information Systems
- Finance

Learn more at UNWSP.EDU/DECA

3003 SNELLING AVENUE NORTH
ST. PAUL, MN 55113-1598
800-827-6827
651-631-5111
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. 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.
This box gets them thinking outside of the box.

“If you use the Not A Problem game just once in your classroom, you are hooked.”

Ev Vaughan, Colorado CTE DECA

Playing the roles of investors and innovators, students practice skills including brainstorming, creative thinking, interpreting information, evaluating alternatives, problem solving, meeting a need, product ideation, graphic presentation, oral and written communication, and presenting information.

3 to 10 players | $25/game | Available on Amazon

www.NotAProblemGame.com | Kim@NotAProblemGame.com
RECOGNITION + SCHOLARSHIPS

EMERGING LEADER HONOR AWARD

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 at least 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 on the online application.

PROCEDURES
• Applications and a $5 application fee must be submitted electronically following the directions at deca.org/honoraward no later than January 30, 2019.
• Certificates will be mailed directly to the local advisor with suggestions for appropriate presentation.
• Recipients will also be recognized on decadirect.org.

DECA’s SCHOLARSHIP PROGRAM provides over $300,000 in scholarships to DECA members.

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 18, 2019. Visit www.deca.org/scholarships to learn more and apply.
NUTRIENTS PACKED INTO EVERY SQUARE OUNCE.

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NO SUGAR ADDED • NO PRESERVATIVES

John Wilson (203) 331-7320
www.nakedjuice.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 and 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 2019 International Career Development Conference in Orlando.

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.
TAKING STOCK WITH TEENS
ONLINE SURVEY

AUGUST 23-SEPTEMBER 26
FEBRUARY 25-MARCH 29
www.piperjaffray.com/teens
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 ENTREPRENEUR OF TOMORROW 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.

**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.

A premier event of Global Entrepreneurship Week, the **DECA IDEA CHALLENGE** is a fast-paced experiential learning exercise that dares elementary through college students to find an innovative, new use for an everyday item. Competitors form teams, collaborate to generate an original and sustainable use for the challenge item and then pitch their invention in a creative, 3-minute You-Tube video. The item to be used in the competition will remain a mystery until revealed by DECA Inc. on November 9, 2018.

Entries will be grouped into three winning categories: Collegiate (ages 19 and above), High School (ages 14 to 18 years) and Elementary and Middle School (ages 6 to 13 years).

Evaluated on ingenuity, effective collaboration and sustainability, submissions will be sorted by country and proceed through evaluation rounds comprised of judges from the respective nation. The DECA Idea Challenge global winners will be announced on January 22, 2019.

[genglobal.org/gew/deca-idea-challenge](genglobal.org/gew/deca-idea-challenge)
Study in New York

Apply Now For DECA Participant Scholarships

“DECA has been a part of my life since my freshman year of high school. When choosing a college, I wanted to make sure I went to a school that supported DECA students. I was so excited when awarded the Berkeley College DECA scholarship to study in New York. I graduated in just three years and am working at a major public relations firm in NYC! DECA helped me build great skills and Berkeley College helped me put them to work!”

Rebecca Aguilera
Marketing Communications
Former DECA State President - Arkansas

Here's how to get started:

- Download and complete the DECA Scholarship Application (BerkeleyCollege.edu/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.*

Find us @BerkeleyCollege • #BerkeleyCollege

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.
Residential property management? What’s that?

Learn why residential property management offers the best careers you never knew existed.

Visit RPMcareers.org to launch your career today!
DECA’s PROFESSIONAL LEARNING SERIES offers high-quality professional development workshops, seminars and resources to improve performance and fulfill continuing professional development certification requirements.

FACE-TO-FACE LEARNING
DECA AMPED
DECA AMPED provides DECA advisors the education, knowledge and inspiration to ignite their instruction. Focused on improving teaching and learning, the conference is packed with innovative strategies for educators 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.

ADVISOR PROFESSIONAL LEARNING AT ICDC
A highlight of the International Career Development Conference, the Advisor Professional Learning Series 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 building curriculum and instructional content that supports the preparation of students for college and careers.

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 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.

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 4, 2019.
DECA VIRTUAL BUSINESS CHALLENGE
HOTEL MANAGEMENT

Sponsored by
THE J. WILLARD AND ALICE S. MARriott FOUNDATION

TWO ICDC QUALIFYING EVENTS

CHALLENGE 1
Tuesday, October 23, 2018,
10:00 a.m. EST through
Friday, November 2, 2018,
5:00 p.m. EST

CHALLENGE 2
Tuesday, January 8, 2019,
10:00 a.m. EST through
Friday, January 18, 2019,
5:00 p.m. EST
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.

NATIONAL CURRICULUM STANDARDS

TIER 1 | BUSINESS ADMINISTRATION CORE CURRICULUM STRUCTURE
The business administration core consists of 12 instructional areas each with foundational knowledge and skills common to the four career clusters that DECA supports.

COMPETITIVE EVENTS FRAMEWORK
Performance indicators in this tier are used in the Business Administration Core exam and the four Career Cluster exams. Performance indicators in this tier are used in role-plays for Principles of Business Administration Events, case studies for Team Decision Making Events and role-plays for Individual Series Events.

TIER 2 | CAREER CLUSTERS CURRICULUM STRUCTURE
Each Career Cluster has its own set of instructional areas and knowledge and skills unique to careers within that cluster.

COMPETITIVE EVENTS FRAMEWORK
Performance indicators in this tier are used in the Career Cluster exams. Performance indicators in this tier are used in case studies for Team Decision Making Events and role-plays for Individual Series Events.
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 and appropriate career cluster. Performance indicators for the role-plays will be selected from the business administration core, appropriate career cluster and appropriate pathway.

Performance indicators for the ENTREPRENEURSHIP INDIVIDUAL SERIES EVENT and ENTREPRENEURSHIP TEAM DECISION MAKING EVENT will be selected from the Entrepreneurship Performance Indicator list, which comprises related knowledge and skills from the business administration core, business management and administration career cluster, finance career cluster and marketing career cluster.

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 INTEGRATED MARKETING CAMPAIGN 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 seven industry-validated exams for the following competitive events. Each exam item represents a specific performance indicator from the respective national curriculum standards. Visit deca.org/competitions/highschool for an exam blueprint.

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
- Apparel and Accessories Marketing Series
- Automotive Services Series
- Business Services Marketing Series
- Buying and Merchandising Team Decision Making
- Food Marketing Series
- Integrated Marketing Campaign–Event
- Integrated Marketing Campaign–Product
- Integrated Marketing Campaign–Service
- 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

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.

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 Penalty Point 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, Integrated Marketing Campaign 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

APPAREL AND ACCESSORIES MARKETING SERIES AAM
MEN’S WEARHOUSE*

AUTOMOTIVE SERVICES MARKETING SERIES ASM

COMMUNITY SERVICE PROJECT CSP

HOSPITALITY SERVICES TEAM DECISION MAKING HTDM

INTEGRATED MARKETING CAMPAIGN-PRODUCT IMCP

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HOSPITALITY SERVICES TEAM DECISION MAKING HTDM

INTEGRATED MARKETING CAMPAIGN-PRODUCT IMCP
PERSONAL FINANCIAL LITERACY PFL

PRINCIPLES OF BUSINESS MANAGEMENT AND ADMINISTRATION PBM

PRINCIPLES OF MARKETING PMK

DECA HOTEL CHALLENGE VBCHM

VIRTUAL BUSINESS CHALLENGES

ACCOUNTING VBCAC
FASHION VBCFA
PERSONAL FINANCE VBCPF
RESTAURANT VBCRS
RETAIL VBCRT
SPORTS VBCSP

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 genders.

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.

All skirts and dresses must be at or below the knee.

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

WHEN APPEARING BEFORE JUDGES AND ON-STAGE

- Official DECA blazer
- Dress slacks or dress skirt or business dress
- Collared dress shirt and appropriate neckwear (necktie, ascot, scarf) or Dress blouse
- Dress shoes

DECA GENERAL SESSIONS, MEAL FUNCTIONS, EVENT BRIEFING, MANUAL REGISTRATION AND TESTING

- Business suit or sport coat or blazer (blazer optional)
- Dress slacks, dress skirt or business dress
- Collared dress shirt, dress blouse or dress sweater
- Blazer optional
- Dress shoes
- Necktie/scarf (optional)

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
- Unacceptable types of dress shoes include boat shoes, canvas or fabric shoes, flip flops or casual sandals, athletic shoes, industrial work shoes and hiking boots.

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 2018-2019.

1. The Written Entry Presentation Guidelines will no longer include the list of allowable items. Participants in written events may bring any visual aids that adhere to the following guidelines. Only visual aids that can be easily hand carried to the presentation by the actual participant(s) will be permitted. The participants themselves must set up the visuals. Wheeled carts, moving straps or similar items may not be used to bring visuals into the area. Set up time is included in the total presentation time. Participants must furnish their own materials and equipment. No electrical power or internet connection will be supplied. Alternate power sources such as small generators are not allowed. Sound may be used, as long as the volume is kept at a conversational level.

2. The Written Entry Checklist will be renamed to the Penalty Point Checklist, with a few modifications. The most notable is that written content no longer must be double-spaced, but all written events must be printed single-sided. As a result of deleting the double-spacing requirement, the maximum number of pages changes for all events. All current 30-page projects change to a maximum of 20 pages; all current 5- and 11-page projects change to a maximum of 10 pages.

3. The Marketing Representative Events, comprised of Advertising Campaign, Fashion Merchandising Promotion Plan and Sports and Entertainment Marketing Promotion Plan, will be restructured into the Integrated Marketing Campaign Events. The Integrated Marketing Campaign Events will be comprised of three events/categories: product (IMCP), service (IMCS) and event (IMCE). Participants will create an integrated marketing campaign for a product, service or event of their choice. Participants in the three events will take the marketing career cluster exam.

4. The evaluation forms for the Professional Selling and Consulting Events will see a few changes in wording for items 8, 11 and 13.

5. DECA will pilot an online submission for one Chapter Team Event written entry at the International Career Development Conference no later than the 2020 ICDC.
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. They also 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 Integrated Marketing Campaign Events when teaching marketing communications. 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. Shop DECA also sells previously used events each year. Gather these samples and begin to categorize them by instructional area.

STEP 4: USE SAMPLE EVENTS AS A CLASSROOM ACTIVITY.
As you teach different instructional areas during the year, use corresponding role-plays and case studies as learning tools. While the traditional competitive event setting requires interaction with judges, many advisors have used role-plays and case studies as:

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

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

ADDITIONAL RESOURCES
Event guidelines, performance indicator lists, sample events and sample exam questions are available at www.deca.org. Sample role-play presentations can be viewed at www.deca.org. Advisors may wish to show the videos and ask students to evaluate the presentations using the evaluation forms.

Shop DECA sells many items to assist advisors with integrating DECA into curriculum at www.shopdeca.org.
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 BLTDM
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

INTEGRATED MARKETING CAMPAIGN EVENTS
Integrated Marketing Campaign–Event IMCE
Integrated Marketing Campaign–Product IMCP
Integrated Marketing Campaign–Service IMCS

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 VBCFM
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.
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 concepts 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 concepts 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 concepts associated with careers in hotels, restaurants, and tourism and travel.

**MARKETING**

Principles of Marketing: The role-plays will use concepts 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 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.

**KNOWLEDGE AND SKILLS DEVELOPED**

Participants will demonstrate knowledge and skills described by selected business administration core and career cluster 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

- Team Decision Making Events consist of two major parts: a written \textit{cluster exam} and one \textit{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, \textit{cluster exam}. The scores will be averaged to produce a single team score.

- Team members will be given a decision-making \textit{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 no 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.
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.

**BUSINESS MANAGEMENT + ADMINISTRATION**

**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**

**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.

**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.
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**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.*
WRITTEN EVENT STATEMENT OF ASSURANCES AND ACADEMIC INTEGRITY

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 2018 Chartered Association Career Development Conference and the 2019 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
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**

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

**FINANCE**

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

**HOSPITALITY + TOURISM**

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

**MARKETING**

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 20 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 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.

2019 TOPIC

The 2018-2019 topic for each career category is the development of a cause marketing campaign. Participants will collaborate with a local business or organization to analyze current customer perceptions of the company or organization’s corporate social responsibility. Participants will then present a strategic plan to create a cause marketing campaign that aligns to the company or organization’s core values.
WRITTEN ENTRY GUIDELINES
The written entry must follow these specifications. Refer also to the Penalty Point 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 corporate social responsibility

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
   A bibliography is required. Include a list of the sources of information used in the written document.

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.
**PENALTY POINT CHECKLIST**

In addition to the Written Entry Guidelines, participants must observe all of the standards on the Penalty Point 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.

- Only visual aids that can be easily hand carried to the presentation by the actual participant(s) will be permitted. The participants themselves must set up the visuals. Wheeled carts, moving straps or similar items may not be used to bring visuals into the area. Set up time is included in the total presentation time. Participants must furnish their own materials and equipment. No electrical power or internet connection will be supplied. Alternate power sources such as small generators are not allowed. Sound may be used, as long as the volume is kept at a conversational level.

- 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.
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>
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<tbody>
<tr>
<td>0-1-2-3</td>
<td>4-5-6</td>
<td>7-8</td>
<td>9-10</td>
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1. One- to three-page description of the project

INTRODUCTION

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</table>

2. Description of the business or organization
3. Description of the community (economic, geographic, demographic and socioeconomic factors)
4. Overview of the business or organization’s current corporate social responsibility

RESEARCH METHODS USED IN THE STUDY

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5. Description and rationale of research methodologies selected to conduct the research study
6. Process used to conduct the selected research methods

FINDINGS AND CONCLUSIONS OF THE STUDY

<table>
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7. Findings of the research study
8. Conclusions based on the findings

PROPOSED STRATEGIC PLAN

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<td>4-5</td>
<td>6</td>
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</table>

9. Objectives and rationale of the proposed strategic plan
10. Proposed activities and timelines
11. Proposed metrics or key performance indicators to measure plan effectiveness

PROPOSED BUDGET

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<tr>
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12. Costs associated with proposed strategies

APPEARANCE AND WORD USAGE

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13. Professional layout, neatness, proper grammar, spelling and word usage

WRITTEN ENTRY TOTAL POINTS (60)

JUDGE __________
**PRESENTATION EVALUATION FORM**

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<thead>
<tr>
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<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED \nSCORE</th>
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</thead>
<tbody>
<tr>
<td>1. Opening presentation; description of the plan; organization, clarity and effectiveness of the presentation</td>
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<td>4-5-6</td>
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<td>9-10</td>
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<td>2. Describe methods used to the design research study?</td>
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<tr>
<td>3. Interpret the research data into information for decision-making?</td>
<td>0-1</td>
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<tr>
<td>4. Describe strategies and approaches for leading change?</td>
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<td>5. Describe the nature of budgets?</td>
<td>0-1</td>
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<tr>
<td>6. Professional standards (appearance, poise, confidence), presentation technique, effective use of visuals and participation of all</td>
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**PRESENTATION TOTAL POINTS (40)**

<table>
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<th>WRITTEN ENTRY (60)</th>
<th>PRESENTATION (40)</th>
<th>SUBTOTAL (100)</th>
<th>LESS PENALTY POINTS</th>
<th>TOTAL SCORE</th>
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JUDGE __________
COMMUNITY SERVICE PROJECT

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.

**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.

**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 **20 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 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.

**PROJECT ORIGINALITY**

In many Chapter Team 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.
WRITTEN ENTRY GUIDELINES

The written entry must follow these specifications. Refer also to the Penalty Point 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
   A bibliography is required. Include a list of the sources of information used in the written document.

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.
PENALTY POINT CHECKLIST
In addition to the Written Entry Guidelines, participants must observe all of the standards on the Penalty Point 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.
- Only visual aids that can be easily hand carried to the presentation by the actual participant(s) will be permitted. The participants themselves must set up the visuals. Wheeled carts, moving straps or similar items may not be used to bring visuals into the area. Set up time is included in the total presentation time. Participants must furnish their own materials and equipment. No electrical power or internet connection will be supplied. Alternate power sources such as small generators are not allowed. Sound may be used, as long as the volume is kept at a conversational level.
- 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.
COMMUNITY SERVICE PROJECT CSP

WRITTEN ENTRY EVALUATION FORM

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

<table>
<thead>
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<th>EXECUTIVE SUMMARY</th>
<th>LITTLE/NO VALUE</th>
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<tbody>
<tr>
<td>1. One- to three-page description of the project</td>
<td>0-1-2-3</td>
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<td>2. Historic background of the selected community service or charity</td>
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<td>3. Description of the local DECA chapter, school and community</td>
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<td>4. Purpose of the project</td>
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<td>5. Rationale for selecting the community service or charitable project</td>
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<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>
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<tr>
<td>7. Organizational chart, member involvement and job description</td>
<td>0-1</td>
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<td>8. Description of the project and documentation</td>
<td>0-1</td>
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<td>9. Impact goal for the beneficiary</td>
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<td>10. Evaluation of the project</td>
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<td>11. Impact of the community service or charitable project</td>
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<tr>
<td>12. Recommendation(s) for future projects</td>
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WRITTEN ENTRY TOTAL POINTS (60)

JUDGE __________
# COMMUNITY SERVICE PROJECT

## PRESENTATION EVALUATION FORM

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<tr>
<td>1. Opening presentation; overview and description of the project</td>
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<td>7-8</td>
<td>9-10</td>
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<tr>
<td>2. Organization, clarity and effectiveness of the presentation</td>
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### TO WHAT EXTENT DID THE CHAPTER REPRESENTATIVES UTILIZE PROJECT MANAGEMENT SKILLS TO:

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<tr>
<td>3. Initiate the project by identifying an issue and creating objectives?</td>
<td>0-1</td>
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<td>4. Plan and organize the project?</td>
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<tr>
<td>5. Execute and implement the project?</td>
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<td>6. Evaluate and close the project?</td>
<td>0-1</td>
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### GENERAL

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<tr>
<td>7. Professional standards (appearance, poise, confidence), presentation technique, effective use of visuals and participation of all</td>
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## PRESENTATION TOTAL POINTS (40)

### WRITTEN ENTRY (60)

### PRESENTATION (40)

### SUBTOTAL (100)

### LESS PENALTY POINTS

### TOTAL SCORE

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 20 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 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.

**PROJECT ORIGINALITY**

In many Chapter Team 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.
WRITTEN ENTRY GUIDELINES
The written entry must follow these specifications. Refer also to the Penalty Point 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:
- CREATIVE 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
   A bibliography is required. Include a list of the sources of information used in the written document.

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.
PENALTY POINT CHECKLIST
In addition to the Written Entry Guidelines, participants must observe all of the standards on the Penalty Point 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.
• Only visual aids that can be easily hand carried to the presentation by the actual participant(s) will be permitted. The participants themselves must set up the visuals. Wheeled carts, moving straps or similar items may not be used to bring visuals into the area. Set up time is included in the total presentation time. Participants must furnish their own materials and equipment. No electrical power or internet connection will be supplied. Alternate power sources such as small generators are not allowed. Sound may be used, as long as the volume is kept at a conversational level.
• 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>
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<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
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<tr>
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<td>4-5-6</td>
<td>7-8</td>
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1. One- to three-page description of the project

## INTRODUCTION

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2. Statement of problem

3. Significance of the problem studied

4. Appropriate background information

## PROCEDURES AND RESEARCH METHODS USED

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</table>

5. Description of secondary research conducted

6. Description of primary research conducted

7. Description of the involvement of chapter members and businesspeople

## FINDINGS AND CONCLUSIONS

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<th>MEETS EXPECTATIONS</th>
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8. Presentation of findings

9. Presentation of conclusions

## RECOMMENDATIONS

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</table>

10. Recommendations resulting from the study

11. Projected outcomes from the implementation

12. Plan for implementing the recommendations

13. Project presented to appropriate officials

## APPEARANCE AND WORD USAGE

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<th>LITTLE/NO VALUE</th>
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<td>0</td>
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14. Professional layout, neatness, proper grammar, spelling and word usage

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

## PRESENTATION

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<tr>
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<td>2. Organization, clarity and effectiveness of the presentation</td>
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## TO WHAT EXTENT DID THE CHAPTER REPRESENTATIVES UTILIZE PROJECT MANAGEMENT SKILLS TO:

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<td>4. Plan and organize the project?</td>
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<td>5. Execute the research study?</td>
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## GENERAL

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<td>7. Professional standards (appearance, poise, confidence), presentation technique, effective use of visuals and participation of all</td>
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## PRESENTATION TOTAL POINTS (40)

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<td>WRITTEN ENTRY (60)</td>
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<td>PRESENTATION (40)</td>
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<td>SUBTOTAL (100)</td>
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<td>LESS PENALTY POINTS</td>
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<td>TOTAL SCORE</td>
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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 20 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 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.

PROJECT ORIGINALITY

In many Chapter Team 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

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 Penalty Point 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
   A bibliography is required. Include a list of the sources of information used in the written document.

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.
**PENALTY POINT CHECKLIST**

In addition to the Written Entry Guidelines, participants must observe all of the standards on the Penalty Point 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.

- Only visual aids that can be easily hand carried to the presentation by the actual participant(s) will be permitted. The participants themselves must set up the visuals. Wheeled carts, moving straps or similar items may not be used to bring visuals into the area. Set up time is included in the total presentation time. Participants must furnish their own materials and equipment. No electrical power or internet connection will be supplied. Alternate power sources such as small generators are not allowed. Sound may be used, as long as the volume is kept at a conversational level.

- 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

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<td>1. One-to-three-page description of the project</td>
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### INTRODUCTION

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<td>2. Description of the local DECA chapter and the school and community</td>
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### MANAGEMENT OF ACTIVITY(IES) TARGETED AT OUTSIDE AUDIENCE

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<tr>
<td>3. Purpose of activity(ies)</td>
<td>0-1-2</td>
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<td>7-8</td>
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<td>4. Planning and organization of activity(ies)</td>
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<td>7-8</td>
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<td>5. Implementation of activity(ies)</td>
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### EVALUATION AND RECOMMENDATIONS

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<td>6. Evaluation of campaign?</td>
<td>0-1-2</td>
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<td>7. Recommendations for additional new activity(ies) for future campaigns</td>
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### APPEARANCE AND WORD USAGE

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<td>8. Professional layout, neatness, proper grammar, spelling and word usage</td>
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**WRITTEN ENTRY TOTAL POINTS (60)**
# ENTREPRENEURSHIP PROMOTION PROJECT EPP

## PRESENTATION EVALUATION FORM

### PRESENTATION

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<tr>
<td>2. Organization, clarity and effectiveness of the presentation</td>
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### TO WHAT EXTENT DID THE CHAPTER REPRESENTATIVES UTILIZE PROJECT MANAGEMENT SKILLS TO:

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<tr>
<td>3. Initiate the project by identifying the focus of the campaign?</td>
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<td>4. Plan and organize the project?</td>
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<td>5. Execute and implement the campaign?</td>
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### GENERAL

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<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>
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<td>5</td>
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## PRESENTATION TOTAL POINTS (40)

<table>
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<tr>
<th>Category</th>
<th>Points</th>
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<tr>
<td>Written Entry</td>
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<tr>
<td>Presentation</td>
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<tr>
<td><strong>Subtotal</strong></td>
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<tr>
<td>Less Penalty Points</td>
<td></td>
</tr>
<tr>
<td><strong>Total Score</strong></td>
<td></td>
</tr>
</tbody>
</table>

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.

After learning the economic principles associated with financial literacy, such as banking, 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(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 20 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 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.

PROJECT ORIGINALITY

In many Chapter Team 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.
WRITTEN ENTRY GUIDELINES
The written entry must follow these specifications. Refer also to the Penalty Point 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
   - A bibliography is required. Include a list of the sources of information used in the written document.

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.
PENALTY POINT CHECKLIST
In addition to the Written Entry Guidelines, participants must observe all of the standards on the Penalty Point 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.
- Only visual aids that can be easily hand carried to the presentation by the actual participant(s) will be permitted. The participants themselves must set up the visuals. Wheeled carts, moving straps or similar items may not be used to bring visuals into the area. Set up time is included in the total presentation time. Participants must furnish their own materials and equipment. No electrical power or internet connection will be supplied. Alternate power sources such as small generators are not allowed. Sound may be used, as long as the volume is kept at a conversational level.
- 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>

## INTRODUCTION

<table>
<thead>
<tr>
<th>2. Description of the local DECA chapter and the school and community</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>4-5</td>
<td>6-7</td>
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</table>

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

<table>
<thead>
<tr>
<th>3. Purpose of activity(ies)</th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
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<td>3-4-5</td>
<td>6</td>
<td>7-8</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Planning and organization of activity(ies)</th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
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<tr>
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<td>6</td>
<td>7-8</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Implementation of 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>
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<tbody>
<tr>
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<td>3-4-5</td>
<td>6</td>
<td>7-8</td>
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</tr>
</tbody>
</table>

## EVALUATION AND RECOMMENDATIONS

<table>
<thead>
<tr>
<th>6. Evaluation of campaign</th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>0-1-2</td>
<td>3-4-5</td>
<td>6</td>
<td>7-8</td>
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</table>

<table>
<thead>
<tr>
<th>7. Recommendations for additional new activity(ies) 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>
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<tr>
<td></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>8. 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>
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</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>LITTLE/ NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
</table>

| 3. Initiate the project by identifying the focus of the campaign? | 0-1 | 2-3 | 4 | 5 |
| 4. Plan and organize the project? | 0-1 | 2-3 | 4 | 5 |
| 5. Execute and implement the campaign? | 0-1 | 2-3 | 4 | 5 |
| 6. Evaluate and close the project? | 0-1 | 2-3 | 4 | 5 |

### GENERAL

<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>
</table>

| 7. Professional standards (appearance, poise, confidence), presentation technique, effective use of visuals and participation of all | 0-1 | 2-3 | 4 | 5 |

### 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.

### 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.

### 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 20 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 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.

### PROJECT ORIGINALITY
In many Chapter Team 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.
WRITTEN ENTRY GUIDELINES

The written entry must follow these specifications. Refer also to the Penalty Point 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
   A bibliography is required. Include a list of the sources of information used in the written document.

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.

PENALTY POINT CHECKLIST
In addition to the Written Entry Guidelines, participants must observe all of the standards on the Penalty Point 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.

• Only visual aids that can be easily hand carried to the presentation by the actual participant(s) will be permitted. The participants themselves must set up the visuals. Wheeled carts, moving straps or similar items may not be used to bring visuals into the area. Set up time is included in the total presentation time. Participants must furnish their own materials and equipment. No electrical power or internet connection will be supplied. Alternate power sources such as small generators are not allowed. Sound may be used, as long as the volume is kept at a conversational level.

• 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>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>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>
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**INTRODUCTION**

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<tr>
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<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>
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**ANALYSIS OF THE BUSINESS SITUATION**

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<th>Item</th>
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<th>BELOW EXPECTATIONS</th>
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<tbody>
<tr>
<td>3. Trading area analysis</td>
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<td>2</td>
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<td>4. Market segment analysis</td>
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**PLANNED OPERATION OF THE PROPOSED PROJECT**

<table>
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<th>Item</th>
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<th>MEETS EXPECTATIONS</th>
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<tr>
<td>5. Proposed organization</td>
<td>0-1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>6. Proposed product/service</td>
<td>0-1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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</tr>
<tr>
<td>7. Proposed marketing strategies</td>
<td>0-1</td>
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<td>4</td>
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<tr>
<td>8. Projected operating budget</td>
<td>0-1</td>
<td>2</td>
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<td>4</td>
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</tr>
<tr>
<td>9. Rationale for the projected budget</td>
<td>0-1</td>
<td>2</td>
<td>3</td>
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**OUTCOMES**

<table>
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<tr>
<th>Item</th>
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<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>
<td></td>
</tr>
<tr>
<td>11. Learning outcomes</td>
<td>0-1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
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<tr>
<td>12. Earning outcomes</td>
<td>0-1</td>
<td>2</td>
<td>3</td>
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**RECOMMENDATIONS FOR IMPROVING THE PROJECT**

<table>
<thead>
<tr>
<th>Item</th>
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<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>
<td></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>
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**APPEARANCE AND WORD USAGE**

<table>
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<tr>
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</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>
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</tbody>
</table>

**WRITTEN ENTRY TOTAL POINTS (60)**
# Presentations 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>
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</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></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 single sales or service activity?</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
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.

**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.

**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 20 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 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.

**PROJECT ORIGINALITY**

In many Chapter Team 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.
WRITTEN ENTRY GUIDELINES
The written entry must follow these specifications. Refer also to the Penalty Point 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
   A bibliography is required. Include a list of the sources of information used in the written document.

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.
**PENALTY POINT CHECKLIST**

In addition to the Written Entry Guidelines, participants must observe all of the standards on the Penalty Point 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.

- Only visual aids that can be easily hand carried to the presentation by the actual participant(s) will be permitted. The participants themselves must set up the visuals. Wheeled carts, moving straps or similar items may not be used to bring visuals into the area. Set up time is included in the total presentation time. Participants must furnish their own materials and equipment. No electrical power or internet connection will be supplied. Alternate power sources such as small generators are not allowed. Sound may be used, as long as the volume is kept at a conversational level.

- 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.
# PUBLIC RELATIONS PROJECT

## 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>
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<tr>
<td>0-1-2-3</td>
<td>4-5-6</td>
<td>7-8</td>
<td>9-10</td>
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</table>

1. One- to three-page description of the project

## CAMPAIGN THEME OR FOCUS

<table>
<thead>
<tr>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
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<tr>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
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</tr>
</tbody>
</table>

2. Statement and description of the issue to be addressed

3. Rationale for selecting the issue

4. Description of the target population

## LOCAL MEDIA/PROMOTIONAL POSSIBILITIES

<table>
<thead>
<tr>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
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<tbody>
<tr>
<td>0-1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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</table>

5. Local print and broadcast media available

6. Other possible promotional activity(ies)

7. Media mix and rationale

## CAMPAIGN ORGANIZATION AND IMPLEMENTATION

<table>
<thead>
<tr>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
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<td>0-1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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</table>

8. Organizational chart/job description

9. Description of the campaign and documentation

10. Estimated impact on the target population

## EVALUATION AND RECOMMENDATIONS

<table>
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<tr>
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<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
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</thead>
<tbody>
<tr>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
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</table>

11. Evaluation of the process

12. Recommendations for future campaigns

## APPEARANCE AND WORD USAGE

<table>
<thead>
<tr>
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<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
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<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
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</tr>
</tbody>
</table>

13. Professional layout, neatness, proper grammar, spelling and word usage

## WRITTEN ENTRY TOTAL POINTS (60)

JUDGE __________
### PUBLIC RELATIONS PROJECT

#### PRESENTATION EVALUATION FORM

<table>
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<tr>
<th>PRESENTATION</th>
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<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>
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<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>
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<table>
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<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 issue to be addressed?</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
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</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>
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<td>2-3</td>
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<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>
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</table>

**PRESENTATION TOTAL POINTS (40)**

<table>
<thead>
<tr>
<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 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

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.

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 10 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 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 Penalty Point 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
   - A bibliography is required. Include a list of the sources of information used in the written document.

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.
**PENALTY POINT CHECKLIST**

In addition to the Written Entry Guidelines, participants must observe all of the standards on the Penalty Point 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.

- Only visual aids that can be easily hand carried to the presentation by the actual participant(s) will be permitted. The participants themselves must set up the visuals. Wheeled carts, moving straps or similar items may not be used to bring visuals into the area. Set up time is included in the total presentation time. Participants must furnish their own materials and equipment. No electrical power or internet connection will be supplied. Alternate power sources such as small generators are not allowed. Sound may be used, as long as the volume is kept at a conversational level.

- 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.
**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>
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<tbody>
<tr>
<td>1. One-page summary of the business model</td>
<td>0-1-2-3 &amp; 4-5</td>
<td>6-7-8-9-10</td>
<td>11-12-13-14-15</td>
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**PROBLEM**

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<tbody>
<tr>
<td>2. List of the top three problems the product/service is addressing</td>
<td>0-1-2-3-4</td>
<td>5-6-7-8</td>
<td>9-10-11</td>
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**CUSTOMER SEGMENTS**

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<tr>
<td>3. Description of target customers</td>
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<td>5-6-7-8</td>
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**UNIQUE VALUE PROPOSITION**

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<tbody>
<tr>
<td>4. Description of the single, clear, compelling message that states why the product/service is different and worth buying</td>
<td>0-1-2-3-4</td>
<td>5-6-7-8</td>
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**SOLUTION**

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<tr>
<td>5. Description of the top three features of the product/service</td>
<td>0-1-2-3-4</td>
<td>5-6-7-8</td>
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**CONCLUSION**

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<tr>
<td>6. Summary of key points and feasibility of the business venture</td>
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<td>5-6-7-8</td>
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**GENERAL**

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<tr>
<td>7. Professional standards (appearance, poise, confidence), presentation technique, effective use of visuals and participation of all</td>
<td>0-1-2-3</td>
<td>4-5-6</td>
<td>7-8</td>
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**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

### 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 Penalty Point 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
   A bibliography is required. Include a list of the sources of information used in the written document.

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.
PENALTY POINT CHECKLIST

In addition to the Written Entry Guidelines, participants must observe all of the standards on the Penalty Point 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.

• Only visual aids that can be easily hand carried to the presentation by the actual participant(s) will be permitted. The participants themselves must set up the visuals. Wheeled carts, moving straps or similar items may not be used to bring visuals into the area. Set up time is included in the total presentation time. Participants must furnish their own materials and equipment. No electrical power or internet connection will be supplied. Alternate power sources such as small generators are not allowed. Sound may be used, as long as the volume is kept at a conversational level.

• 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 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.

### EXECUTIVE SUMMARY

<table>
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<tr>
<th></th>
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<th>MEETS EXPECTATIONS</th>
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<th>JUDGED SCORE</th>
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</thead>
<tbody>
<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>
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### PROBLEM

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<tbody>
<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>
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### CUSTOMER SEGMENTS

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</thead>
<tbody>
<tr>
<td>3. Description of target customers</td>
<td>0-1-2</td>
<td>3-4-5</td>
<td>6-7</td>
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### UNIQUE VALUE PROPOSITION

<table>
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<tbody>
<tr>
<td>4. Description of the single, clear, compelling message that states why the product/service is different and worth buying</td>
<td>0-1-2</td>
<td>3-4-5</td>
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### SOLUTIONS

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<tbody>
<tr>
<td>5. Description of the top three features of the product/service</td>
<td>0-1-2</td>
<td>3-4-5</td>
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### CHANNELS

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<tbody>
<tr>
<td>6. Descriptions of the pathways to customers</td>
<td>0-1-2</td>
<td>3-4-5</td>
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### REVENUE STREAMS

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<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>
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### COST STRUCTURE

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<tbody>
<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>
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### KEY METRICS

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<tbody>
<tr>
<td>9. Explanation of the key activities that must be measured</td>
<td>0-1-2</td>
<td>3-4-5</td>
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### COMPETITIVE ADVANTAGE

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<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>
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### CONCLUSION

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<td>11. Specific request for financing, summary of key points supporting the financial request</td>
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### TOTAL POINTS (100)

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### LESS PENALTY POINTS

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### TOTAL SCORE

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JUDGE __________
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

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 20 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 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.

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 Penalty Point 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
A bibliography is required. Include a list of the sources of information used in the written document.

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.
**PENALTY POINT CHECKLIST**

In addition to the Written Entry Guidelines, participants must observe all of the standards on the Penalty Point 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.

- Only visual aids that can be easily hand carried to the presentation by the actual participant(s) will be permitted. The participants themselves must set up the visuals. Wheeled carts, moving straps or similar items may not be used to bring visuals into the area. Set up time is included in the total presentation time. Participants must furnish their own materials and equipment. No electrical power or internet connection will be supplied. Alternate power sources such as small generators are not allowed. Sound may be used, as long as the volume is kept at a conversational level.

- 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>Category</th>
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<tr>
<td>EXECUTIVE SUMMARY</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</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>
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<tr>
<td>PROBLEM</td>
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</tr>
<tr>
<td>2. List of the top three problems the product/service is addressing</td>
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**WRITTEN ENTRY TOTAL POINTS (60)**

JUDGE __________
# DECA

## INDEPENDENT BUSINESS PLAN

### PRESENTATION EVALUATION FORM

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

JUDGE __________
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

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 Penalty Point 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
A bibliography is required. Include a list of the sources of information used in the written document.

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.
PENALTY POINT CHECKLIST
In addition to the Written Entry Guidelines, participants must observe all of the standards on the Penalty Point 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.
• Only visual aids that can be easily hand carried to the presentation by the actual participant(s) will be permitted. The participants themselves must set up the visuals. Wheeled carts, moving straps or similar items may not be used to bring visuals into the area. Set up time is included in the total presentation time. Participants must furnish their own materials and equipment. No electrical power or internet connection will be supplied. Alternate power sources such as small generators are not allowed. Sound may be used, as long as the volume is kept at a conversational level.
• 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 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>
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<td><strong>EXECUTIVE SUMMARY</strong></td>
<td>0-1-2-3</td>
<td>4-5-6</td>
<td>7-8</td>
<td>9-10</td>
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<tr>
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**WRITTEN ENTRY TOTAL POINTS (60)**

**JUDGE** ________
## INTERNATIONAL BUSINESS PLAN

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### PRESENTATION TOTAL POINTS (40)

### WRITTEN ENTRY (60)

### PRESENTATION (40)

### SUBTOTAL (100)

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 20 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 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 Penalty Point 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
   A bibliography is required. Include a list of the sources of information used in the written document.

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.
In addition to the Written Entry Guidelines, participants must observe all of the standards on the Penalty Point 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.
- Only visual aids that can be easily hand carried to the presentation by the actual participant(s) will be permitted. The participants themselves must set up the visuals. Wheeled carts, moving straps or similar items may not be used to bring visuals into the area. Set up time is included in the total presentation time. Participants must furnish their own materials and equipment. No electrical power or internet connection will be supplied. Alternate power sources such as small generators are not allowed. Sound may be used, as long as the volume is kept at a conversational level.
- 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.
# DECA BUSINESS GROWTH PLAN

## 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>
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</thead>
<tbody>
<tr>
<td>1. One- to three-page description of the project</td>
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<td>4-5-6</td>
<td>7-8</td>
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### INTRODUCTION

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<td>3. Description of the products and/or services offered</td>
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### SWOT ANALYSIS

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<td>6. Weaknesses of the business</td>
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<td>7. Opportunities available for the business</td>
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<td>8. Threats to the business</td>
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### FIVE YEAR PLAN TO GROW & EXPAND THE BUSINESS

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<td>9. Expansion opportunities</td>
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<tr>
<td>10. Marketing plan</td>
<td>0-1</td>
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<tr>
<td>11. Demographics of market area</td>
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### FINANCING PLAN

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<td>12. Current financial situation</td>
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<td>13. Capital needed for expansion opportunities</td>
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<td>14. Fixed overhead and cost of operations</td>
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<td>15. Time to achieve profitability</td>
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### CONCLUSION

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### APPEARANCE AND WORD USAGE

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<td>17. Professional layout, neatness, proper grammar, spelling and word usage</td>
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**WRITTEN ENTRY TOTAL POINTS (60)**

JUDGE __________
# BUSINESS GROWTH PLAN

## PRESENTATION EVALUATION FORM

### PRESENTATION

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<th>Exceeds Expectations</th>
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1. Opening presentation; description of the plan; organization, clarity and effectiveness of the presentation

### TO WHAT EXTENT DID THE PARTICIPANTS:

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<tr>
<th>Little/No Value</th>
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2. Create processes for ongoing opportunity recognition
3. Develop plan to invest resources into improving current products or creating new ones
4. Assess risks associated with the venture
5. Determine relationships among total revenue, marginal revenue, output and profit

### PRESENTATION TOTAL POINTS (40)

- Written Entry (60)
- Presentation (40)
- Subtotal (100)

### TOTAL SCORE

JUDGE: __________
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

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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.

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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
A bibliography is required. Include a list of the sources of information used in the written document.

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.
**PENALTY POINT CHECKLIST**

In addition to the Written Entry Guidelines, participants must observe all of the standards on the Penalty Point 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.

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- 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.

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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.
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<td>4-5-6</td>
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1. One-to-three-page description of the business model

## BUSINESS HISTORY, BACKGROUND, AND OBJECTIVES

<table>
<thead>
<tr>
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2. Description of the company, objectives, company successes and challenges and changes in structure

## BUSINESS ENVIRONMENT

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3. Description of how environmental factors may affect the business

## PRODUCTS AND/OR SERVICES

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4. List of and descriptions of the products and/or services offered and plans for changes or additions

## PRESENT MARKET

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5. Description of the present market, growth potential and pricing policy

## COMPETITION

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6. List of the company’s primary competitors in the market and identification of their strengths and weaknesses

## MARKETING PLAN

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<th>EXCEEDS EXPECTATIONS</th>
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7. Description of targeted customers. Description of existing and future marketing techniques

## MANAGEMENT AND ORGANIZATION

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8. Description of the management team, management team development plan, succession plan, and the need for additional personnel

## BUSINESS RESOURCES

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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

## FINANCIAL PLAN AND DATA

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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

## CONCLUSION

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

### WRITTEN ENTRY TOTAL POINTS (60)

JUDGE

---

**DECA**

**FRANCHISE BUSINESS PLAN**

---

**WRITTEN ENTRY EVALUATION FORM**

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

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

JUDGE: __________
The Integrated Marketing Campaign Events provide an opportunity for the participants to demonstrate promotional knowledge and skills needed by marketing personnel.

Participants in the Integrated Marketing Campaign Events will:

• develop an integrated marketing campaign of no more than 45 days in length for a real event, product, or service
• present the campaign in a role-play situation to a prospective client/advertiser

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

CAREER CLUSTERS + DEFINITIONS

The following definitions are used to determine the category of campaign.

Integrated Marketing Campaign—Event includes a campaign that is related to any sports and entertainment event and/or company event. Examples include concerts, festivals, fairs, tournaments, pet adoption day, charity events, etc.

Integrated Marketing Campaign—Product includes a campaign that is related to any hard/soft line retail products including e-commerce. Examples include apparel and accessories, retail products, etc.

Integrated Marketing Campaign—Service includes a campaign that is related to any service or intangible product. Examples may include pet services, golf lessons, health care services, salons, restaurants, amusement parks, etc.

EVENT OVERVIEW

• This event consists of the written document, the cluster exam and the oral presentation. The maximum score for the written entry and presentation evaluation is 100 points. The combined written entry and presentation score 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 campaign 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 10 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 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, 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 Penalty Point 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):
  - INTEGRATED MARKETING CAMPAIGN–EVENT
  - INTEGRATED MARKETING CAMPAIGN–PRODUCT
  - INTEGRATED MARKETING CAMPAIGN–SERVICE
- 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 description of the campaign which should be no more than 45 days in length

II. DESCRIPTION OF THE EVENT, PRODUCT OR SERVICE

III. CAMPAIGN OBJECTIVES

IV. CAMPAIGN TARGET MARKET

V. CAMPAIGN ACTIVITIES AND SCHEDULE
   Include creative samples of marketing pieces suggested

VI. BUDGET
   Detailed projections of actual cost

VII. KEY METRICS

VIII. BIBLIOGRAPHY
   A bibliography is required. Include a list of the sources of information used in the written document.

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.
**PENALTY POINT CHECKLIST**

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

**PRESENTATION GUIDELINES**

- 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 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 campaign.

- Only visual aids that can be easily hand carried to the presentation by the actual participant(s) will be permitted. The participants themselves must set up the visuals. Wheeled carts, moving straps or similar items may not be used to bring visuals into the area. Set up time is included in the total presentation time. Participants must furnish their own materials and equipment. No electrical power or internet connection will be supplied. Alternate power sources such as small generators are not allowed. Sound may be used, as long as the volume is kept at a conversational level.

- 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 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.
## INTEGRATED MARKETING CAMPAIGN EVENTS

**INTEGRATED MARKETING CAMPAIGN—EVENT IMCE**  
**INTEGRATED MARKETING CAMPAIGN—PRODUCT IMCP**  
**INTEGRATED MARKETING CAMPAIGN—SERVICE IMCS**

### WRITTEN ENTRY AND PRESENTATION EVALUATION FORM

<table>
<thead>
<tr>
<th>1. Executive Summary: One-page description provides a clear overview of the campaign</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>0-1-2-3</td>
<td>4-5-6</td>
<td>7-8</td>
<td>9-10</td>
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<table>
<thead>
<tr>
<th>2. The description of the event, product or service, and business is clearly defined</th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
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<tbody>
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<td>4-5</td>
<td>6</td>
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</table>

<table>
<thead>
<tr>
<th>3. Objectives are defined and referenced throughout the campaign</th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
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<td>0-1-2</td>
<td>3-4-5</td>
<td>6</td>
<td>7-8</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>4. The target market is clearly analyzed</th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
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<table>
<thead>
<tr>
<th>5. The campaign activities are realistic, show evidence of marketing knowledge, and are research based</th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
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<td>4-5-6-7</td>
<td>8-9-10</td>
<td>11-12</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Unifying theme is evident in all campaign activities</th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
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</table>

<table>
<thead>
<tr>
<th>7. Provides high-quality appropriate and creative samples of key marketing pieces suggested</th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
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<tbody>
<tr>
<td>0-1-2-3</td>
<td>4-5-6</td>
<td>7-8</td>
<td>9-10</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8. Campaign schedule is cohesive and plan is no more than 45 days long</th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
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<tbody>
<tr>
<td>0-1-2</td>
<td>3-4-5</td>
<td>6</td>
<td>7-8</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9. The budget is realistic for the campaign and all costs that would be incurred have been considered</th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
</thead>
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<td>0-1-2</td>
<td>3-4-5</td>
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<td>7-8</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>10. Key metrics are well thought out and appropriate for the campaign</th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
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<tbody>
<tr>
<td>0-1-2</td>
<td>3-4-5</td>
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<td>7-8</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>11. The campaign shows evidence of creativity and originality</th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
</tr>
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<tbody>
<tr>
<td>0-1-2</td>
<td>3-4-5</td>
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<td>7-8</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>12. The written entry is well-organized, professional, and presented in a logical manner</th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>13. Overall performance: professional appearance, poise, confidence, presentation technique, effective use of visuals, professionalism of participants, participation by each participant</th>
<th>LITTLE/NO VALUE</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>JUDGED SCORE</th>
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<td>0-1</td>
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<td>4</td>
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</table>

<table>
<thead>
<tr>
<th>TOTAL POINTS (100)</th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>LESS PENALTY POINTS</td>
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<td></td>
</tr>
<tr>
<td>TOTAL SCORE</td>
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</tbody>
</table>

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 career categories. This means the evaluation form will be the same for each career category. However, each career category will deliver a sales presentation or consultation for a different product or customer described below in the “Products/Services and Target Customer Descriptions” section.

**2019 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**

Financial Consulting: For 2018-2019 you will assume the role of a financial consultant. A young professional has come to you for advice on setting a monthly budget including recommendations on a savings plan. The young professional’s annual salary is $40,000. The young professional has student loans, wants to live a millennial lifestyle and save for the future. The young professional would like you to make recommendations for a monthly budget.

**Hospitality and Tourism Professional Selling**

Hospitality and Tourism Professional Selling: For 2018-2019 you will assume the role of a sales manager for a convention and visitors bureau of a major city. A potential client is interested in holding its annual conference for 4,000 attendees in your city and is meeting with you to hear about your city’s meeting package. At a minimum, you should discuss convention facilities, hotel package, potential attractions and transportation.

**Professional Selling**

Professional Selling: For 2018-2019 you will assume the role of a sales representative of a security services firm. A general manager of a retail store has scheduled a meeting with you because he/she is seeking a firm to provide security services for the store. The general manager wants to learn about your firm’s services as they relate to security guards, security equipment and alarms, loss prevention strategies and more.
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.

- The participant will organize appropriate information and present a sales presentation or provide consultation to a potential buyer or client.

- 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.

- Only visual aids that can be easily hand carried to the presentation by the actual participant(s) will be permitted. The participants themselves must set up the visuals. Wheeled carts, moving straps or similar items may not be used to bring visuals into the area. Set up time is included in the total presentation time. Participants must furnish their own materials and equipment. No electrical power or internet connection will be supplied. Alternate power sources such as small generators are not allowed. Sound may be used, as long as the volume is kept at a conversational level.

- 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>Task 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>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>
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<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>
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<tr>
<td>8. Prescribed a solution(s) to meet customer/client needs</td>
<td>0-1</td>
<td>2-3-4</td>
<td>5-6</td>
<td>7-8</td>
<td></td>
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<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>
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<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, words were enunciated and pronounced clearly, voice conveyed enthusiasm and volume was appropriate for the situation.</td>
<td>0-1-2</td>
<td>3-4-5</td>
<td>6-7-8</td>
<td>9-10</td>
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<tr>
<td>12. Professional appearance, poise and confidence</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>13. Overall impression</td>
<td>0-1</td>
<td>2-3</td>
<td>4</td>
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</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 4 through December 14, 2018.
- The last day for making transactions in Stock Market Game team portfolios is the day before the end of the session: December 13, 2018.
- 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 26, 2018. 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), Thursday, December 13, 2018. 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 January 11, 2019. After January 11, 2019, 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 10 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 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 Penalty Point 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 10 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
   A bibliography is required. Include a list of the sources of information used in the written document.

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.
PENALTY POINT CHECKLIST
In addition to the Written Entry Guidelines, participants must observe all of the standards on the Penalty Point 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.

• Only visual aids that can be easily hand carried to the presentation by the actual participant(s) will be permitted. The participants themselves must set up the visuals. Wheeled carts, moving straps or similar items may not be used to bring visuals into the area. Set up time is included in the total presentation time. Participants must furnish their own materials and equipment. No electrical power or internet connection will be supplied. Alternate power sources such as small generators are not allowed. Sound may be used, as long as the volume is kept at a conversational level.

• 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.
## WRITTEN ENTRY 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>
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</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>
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<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>
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<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>
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<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>
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<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, banquets/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

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.
ONLINE EVENT OVERVIEW

- The Virtual Business Challenge will contain two (2) International Career Development Conference qualifying rounds. Challenge 1: Tuesday, October 23, 2018, 10:00 a.m. EST through Friday, November 2, 2018, 5:00 p.m. EST. Challenge 2: Tuesday, January 8, 2019, 10:00 a.m. EST through Friday, January 18, 2019, 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 other 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.
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.
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2018-2019 CATALOG

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DRESS FOR SUCCESS

OFFICIAL DECA BLAZER
Ladies & Mens
$80.00

LADIES SIZING CHART

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*If dress size is known please use that rather than guide | Tall in sizes 6-20

MENS SIZING CHART

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Short available in sizes 34-44 | Tall available in sizes 38-50

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$18.00

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$18.00

BOW TIES
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LADIES PROFESSIONAL TUNIC
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MENS POLOS
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LADIES POLOS
$18.00 | S-2XL

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NIKE HEATHERED T-SHIRT
$30.00 | S-2XL

NIKE LEGEND T-SHIRT
$30.00 | S-2XL

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c. GRADUATION STOLES | $12.00
d. ADVISOR PIN | $10.00
e. ASSOCIATION OFFICER PIN | $9.00 | $9.50 with year
f. DISTRICT OFFICER PIN | $9.00 | $9.50 with year
g. CHAPTER OFFICER PIN | $9.00 | $9.50 with year
h. PRESENTATION PIN | $4.00

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ASSOCIATION RECOGNITION CERTIFICATES
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COMPETITIVE EVENTS RECOGNITION CERTIFICATES
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NOTECARDS
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CERTIFICATE HOLDER
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c. PROUD PARENT CAR MAGNET | $5.00
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f. WOODEN PENCILS | $3.00 by dozen
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h. BLUE SATIN LANYARD | $5.00

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  - $10.00

- **2018 ICDC EXAM BOOKLET**
  - $10.00

- **2018 WRITTEN EVENT WINNERS**
  - $10.00

- **PERSONAL FINANCIAL LITERACY EVENT PREPARATION MATERIALS**
  - $15.00
PRINCIPLES OF BUSINESS ADMINISTRATION EVENT PREPARATION MATERIALS
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