



# FOOD MARKETING

ROLE-PLAYS USED IN DECA'S  
**INDIVIDUAL SERIES EVENTS**



**2018**



# FOOD MARKETING SERIES

---

## 2018 ROLE-PLAYS

### **INCLUDES:**

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

ROLE-PLAY 1: MARKETING

ROLE-PLAY 2: CUSTOMER RELATIONS

ROLE-PLAY 3: PRODUCT/SERVICE MANAGEMENT



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

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

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

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

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

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

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

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

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

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

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

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

### **STEP 3: START ORGANIZING SAMPLE EVENTS.**

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

### **STEP 4: USE SAMPLE EVENTS AS A CLASSROOM ACTIVITY.**

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

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

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

### **ADDITIONAL RESOURCES**

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



## **CAREER CLUSTER**

Marketing

## **CAREER PATHWAY**

Marketing Management

## **INSTRUCTIONAL AREA**

Marketing

# **FOOD MARKETING SERIES EVENT**

## **PARTICIPANT INSTRUCTIONS**

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

## **21<sup>st</sup> CENTURY SKILLS**

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

## **PERFORMANCE INDICATORS**

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

## **EVENT SITUATION**

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

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

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

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

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

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

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

# **JUDGE'S INSTRUCTIONS**

## **DIRECTIONS, PROCEDURES AND JUDGE'S ROLE**

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

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

## **JUDGE ROLE-PLAY CHARACTERIZATION**

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

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

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

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

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

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

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

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

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

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

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

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

# JUDGE'S EVALUATION INSTRUCTIONS

## Evaluation Form Information

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

## Evaluation Form Interpretation

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

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



**FOOD MARKETING SERIES, 2018**

Participant: \_\_\_\_\_

**JUDGE'S EVALUATION FORM**

I.D. Number: \_\_\_\_\_

**INSTRUCTIONAL AREA**

Marketing

Did the participant:

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



## **CAREER CLUSTER**

Marketing

## **CAREER PATHWAY**

Marketing Management

## **INSTRUCTIONAL AREA**

Customer Relations

# **FOOD MARKETING SERIES EVENT**

## **PARTICIPANT INSTRUCTIONS**

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

## **21<sup>st</sup> CENTURY SKILLS**

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

## **PERFORMANCE INDICATORS**

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

## EVENT SITUATION

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

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

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

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

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

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

# **JUDGE'S INSTRUCTIONS**

## **DIRECTIONS, PROCEDURES AND JUDGE'S ROLE**

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

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

## **JUDGE ROLE-PLAY CHARACTERIZATION**

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

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

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

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

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

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

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

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

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

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

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

# JUDGE'S EVALUATION INSTRUCTIONS

## Evaluation Form Information

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

## Evaluation Form Interpretation

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

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



**FOOD MARKETING SERIES, 2018**

Participant: \_\_\_\_\_

**JUDGE'S EVALUATION FORM**

I.D. Number: \_\_\_\_\_

**INSTRUCTIONAL AREA**

Customer Relations

Did the participant:

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



## **CAREER CLUSTER**

Marketing

## **CAREER PATHWAY**

Marketing Management

## **INSTRUCTIONAL AREA**

Product/Service Management

# **FOOD MARKETING SERIES EVENT**

## **PARTICIPANT INSTRUCTIONS**

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

## **21<sup>st</sup> CENTURY SKILLS**

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

## **PERFORMANCE INDICATORS**

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

## **EVENT SITUATION**

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

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

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

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

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

# **JUDGE'S INSTRUCTIONS**

## **DIRECTIONS, PROCEDURES AND JUDGE'S ROLE**

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

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

## **JUDGE ROLE-PLAY CHARACTERIZATION**

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

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

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

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

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

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

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

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

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

# JUDGE'S EVALUATION INSTRUCTIONS

## Evaluation Form Information

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

## Evaluation Form Interpretation

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

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



**FOOD MARKETING SERIES, 2018**

Participant: \_\_\_\_\_

**JUDGE'S EVALUATION FORM**

I.D. Number: \_\_\_\_\_

**INSTRUCTIONAL AREA**

Product/Service Management

Did the participant:

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



**\$8.00** | 18RPH06