



RETAIL MERCHANDISING

ROLE-PLAYS USED IN DECA'S
INDIVIDUAL SERIES EVENTS



2018



RETAIL MERCHANDISING SERIES

2018 ROLE-PLAYS

INCLUDES:

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

ROLE-PLAY 1: ECONOMICS

ROLE-PLAY 2: MARKET PLANNING

ROLE-PLAY 3: MARKETING



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. 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. 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 shopdeca.org.



CAREER CLUSTER

Marketing

CAREER PATHWAY

Merchandising

INSTRUCTIONAL AREA

Emotional Intelligence

RETAIL MERCHANDISING SERIES EVENT

PARTICIPANT INSTRUCTIONS

- The event will be presented to you through your reading of the 21st 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.

21st 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. Identify career opportunities in retailing.
2. Discuss the impact of a nation's unemployment rate.
3. Motivate team members.
4. Recognize/reward others for their efforts and contributions.
5. Develop an achievement orientation.

EVENT SITUATION

You are to assume the role of director of employee management for HANDY MART, a discount retailer with over 1,500 stores. The senior vice president (judge) has asked you to determine how the chain can recruit seasonal holiday employees and keep them motivated to provide quality work without a monetary incentive.

HANDY MART is expected to hire approximately 100,000 seasonal employees for the holiday season. Many other retailers will be hiring seasonal employees as well, so the job market is hot, especially given the nation's 4.2% unemployment rate.

In years past, HANDY MART has hired seasonal employees to work November 1st through January 15th in the physical store locations. In the last several years, HANDY MART has also hired seasonal employees to work November 1st through January 31st in the warehouses and shipping facilities, due to the increasing use of home delivery and ship-to-store. Seasonal employees working in stores make \$1.00 higher than minimum wage and seasonal employees working in the warehouse or shipping facilities make \$3.00 higher than minimum wage.

Seasonal employees are not given the exact same goals as permanent employees, but do have specific jobs that must be done each day, and done well. HANDY MART has not had great success in motivating seasonal employees to meet daily goals, because they do not offer any incentives for seasonal employees to achieve daily goals. There is absolutely no room in the budget to award monetary bonuses or incentives to seasonal employees.

The senior vice president (judge) feels that seasonal employees could easily transition into permanent employees if they prove themselves to be valuable and goal-oriented. The senior vice president (judge) has asked you to determine how HANDY MART can reward seasonal employees that meet goals, without financial compensation. The senior vice president (judge) wants you to consider both in-store seasonal employees and warehouse and shipping seasonal employees. The senior vice president (judge) wants to use your seasonal employee incentives/rewards in job postings for recruitment purposes.

You will meet with the senior vice president (judge) in a role-play to take place in the vice president's (judge's) office. The senior vice president (judge) will begin the role-play by greeting you and asking to hear your ideas. After you have met with the senior vice president (judge) and have answered the vice president's (judge's) questions, the senior vice 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. 21st 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 director of senior vice president for HANDY MART, a discount retailer with over 1,500 stores. You have asked the director of employee management (participant) to determine how the chain can recruit seasonal holiday employees and keep them motivated to provide quality work without a monetary incentive.

HANDY MART is expected to hire approximately 100,000 seasonal employees for the holiday season. Many other retailers will be hiring seasonal employees as well, so the job market is hot, especially given the nation's 4.2% unemployment rate.

In years past, HANDY MART has hired seasonal employees to work November 1st through January 15th in the physical store locations. In the last several years, HANDY MART has also hired seasonal employees to work November 1st through January 31st in the warehouses and shipping facilities, due to the increasing use of home delivery and ship-to-store. Seasonal employees working in stores make \$1.00 higher than minimum wage and seasonal employees working in the warehouse or shipping facilities make \$3.00 higher than minimum wage.

Seasonal employees are not given the exact same goals as permanent employees, but do have specific jobs that must be done each day, and done well. HANDY MART has not had great success in motivating seasonal employees to meet daily goals, because they do not offer any incentives

for seasonal employees to achieve daily goals. There is absolutely no room in the budget to award monetary bonuses or incentives to seasonal employees.

You feel that seasonal employees could easily transition into permanent employees if they prove themselves to be valuable and goal-oriented. You have asked the director of employee management (participant) to determine how HANDY MART can reward seasonal employees that meet goals, without financial compensation. You want the director of employee management (participant) to consider both in-store seasonal employees and warehouse and shipping seasonal employees. You want to use the director of employee management's (participant's) seasonal employee incentives/rewards in job postings for recruitment purposes.

The participant will meet with you to discuss ideas in a role-play to take place in your office. You will begin the role-play by greeting the participant and asking to hear ideas.

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

1. If seasonal employment begins on November 1st, when should we promote the job openings?
2. How can each HANDY MART store promote the need for seasonal employees?
3. Will seasonal workers that start work later in the season still be eligible for incentives?

Once the director of employee management (participant) has discussed the seasonal employee incentives and has answered your questions, you will conclude the role-play by thanking the director of employee management (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.

Level of Evaluation	Interpretation Level
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 th 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 th 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 th percentile of business personnel performing this performance indicator.



RETAIL MERCHANDISING SERIES, 2018

Participant: _____

JUDGE'S EVALUATION FORM

I.D. Number: _____

INSTRUCTIONAL AREA

Emotional Intelligence

Did the participant:

Did the participant:		Little/No Value	Below Expectations	Meets Expectations	Exceeds Expectations	Judged Score
PERFORMANCE INDICATORS						
1.	Identify career opportunities in retailing?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
2.	Discuss the impact of a nation's unemployment rate?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
3.	Motivate team members?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
4.	Recognize/reward others for their efforts and contributions?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
5.	Develop an achievement orientation?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
21st CENTURY SKILLS						
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	
TOTAL SCORE						



CAREER CLUSTER

Marketing

CAREER PATHWAY

Merchandising

INSTRUCTIONAL AREA

Product/Service Management

RETAIL MERCHANDISING SERIES EVENT

PARTICIPANT INSTRUCTIONS

- The event will be presented to you through your reading of the 21st 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.

21st 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. Identify the importance of product life cycles on marketing decisions.
2. Plan reductions.
3. Plan stock.
4. Determine when to buy/reorder.
5. Develop a promotional calendar.

EVENT SITUATION

You are to assume the role of director of merchandising for HALF TIME, a retail chain that sells athletic shoes and other related products. The senior vice president of the chain (judge) has asked you to determine how the chain can influence back-to-school shoppers to purchase a backpack from HALF TIME.

A recent report from NATIONAL RETAIL FEDERATION states that back-to-school shoppers' biggest splurges are fashion sneakers and backpacks. Over 70% of students will purchase a brand-new backpack this year, regardless if a new one is needed. Executives at HALF TIME are intrigued by this report; while the chain is known for the extensive inventory of fashion and athletic sneakers, it also sells backpacks.

While the back-to-school shopping season is the busiest season for HALF TIME, the focus has always been on the shoes. The stores only display 20 backpacks, all hanging from perimeter walls near the back of the store. Each HALF TIME store maintains a total inventory of 35 total backpacks, regardless of the season. HALF TIME has never promoted or featured backpacks; that attention has always been placed on the shoes, which account for the vast majority of the chain's sales.

The senior vice president (judge) wants to take advantage of back-to-school shoppers' biggest splurges and not only provide top quality athletic and fashion sneakers, but also provide and promote backpacks as well.

The senior vice president (judge) wants you to use the calendar provided to plan for the back-to-school season and HALF TIME'S effort to promote its backpacks. The senior vice president (judge) wants you to determine:

- Quantity of backpacks stores should have in inventory prior to back-to-school season, providing both number and date for inventory in stores.
- The quantity at which stores should reorder and how many backpacks should be in each reorder
- Timing of sales/reductions throughout the back-to-school season, keeping in mind that shoppers are willing to splurge on backpacks.
- Quantity of backpacks stores should maintain during off-season.

You will meet with the senior vice president (judge) to discuss backpacks in a role-play to take place in the vice president's (judge's) office. The senior vice president (judge) will begin the role-play by greeting you and asking to hear your ideas. After you have met with the senior vice president (judge) and have answered the vice president's (judge's) questions, the senior vice president (judge) will conclude the role-play by thanking you for your work.

July 2018

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August 2018

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September 2018

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3 Labor Day	4	5	6	7	8
9	10	11	12	13	14	15

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. 21st 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 senior vice president for HALF TIME, a retail chain that sells athletic shoes and other related products. You have asked the director of merchandising (participant) to determine how the chain can influence back-to-school shoppers to purchase a backpack from HALF TIME.

A recent report from NATIONAL RETAIL FEDERATION states that back-to-school shoppers' biggest splurges are fashion sneakers and backpacks. Over 70% of students will purchase a brand-new backpack this year, regardless if a new one is needed. Executives at HALF TIME are intrigued by this report; while the chain is known for the extensive inventory of fashion and athletic sneakers, it also sells backpacks.

While the back-to-school shopping season is the busiest season for HALF TIME, the focus has always been on the shoes. The stores only display 20 backpacks, all hanging from perimeter walls near the back of the store. Each HALF TIME store maintains a total inventory of 35 total backpacks, regardless of the season. HALF TIME has never promoted or featured backpacks; that attention has always been placed on the shoes, which account for the vast majority of the chain's sales.

You want to take advantage of back-to-school shoppers' biggest splurges and not only provide top quality athletic and fashion sneakers, but also provide and promote backpacks, as well.

You want the director of merchandising (participant) to use the calendar provided to plan for the back-to-school season and HALF TIME'S effort to promote its backpacks. You want the director of merchandising (participant) to determine:

- Quantity of backpacks stores should have in inventory prior to back-to-school season, providing both number and date for inventory in stores.
- The quantity at which stores should reorder and how many backpacks should be in each reorder
- Timing of sales/reductions throughout the back-to-school season, keeping in mind shoppers are willing to splurge on backpacks.
- Quantity of backpacks stores should maintain during off-season.

The participant will meet with you to discuss ideas in a role-play to take place in your office. You will begin the role-play by greeting the participant and asking to hear ideas.

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

1. Are there any other times during the year that people might purchase a new backpack?
2. What happens if stores are left with a lot of extra inventory at the end of the back-to-school season?
3. Who are our biggest competitors when it comes to backpack sales? Why?

Once the director of merchandising (participant) has discussed the backpack promotion 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.

Level of Evaluation	Interpretation Level
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 th 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 th 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 th percentile of business personnel performing this performance indicator.



RETAIL MERCHANDISING 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
PERFORMANCE INDICATORS						
1.	Identify the importance of product life cycles on marketing decisions?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
2.	Plan reductions?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
3.	Plan stock?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
4.	Determine when to buy/reorder?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
5.	Develop a promotional calendar?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
21st CENTURY SKILLS						
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	
TOTAL SCORE						



CAREER CLUSTER

Marketing

CAREER PATHWAY

Merchandising

INSTRUCTIONAL AREA

Operations

RETAIL MERCHANDISING SERIES EVENT

PARTICIPANT INSTRUCTIONS

- The event will be presented to you through your reading of the 21st 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.

21st 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. Discuss the role of ethics in operations.
2. Maintain a safe work environment.
3. Allocate merchandise to stores/regions.
4. Explain the nature of effective communications.
5. Make decisions.

EVENT SITUATION

You are to assume the role of district manager for STATION EXPRESS, a chain of 24-hour convenience stores. You manage a dozen locations in the district. The senior vice president of the chain (judge) has asked you to create a plan for your stores that are located in a voluntary evacuation area due to a possible hurricane.

STATION EXPRESS is a typical convenience store, stocked with snacks, beverages, hot prepared food, newspapers, magazines, and small grocery and household items. STATION EXPRESS does not sell gasoline, but does have a small supply of automobile products such as windshield wiper fluid, windshield wiper blades and motor oil.

Six of the twelve STATION EXPRESS stores in your district are located on or near the coast. The other six locations are 200-300 miles inland. The weather service has been following a potential hurricane as it heads toward the coast. Currently, it is not a hurricane. The weather pattern began as Tropical Depression Pat but has now gained strength and is Tropical Storm Pat. Meteorologists are predicting that when Pat reaches the coast, it will hit as a Category 1 or Category 2 Hurricane. Pat is predicted to reach the coast in three days. There is a voluntary evacuation in place.

Executives at STATION EXPRESS want to provide service to all customers in the path of the storm. It is known that water and grocery items will be in high demand in those areas. Executives also want to ensure the utmost safety of customers, employees and their families.

The senior vice president (judge) wants you to decide what measures need to be taken to ensure the six STATION EXPRESS stores in Pat's path have appropriate supplies of bottled water and other necessities. You may move products among the twelve stores in your district. The senior vice president (judge) also wants you to determine how each location can maintain a safe work environment. Specifically, the senior vice president (judge) wants you to determine:

- How to manage staff that want to voluntarily evacuate from the coastal areas
- How to manage store managers that want to voluntarily evacuate from the coastal areas
- At what point to close all six coastal stores
- How to communicate store closings to employees and the public

You will meet with the senior vice president (judge) to discuss the potential hurricane in a role-play to take place in the vice president's (judge's) office. The senior vice president (judge) will begin the role-play by greeting you and asking to hear your ideas. After you have met with the senior vice president (judge) and have answered the vice president's (judge's) questions, the senior vice 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. 21st 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 senior vice president for STATION EXPRESS, a chain of 24-hour convenience stores. You have asked a district manager (participant), that manages a dozen stores, to create a plan for the stores in the district that are located in a voluntary evacuation area due to a possible hurricane.

STATION EXPRESS is a typical convenience store, stocked with snacks, beverages, hot prepared food, newspapers, magazines, and small grocery and household items. STATION EXPRESS does not sell gasoline, but does have a small supply of automobile products such as windshield wiper fluid, windshield wiper blades and motor oil.

Six of the twelve STATION EXPRESS stores in the district manager's (participant's) district are located on or near the coast. The other six locations are 200-300 miles inland. The weather service has been following a potential hurricane as it heads toward the coast. Currently, it is not a hurricane. The weather pattern began as Tropical Depression Pat but has now gained strength and is Tropical Storm Pat. Meteorologists are predicting that when Pat reaches the coast, it will hit as a Category 1 or Category 2 Hurricane. Pat is predicted to reach the coast in three days. There is a voluntary evacuation in place.

Executives at STATION EXPRESS want to provide service to all customers in the path of the storm. It is known that water and grocery items will be in high demand in those areas. Executives also want to ensure the utmost safety of customers, employees and their families.

You want the district manager (participant) to decide what measures need to be taken to ensure the six STATION EXPRESS stores in Pat's path have appropriate supplies of bottled water and other necessities. The district manager (participant) may move products among the twelve stores in the district. You also want the district manager (participant) to determine how each location can maintain a safe work environment. Specifically, you want the district manager (participant) to determine:

- How to manage staff that want to voluntarily evacuate from the coastal areas
- How to manage store managers that want to voluntarily evacuate from the coastal areas
- At what point to you close all six coastal stores
- How to communicate store closings to employees and the public

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

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

1. Should the major decisions be up to you or each store manager?
2. Is it ethical to mark up the price of bottled water if the demand will increase as Tropical Storm Pat approaches the district?

Once the district manager (participant) has discussed the hurricane plan and has answered your questions, you will conclude the role-play by thanking the district manager (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.

Level of Evaluation	Interpretation Level
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 th 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 th 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 th percentile of business personnel performing this performance indicator.



RETAIL MERCHANDISING SERIES, 2018

Participant: _____

JUDGE'S EVALUATION FORM

I.D. Number: _____

INSTRUCTIONAL AREA

Operations

Did the participant:

		Little/No Value	Below Expectations	Meets Expectations	Exceeds Expectations	Judged Score
PERFORMANCE INDICATORS						
1.	Discuss the role of ethics in operations?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
2.	Maintain a safe work environment?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
3.	Allocate merchandise to stores/regions?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
4.	Explain the nature of effective communications?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
5.	Make decisions?	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
21st CENTURY SKILLS						
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	
TOTAL SCORE						



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