DECA

SET OF ALL CASE STUDIES

CASE STUDIES USED IN DECA'S

TEAM DECISION MAKING EVENTS

2018

BUSINESS LAW AND ETHICS

CASE STUDIES USED IN DECA'S
TEAM DECISION MAKING EVENTS

2018

BUSINESS LAW + ETHICS TEAM DECISION MAKING

2018 CASE STUDIES

INCLUDES:

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

SAMPLE CASE STUDY 1: ECONOMICS

SAMPLE CASE STUDY 2: EMOTIONAL INTELLIGENCE

SAMPLE CASE STUDY 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
Business Management and Administration

INSTRUCTIONAL AREA
Economics

BUSINESS LAW AND ETHICS
TEAM DECISION MAKING EVENT

PARTICIPANT INSTRUCTIONS

- The event will be presented to you through your reading of the 21st Century Skills, Performance Indicators and Case Study Situation. You will have up to 30 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), followed by up to 5 minutes to answer the judge's questions. All members of the team must participate in the presentation, as well as answer the questions.
- 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 and Collaboration – Communicate clearly and show evidence of collaboration.
- Creativity and Innovation – Show evidence of creativity.

PERFORMANCE INDICATORS

- Explain the types of economic systems.
- Determine factors affecting business risk.
- Explain the principles of supply and demand.
- Explain the nature of business ethics.
- Recognize and respond to ethical dilemmas.
- Explain ethical considerations in providing information.
- Explain information privacy, security, and confidentiality considerations in business.

CASE STUDY SITUATION

You are to assume the roles of marketplace director and senior vice president for ETOWN, a company that manages ETOWN.COM, an online auction website. The CEO of the company (judge) has asked you to analyze cyberscalping claims and determine how the company should handle the accusations and requests for information.

ETOWN.COM is a popular online shopping website that provides customers the option to both buy and sell goods on its site. Users of the website must register with an email address, phone number and physical address in order to buy or sell merchandise. Users must electronically agree to the terms of services for ETOWN prior to using the website. ETOWN promises confidentiality, keeping all user information private.

To sell an item on ETOWN, the seller posts item information along with a photograph. Typically, an item is listed for three to five days on the online marketplace. The seller must identify shipping charges, but allows interested buyers to bid on the purchase price. If the item is popular, the bids increase, raising the price. This process allows the seller to receive the maximum price buyers are willing to pay for the item. ETOWN receives a percentage of all purchase prices.

The company has been successful since its launch in 1995 and has had few very issues with buyers and sellers up until recently. New computer programs have been developed that are being used to make mass online purchases. A tech-savvy person with access to the sophisticated program is able to purchase large quantities of the same item online, completely selling out popular items. For example, a new gaming system was introduced this past spring. The gaming system sold out in minutes, most being sold to people using the program. In turn, those items were then being listed on ETOWN with extremely high bids. An $80.00 gaming system was sold for $13,000 on ETOWN. This process is called cyberscalping.

Cyberscalping is most rampant during the holiday season. Parents are looking to purchase popular toys and stores sell out quickly. A popular dollhouse that retails for $299.00 has winning ETOWN bids of $1,700. A toddler toy that retails for $49.99 has winning ETOWN bids of over $250.00. All due to cyberscalpers quickly purchasing all retail inventory.

In 2016, Congress passed the Better Online Ticket Sales Act which prohibits cyberscalping, but the legislation only applies to ticket sales, not toys or other products. The legislation was passed to save consumers money and frustration.

With information about cyberscalping and inflated prices of items on ETOWN surfacing, many frustrated parents and lawmakers are speaking out. People are upset that families are being taken advantage of during the holiday season and cannot afford to purchase toys that are reasonably priced in stores, due to cyberscalping.

Lawmakers have now started lashing out at ETOWN. Company privacy policies keep all user information confidential, unless criminal activity is suspected. Since there is no current legislation that applies to cyberscalping toys or products, ETOWN will not release user information to consumer watchdog groups. Lawmakers feel ETOWN is acting unethically. Since ETOWN has access to user information, they could stop cyberscalper sellers from using ETOWN to sell the scalped merchandise. Lawmakers feel ETOWN is also at fault since the company earns a percentage of the purchase price.

Executives at ETOWN are unsure how to proceed. No laws are being broken. If ETOWN users are willing to place high bids on popular items and pay increased prices that is up to the buyer. Nobody is forcing buyers to pay exorbitant prices.

The CEO of ETOWN (judge) has asked your team to analyze the situation and decide how to proceed. The CEO (judge) wants a full analysis of the following in your presentation:

- The economic system
- Supply and demand
- ETOWN's confidentiality agreements
- Business risks associated with acting or not acting to stop cyberscalping
- Final recommendation and best method for communicating ETOWN's decision

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

JUDGE'S INSTRUCTIONS

You are to assume the role of CEO for ETOWN, a company that manages ETOWN.COM, an online auction website. You have asked the marketplace director and senior vice president (participant team) to analyze cyberscalping claims and determine how the company should handle the accusations and requests for information.

ETOWN.COM is a popular online shopping website that provides customers the option to both buy and sell goods on its site. Users of the website must register with an email address, phone number and physical address in order to buy or sell merchandise. Users must electronically agree to the terms of service for ETOWN prior to using the website. ETOWN promises confidentiality, keeping all user information private.

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With information about cyberscalping and inflated prices of items on ETOWN surfacing, many frustrated parents and lawmakers are speaking out. People are upset that families are being taken advantage of during the holiday season and cannot afford to purchase toys that are reasonably priced in stores, due to cyberscalping.

Lawmakers have now started lashing out at ETOWN. Company privacy policies keep all user information confidential, unless criminal activity is suspected. Since there is no current legislation that applies to cyberscalping toys or products, ETOWN will not release user information to consumer watchdog groups. Lawmakers feel ETOWN is acting unethically. Since ETOWN has access to user information, they could stop cyberscalper sellers from using ETOWN to sell the scalped merchandise. Lawmakers feel ETOWN is also at fault since the company earns a percentage of the purchase price.

Executives at ETOWN are unsure how to proceed. No laws are being broken. If ETOWN users are willing to place high bids on popular items and pay increased prices that is up to the buyer. Nobody is forcing buyers to pay exorbitant prices.

You have asked the marketplace director and senior vice president (participant team) to analyze the situation and decide how to proceed. You want a full analysis of the following in the presentation:

- The economic system
- Supply and demand
- ETOWN's confidentiality agreements
- Business risks associated with acting or not acting to stop cyberscalping
- Final recommendation and best method for communicating ETOWN's decision

The marketplace director and senior vice president (participant team) will present an analysis and recommendation to you in a meeting to take place in your office. You will begin the meeting by greeting the marketplace director and senior vice president (participant team) and asking to hear about their analysis.

After the marketplace director and senior vice president (participant team) have presented the analysis and recommendation you are to ask the following questions of each participant team:

1. Do you think it is important that we address cyberscalping on our website or in an email to our users?

2. If the laws change and cyberscalping products becomes illegal, how can we tell the difference between supply and demand and cyberscalping?

Once the marketplace director and senior vice president (participant team) have answered your questions, you will conclude the meeting by thanking them for their work. You are not to make any comments after the event is over except to thank the participants.

JUDGING THE PRESENTATION

Team members, assuming the role of a management team for the business represented, will analyze a case situation related to the chosen occupational area. The team will make decisions regarding the situation, and then make an oral presentation to the judge. The role of the judge is that of an executive for the business.

Participants will be evaluated according to the Evaluation Form.

Please place the name and identification number label on the Scantron sheet (unless it has already been done for you).

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 their analysis, their decisions and the rationale behind the decisions. Allow the teams to complete this portion without interruption, unless you are asked to respond.

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

After the questioning period, please thank the team and state that they will be notified of your decision soon. Then complete the Evaluation Form, making sure to record a score for all categories. The maximum score for the evaluation is 100 points. The presentation will be weighted at twice (2 times) the value of the exam scores.

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

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

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

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

We hope you are impressed by the quality of the work of these potential managers. If you have any suggestions for improving the event, please mention them to your series director.

We thank you for your help.

BUSINESS LAW AND ETHICS TEAM DECISION MAKING, 2018

JUDGE'S EVALUATION FORM

INSTRUCTIONAL AREA
Economics

Participant: ______________________________

Participant: ______________________________

I.D. Number: ______________________________

Did the participant team:		Little/No Value	Below Expectations	Meets Expectations	Exceeds Expectations	Judged Score
PERFORMANCE INDICATORS						
1.	Explain the types of economic systems?	0-1-2-3	4-5-6	7-8	9-10	
2.	Determine factors affecting business risk?	0-1-2-3	4-5-6	7-8	9-10	
3.	Explain the principles of supply and demand?	0-1-2-3	4-5-6	7-8	9-10	
4.	Explain the nature of business ethics?	0-1-2-3	4-5-6	7-8	9-10	
5.	Recognize and respond to ethical dilemmas?	0-1-2-3	4-5-6	7-8	9-10	
6.	Explain ethical considerations in providing information?	0-1-2-3	4-5-6	7-8	9-10	
7.	Explain information privacy, security, and confidentiality considerations in business?	0-1-2-3	4-5-6	7-8	9-10	
21st CENTURY SKILLS						
8.	Reason effectively and use systems thinking?	0-1	2-3	4	5-6	
9.	Make judgments and decisions, and solve problems?	0-1	2-3	4	5-6	
10.	Communicate clearly and show evidence of collaboration?	0-1	2-3	4	5-6	
11.	Show evidence of creativity?	0-1	2-3	4	5-6	
12.	Overall impression and responses to the judge's questions	0-1	2-3	4	5-6	
					TOTAL SCORE	

CAREER CLUSTER
Business Management and Administration

INSTRUCTIONAL AREA
Emotional Intelligence

BUSINESS LAW AND ETHICS
TEAM DECISION MAKING EVENT

PARTICIPANT INSTRUCTIONS

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- 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 and Collaboration – Communicate clearly and show evidence of collaboration.
- Creativity and Innovation – Show evidence of creativity.

PERFORMANCE INDICATORS

- Describe the impact of a person's social media brand on the achievement of organizational objectives.
- Determine factors affecting business risk.
- Demonstrate connections between company actions and results.
- Recognize and respond to ethical dilemmas.
- Explain the nature of effective communications.
- Explain ethical considerations in providing information.
- Demonstrate fairness.

CASE STUDY SITUATION

You are to assume the roles of director of marketing and director of brand management for CELEBRATION RESORTS, a chain of hospitality resorts with two domestic locations and five international locations. The senior vice president (judge) has asked you to analyze the final product of a hired social influencer and determine how the company should proceed.

CELEBRATION RESORTS offer all-inclusive holidays at each of their locations. While some of the activities and services vary by location, each resort provides all-inclusive food, beverages and activities for its guests. Most resorts are located on coastlines with private access to beaches, multiple swimming pools, restaurants, lounges, fitness centers, spas and children's centers.

The newest property to open is CELEBRATION RESORT – *Beach Town*. This new property is the largest of all CELEBRATION RESORT properties and offers the most services, amenities and activities. In anticipation of the grand opening of CELEBRATION RESORT – *Beach Town*, executives hired a popular social influencer to spend three nights at the new hotel and review the experience online.

The social influencer is Sam Powers, a 26-year old with a vlog on YouTube that has 2 million subscribers. Powers' YouTube channel highlights what is hip and trendy and is marketed toward young Millennials. Brands that have been mentioned on Sam Powers' channel have seen their profits soar or decline, depending on her review.

In CELEBRATION RESORTS' contract with Sam Powers, the social media star was paid $5,000 up front and another $5,000 when the final products were delivered. CELEBRATION RESORTS provided Powers with air transportation for two to Beach Town, three nights lodging at the new resort and all expenses, taxes, fees and tips included.

The contract stated that Powers must dine at two of the resort restaurants and participate in two of the resort activities and provide reviews. The reviews would be included in her vlog on YouTube and on the CELEBRATION RESORTS' YouTube channel. Sam Powers would also be responsible for writing a blog of her experiences to be featured on the CELEBRATION RESORTS' website with links on all CELEBRATION RESORTS social media.

After spending three nights at the new resort, Sam Powers recorded a vlog and wrote a blog about the experience and sent it to the senior vice president (judge). The vlog and blog were full of negative comments about the resort: ugly lobby, slow elevators, off-brand bathroom shampoo, rough bed linens, poorly decorated rooms and uncomfortable beach chairs. Only one out of the two restaurants reviewed received highly positive affirming remarks. Thankfully, both activities Sam Powers participated in received positive reviews. It is up to CELEBRATION RESORTS to decide when all of the content will go live.

The senior vice president (judge) is worried about the negative publicity Sam Powers' reviews will give the new resort and the CELEBRATION RESORTS brand. The senior vice president (judge) wants your team to analyze the information and make a recommendation on how to proceed.

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

JUDGE'S INSTRUCTIONS

You are to assume the role of senior vice president of CELEBRATION RESORTS, a chain of hospitality resorts with two domestic locations and five international locations. You have asked the director of marketing and director of brand management (participant team) to analyze the final product of a hired social influencer and determine how the company should proceed.

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After spending three nights at the new resort, Sam Powers recorded a vlog and wrote a blog about the experience and sent it to you. The vlog and blog were full of negative comments about the resort: ugly lobby, slow elevators, off-brand bathroom shampoo, rough bed linens, poorly decorated rooms and uncomfortable beach chairs. Only one out of the two restaurants reviewed received highly positive affirming remarks. Thankfully, both activities Sam Powers participated in received positive reviews. It is up to CELEBRATION RESORTS to decide when all of the content will go live.

You are worried about the negative publicity Sam Powers' reviews will give the new resort and the CELEBRATION RESORTS brand. You want the director of marketing and director of brand management (participant team) to analyze the information and make a recommendation on how to proceed.

The director of marketing and director of brand management (participant team) will present an analysis and recommendation to you in a meeting to take place in your office. You will begin the meeting by greeting the director of marketing and director of brand management (participant team) and asking to hear about their recommendation.

After the director of marketing and director of brand management (participant team) have presented the recommendations, you are to ask the following questions of each participant team:

1. What are possible negative consequences to your recommendation?

2. How can we use Sam Powers' negative reviews to our advantage?

Once the director of marketing and director of brand management (participant team) have answered your questions, you will conclude the meeting by thanking them for their work.

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

JUDGING THE PRESENTATION

Team members, assuming the role of a management team for the business represented, will analyze a case situation related to the chosen occupational area. The team will make decisions regarding the situation, and then make an oral presentation to the judge. The role of the judge is that of an executive for the business.

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BUSINESS LAW AND ETHICS TEAM DECISION MAKING, 2018

JUDGE'S EVALUATION FORM

Participant: ______________________________

Participant: ______________________________

I.D. Number: ______________________________

INSTRUCTIONAL AREA
Emotional Intelligence

Did the participant team:		Little/No Value	Below Expectations	Meets Expectations	Exceeds Expectations	Judged Score
PERFORMANCE INDICATORS						
1.	Describe the impact of a person's social media brand on the achievement of organizational objectives?	0-1-2-3	4-5-6	7-8	9-10	
2.	Determine factors affecting business risk?	0-1-2-3	4-5-6	7-8	9-10	
3.	Demonstrate connections between company actions and results?	0-1-2-3	4-5-6	7-8	9-10	
4.	Recognize and respond to ethical dilemmas?	0-1-2-3	4-5-6	7-8	9-10	
5.	Explain the nature of effective communications?	0-1-2-3	4-5-6	7-8	9-10	
6.	Explain ethical considerations in providing information?	0-1-2-3	4-5-6	7-8	9-10	
7.	Demonstrate fairness?	0-1-2-3	4-5-6	7-8	9-10	
21st CENTURY SKILLS						
8.	Reason effectively and use systems thinking?	0-1	2-3	4	5-6	
9.	Make judgments and decisions, and solve problems?	0-1	2-3	4	5-6	
10.	Communicate clearly and show evidence of collaboration?	0-1	2-3	4	5-6	
11.	Show evidence of creativity?	0-1	2-3	4	5-6	
12.	Overall impression and responses to the judge's questions	0-1	2-3	4	5-6	
					TOTAL SCORE	

CAREER CLUSTER
Business Management and Administration

INSTRUCTIONAL AREA
Marketing

BUSINESS LAW AND ETHICS
TEAM DECISION MAKING EVENT

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- 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 and Collaboration – Communicate clearly and show evidence of collaboration.
- Creativity and Innovation – Show evidence of creativity.

PERFORMANCE INDICATORS

- Explain marketing and its importance in a global economy.
- Describe marketing functions and related activities.
- Demonstrate connections between company actions and results.
- Explain factors that influence customer/client/business buying behavior.
- Explain the nature of effective communications.
- Comply with the spirit and intent of laws and regulations.
- Identify company's brand promise.

CASE STUDY SITUATION

You are to assume the roles of director of marketing and marketing specialist for CREEK FARM, a company that produces many brands of cookies and crackers. The senior vice president (judge) has asked you to determine how to ethically market a new product as an essential part of a child's lunchtime meal.

CREEK FARM has been producing cookies and crackers for over 50 years. The crackers are sold in 13.7 ounce boxes, holding a large quantity of crackers. The cookies are sold in sealable plastic 12 ounce packages, holding approximately two dozen cookies. The products have been profitable for CREEK FARM, marketed as a pantry staple for every household.

This year, CREEK FARM will be launching a new product, *Crackers & Cheesy*. *Crackers & Cheesy* are crackers sandwiched together with cheese. A box of *Crackers & Cheesy* will contain eight wrapped packages of the product. Each wrapped package contains six cracker sandwiches. The box of eight wrapped packages is meant for easy grab-and-go. Executives hope that *Crackers & Cheesy* can be marketed as a perfect staple in a school-aged child's lunch box.

Some executives at CREEK FARM are concerned about the ingredients of *Crackers & Cheesy*. The product is highly processed and contains artificial colors. One serving of *Crackers & Cheesy* contains 10 grams of fat and close to 300 milligrams of sodium. The product is considered below average in health benefits.

The senior vice president (judge) wants *Crackers & Cheesy* to be marketed as an essential part of a child's lunch, but is aware of the Federal Trade Commission's truth in advertising law, stating that messaging in advertisements cannot be untruthful or misleading. Many companies are able to comply with the law by exaggerating some features of products while downplaying others.

The senior vice president (judge) wants your team to create a marketing campaign for *Crackers & Cheesy* that complies with the truth in advertising law, but will still convince parents that the products are an essential part of their children's lunch time meals.

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

JUDGE'S INSTRUCTIONS

You are to assume the role of senior vice president for CREEK FARM, a company that produces many brands of cookies and crackers. You have asked the director of marketing and marketing specialist (participant team) to determine how to ethically market a new product as an essential part of a child's lunchtime meal.

CREEK FARM has been producing cookies and crackers for over 50 years. The crackers are sold in 13.7 ounce boxes, holding a large quantity of crackers. The cookies are sold in sealable plastic 12 ounce packages, holding approximately two dozen cookies. The products have been profitable for CREEK FARM, marketed as a pantry staple for every household.

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Concerning some executives at CREEK FARM are the ingredients of *Crackers & Cheesy*. The product is highly processed and contains artificial colors. One serving of *Crackers & Cheesy* contains 10 grams of fat and close to 300 milligrams of sodium. The product is considered below average in health benefits.

You want *Crackers & Cheesy* to be marketed as an essential part of a child's lunch, but are aware of the Federal Trade Commission's truth in advertising law, stating that messaging in advertisements cannot be untruthful or misleading. Many companies are able to comply with the law by exaggerating some features of products while downplaying others.

You want the director of marketing and marketing specialist (participant team) to create a marketing campaign for *Crackers & Cheesy* that complies with the truth in advertising law, but will still convince parents that the products are an essential part of their children's lunch time meals.

The director of marketing and marketing specialist (participant team) will present ideas to you in a meeting to take place in your office. You will begin the meeting by greeting the director of marketing and marketing specialist (participant team) and asking to hear their ideas.

After the director of marketing and marketing specialist (participant team) have presented the campaign, you are to ask the following questions of each participant team:

1. How does the nutritional information listed on each package of our products help our company?

2. How does the nutritional information listed on each package of our products hurt our company?

3. Is there any chance your marketing campaign will cause complaints from parents? If so,

what would you do to counteract this?

Once the director of marketing and marketing specialist (participant team) have answered your questions, you will conclude the meeting by thanking them for their work.

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

JUDGING THE PRESENTATION

Team members, assuming the role of a management team for the business represented, will analyze a case situation related to the chosen occupational area. The team will make decisions regarding the situation, and then make an oral presentation to the judge. The role of the judge is that of an executive for the business.

Participants will be evaluated according to the Evaluation Form.

Please place the name and identification number label on the Scantron sheet (unless it has already been done for you).

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 their analysis, their decisions and the rationale behind the decisions. Allow the teams to complete this portion without interruption, unless you are asked to respond.

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

After the questioning period, please thank the team and state that they will be notified of your decision soon. Then complete the Evaluation Form, making sure to record a score for all categories. The maximum score for the evaluation is 100 points. The presentation will be weighted at twice (2 times) the value of the exam scores.

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

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

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

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

We hope you are impressed by the quality of the work of these potential managers. If you have any suggestions for improving the event, please mention them to your series director.

We thank you for your help.

BUSINESS LAW AND ETHICS TEAM DECISION MAKING, 2018

JUDGE'S EVALUATION FORM

INSTRUCTIONAL AREA
Marketing

Participant: ______________________________

Participant: ______________________________

I.D. Number: ______________________________

Did the participant team:		Little/No Value	Below Expectations	Meets Expectations	Exceeds Expectations	Judged Score
PERFORMANCE INDICATORS						
1.	Explain marketing and its importance in a global economy?	0-1-2-3	4-5-6	7-8	9-10	
2.	Describe marketing functions and related activities?	0-1-2-3	4-5-6	7-8	9-10	
3.	Demonstrate connections between company actions and results?	0-1-2-3	4-5-6	7-8	9-10	
4.	Explain factors that influence customer/client/business buying behavior?	0-1-2-3	4-5-6	7-8	9-10	
5.	Explain the nature of effective communications?	0-1-2-3	4-5-6	7-8	9-10	
6.	Comply with the spirit and intent of laws and regulations?	0-1-2-3	4-5-6	7-8	9-10	
7.	Identify company's brand promise?	0-1-2-3	4-5-6	7-8	9-10	
21st CENTURY SKILLS						
8.	Reason effectively and use systems thinking?	0-1	2-3	4	5-6	
9.	Make judgments and decisions, and solve problems?	0-1	2-3	4	5-6	
10.	Communicate clearly and show evidence of collaboration?	0-1	2-3	4	5-6	
11.	Show evidence of creativity?	0-1	2-3	4	5-6	
12.	Overall impression and responses to the judge's questions	0-1	2-3	4	5-6	
					TOTAL SCORE	

$8.00 | 18TDM01

DECA

BUYING AND MERCHANDISING

CASE STUDIES USED IN DECA'S

TEAM DECISION MAKING EVENTS

2018

BUYING + MERCHANDISING TEAM DECISION MAKING

2018 CASE STUDIES

INCLUDES:

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

SAMPLE CASE STUDY 1: PRODUCT/SERVICE MANAGEMENT

SAMPLE CASE STUDY 2: PROMOTION

SAMPLE CASE STUDY 3: ECONOMICS

DECA

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

INSTRUCTIONAL AREA
Product/Service Management

BUYING AND MERCHANDISING TEAM DECISION MAKING EVENT

PARTICIPANT INSTRUCTIONS

- The event will be presented to you through your reading of the 21st Century Skills, Performance Indicators and Case Study Situation. You will have up to 30 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), followed by up to 5 minutes to answer the judge's questions. All members of the team must participate in the presentation, as well as answer the questions.
- 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 and Collaboration – Communicate clearly and show evidence of collaboration.
- Creativity and Innovation – Show evidence of creativity.

PERFORMANCE INDICATORS

- Explain the concept of product mix.
- Describe the nature of product bundling.
- Identify the impact of product life cycles on marketing decisions.
- Describe factors used by marketers to position products/services.
- Explain factors affecting pricing decisions.
- Explain company selling policies.
- Determine factors affecting business risk.

CASE STUDY SITUATION

You are to assume the roles of vice president of merchandising and vice president of sales for CLOTH GUARD, a company that manufactures athletic footwear, sports apparel and casual apparel. The senior vice president (judge) has asked your team to develop a subscription service that would allow customers to receive CLOTH GUARD products delivered to their door.

CLOTH GUARD began as a company that provided quality apparel and accessories for serious athletes. The apparel and footwear are all made with the latest advances in materials to ensure athletes maintain cool core body temperatures and have minimal exposure to perspiration. For years, CLOTH GUARD was only sold in branded stores, sporting goods stores and online.

The athletic merchandise sold by CLOTH GUARD is priced slightly higher than other athletic brands, but is backed by a guarantee. The t-shirts, tank tops, shorts, shoes and socks all contain the moisture-wicking materials that promise minimized effects of perspiration, and breathability. The average prices are as follows: T-shirts from $24.99 - $44.95, tank tops from $24.99 - $42.95, shorts from $29.99 - $54.99, athletic shoes from $69.99 - $129.99 and socks from $10.00 - $20.00.

In the last two years, CLOTH GUARD has become a popular brand among non-athletes, as well. The company expanded the product line to include merchandise for children's sizes and nonathletic apparel. CLOTH GUARD has a wide variety of t-shirts and shorts that simply showcase the CLOTH GUARD brand, but are meant for everyday wear, rather than for athletic wear. CLOTH GUARD also made the decision to allow its branded merchandise to be sold at two national retailers.

To reach out to its core customers, those that made CLOTH GUARD a household name, the senior vice president (judge) wants to introduce a subscription service. The service would allow subscribers to receive a box of merchandise from CLOTH GUARD. The subscriber would then decide which, if any, of the merchandise to be kept and send the remainder back to CLOTH GUARD.

The senior vice president (judge) wants your team to design the CLOTH GUARD subscription service. The senior vice president (judge) wants your team to determine:

- How many pieces to include in each box.
- How often boxes should be sent (every 30 days, 60 days, or 90 days).
- How long can a customer keep the box before deciding what to keep.
- The monthly fee for receiving the box each month.
- Whether the customer can keep some pieces and send some back.
- Whether the customer should pay shipping fees for returned items.
- The risks involved with the subscription service.

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

JUDGE'S INSTRUCTIONS

You are to assume the role of senior vice president for CLOTH GUARD, a company that manufactures athletic footwear, sports apparel and casual apparel. You have asked the vice president of merchandising and vice president of sales (participant team) to develop a subscription service that would allow customers to receive CLOTH GUARD products delivered to their door.

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To reach out to its core customers, those that made CLOTH GUARD a household name, you want to introduce a subscription service. The service would allow subscribers to receive a box of merchandise from CLOTH GUARD. The subscriber would then decide which, if any, of the merchandise to be kept and send the remainder back to CLOTH GUARD.

You want the vice president of merchandising and vice president of sales (participant team) to design the CLOTH GUARD subscription service. You want the vice president of merchandising and vice president of sales (participant team) to determine:

- How many pieces to include in each box.
- How often boxes should be sent (every 30 days, 60 days, or 90 days).
- How long can a customer keep the box before deciding what to keep.
- The monthly fee for receiving the box each month.
- Whether the customer can keep some pieces and send some back.
- Whether the customer should pay shipping fees for returned items.
- The risks involved with the subscription service.

The vice president of merchandising and vice president of sales (participant team) 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 team and asking to hear about their ideas.

After the vice president of merchandising and vice president of sales (participant team) have presented their ideas you are to ask the following questions of each participant team:

1. Who is our biggest competitor?

2. Do you think your ideas demonstrate strong customer service?

3. Should we market the subscription service to our non-athletic customers as well as our athletic customers?

Once the vice president of merchandising and vice president of sales (participant team) have answered your questions, you will conclude the meeting by thanking them for their work.

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

JUDGING THE PRESENTATION

Team members, assuming the role of a management team for the business represented, will analyze a case situation related to the chosen occupational area. The team will make decisions regarding the situation, and then make an oral presentation to the judge. The role of the judge is that of an executive for the business.

Participants will be evaluated according to the Evaluation Form.

Please place the name and identification number label on the Scantron sheet (unless it has already been done for you).

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 their analysis, their decisions and the rationale behind the decisions. Allow the teams to complete this portion without interruption, unless you are asked to respond.

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

After the questioning period, please thank the team and state that they will be notified of your decision soon. Then complete the Evaluation Form, making sure to record a score for all categories. The maximum score for the evaluation is 100 points. The presentation will be weighted at twice (2 times) the value of the exam scores.

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

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

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

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

We hope you are impressed by the quality of the work of these potential managers. If you have any suggestions for improving the event, please mention them to your series director.

We thank you for your help.

DECA

BUYING AND MERCHANDISING TEAM DECISION MAKING, 2018

JUDGE'S EVALUATION FORM

INSTRUCTIONAL AREA
Product/Service Management

Participant: ______________________________

Participant: ______________________________

I.D. Number: ______________________________

Did the participant team:		Little/No Value	Below Expectations	Meets Expectations	Exceeds Expectations	Judged Score
PERFORMANCE INDICATORS						
1.	Explain the concept of product mix?	0-1-2-3	4-5-6	7-8	9-10	
2.	Describe the nature of product bundling?	0-1-2-3	4-5-6	7-8	9-10	
3.	Identify the impact of product life cycles on marketing decisions?	0-1-2-3	4-5-6	7-8	9-10	
4.	Describe factors used by marketers to position products/services?	0-1-2-3	4-5-6	7-8	9-10	
5.	Explain factors affecting pricing decisions?	0-1-2-3	4-5-6	7-8	9-10	
6.	Explain company selling policies?	0-1-2-3	4-5-6	7-8	9-10	
7.	Determine factors affecting business risk?	0-1-2-3	4-5-6	7-8	9-10	
21st CENTURY SKILLS						
8.	Reason effectively and use systems thinking?	0-1	2-3	4	5-6	
9.	Make judgments and decisions, and solve problems?	0-1	2-3	4	5-6	
10.	Communicate clearly and show evidence of collaboration?	0-1	2-3	4	5-6	
11.	Show evidence of creativity?	0-1	2-3	4	5-6	
12.	Overall impression and responses to the judge's questions	0-1	2-3	4	5-6	
					TOTAL SCORE	

CAREER CLUSTER
Marketing

INSTRUCTIONAL AREA
Promotion

BUYING AND MERCHANDISING TEAM DECISION MAKING EVENT

PARTICIPANT INSTRUCTIONS

- The event will be presented to you through your reading of the 21st Century Skills, Performance Indicators and Case Study Situation. You will have up to 30 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), followed by up to 5 minutes to answer the judge's questions. All members of the team must participate in the presentation, as well as answer the questions.
- 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 and Collaboration – Communicate clearly and show evidence of collaboration.
- Creativity and Innovation – Show evidence of creativity.

PERFORMANCE INDICATORS

- Explain the role of promotion as a marketing function.
- Explain the types of promotion.
- Identify communications channels used in sales promotion.
- Explain the importance of coordinating elements in advertisements.
- Explain the concept of marketing strategies.
- Discuss motivational theories that impact buying behavior
- Describe factors used by marketers to position products/services.

CASE STUDY SITUATION

You are to assume the roles of vice president of marketing and vice president of promotion for SMOOTH, a company that manufactures and markets razors for men. The senior vice president (judge) has asked your team to develop a promotional campaign for a new type of razor the company is introducing specifically to combat the male beard trend.

SMOOTH has been producing razors, shaving creams and other shaving supplies for the last 100 years. While its products may be used by both males and females, the brand has only targeted males in all promotion and on packaging. Spanning several decades, both print and television advertisements have showcased a clean shaven man rubbing his face while saying, "Smooth."

The last three years have been tough for SMOOTH and the razor industry as a whole. SMOOTH has seen declining sales each quarter. Reports are showing that fewer razors and shaving accessories are being purchased due to a recent trend among males. Since 2012, a growing number of men have decided to grow beards. The trend began with young men ages 18-24, many not in the professional workforce. Today, men of all ages, educational, socio-economic and employment status have grown beards and are keeping them year-round.

Executives at SMOOTH know that the popularity of beards will not last forever. Like the moustache fad of the 1970s and early 1980s or the goatee fad of the 1990s, beards will one day not be in fashion. In an attempt to jump start the end of the beard fad, SMOOTH has added a new razor to its merchandise line.

The SMOOTH *Post-Beard Razor* is a special razor that is gentle for skin that is not used to the feel or pressure of a razor blade. The razor has special moisturizers that glide against the skin to ensure skin does not flake or dry out. The handle is thicker than most other razors and the actual razor head is much longer than others, enabling it to shave more hair in one swipe than other razors currently on the market.

The senior vice president (judge) has asked your team to create a promotional campaign for the new *Post-Beard Razor*. The senior vice president (judge) wants your campaign to be a signal that it is the end of the beard fad and time for men to be clean shaven again. The senior vice president (judge) wants you to include a campaign slogan, types of promotion, types of advertising media and specific marketing strategies.

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

JUDGE'S INSTRUCTIONS

You are to assume the role of senior vice president for SMOOTH, a company that manufactures and markets razors for men. You have asked the vice president of marketing and vice president of promotion (participant team) to develop a promotional campaign for a new type of razor the company is introducing specifically to combat the male beard trend.

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You have asked the vice president of marketing and vice president of promotion (participant team) to create a promotional campaign for the new *Post-Beard Razor*. You want the campaign to be a signal that it is the end of the beard fad and time for men to be clean shaven again. You want the vice president of marketing and vice president of promotion (participant team) to include a campaign slogan, types of promotion, types of advertising media and specific marketing strategies.

After the vice president of marketing and vice president of promotion (participant team) have presented the campaign you are to ask the following questions of each participant team:

1. Do you think your campaign will suffer any backlash from men that like their facial hair?

2. Do you think advertising coupons for the new *Post-Beard Razor* would increase interest in the product? If so, what medium should they be advertised through and why?

3. Do you think a campaign aimed at women that are tired of men's beards would be effective? Why or why not?

Once the vice president of marketing and vice president of promotion (participant team) have answered your questions, you will conclude the meeting by thanking them for their work.

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

JUDGING THE PRESENTATION

Team members, assuming the role of a management team for the business represented, will analyze a case situation related to the chosen occupational area. The team will make decisions regarding the situation, and then make an oral presentation to the judge. The role of the judge is that of an executive for the business.

Participants will be evaluated according to the Evaluation Form.

Please place the name and identification number label on the Scantron sheet (unless it has already been done for you).

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 their analysis, their decisions and the rationale behind the decisions. Allow the teams to complete this portion without interruption, unless you are asked to respond.

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

After the questioning period, please thank the team and state that they will be notified of your decision soon. Then complete the Evaluation Form, making sure to record a score for all categories. The maximum score for the evaluation is 100 points. The presentation will be weighted at twice (2 times) the value of the exam scores.

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

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

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

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We thank you for your help.

BUYING AND MERCHANDISING TEAM DECISION MAKING, 2018

JUDGE'S EVALUATION FORM

Participant: ______________________________

Participant: ______________________________

I.D. Number: ______________________________

INSTRUCTIONAL AREA
Promotion

Did the participant team:		Little/No Value	Below Expectations	Meets Expectations	Exceeds Expectations	Judged Score
PERFORMANCE INDICATORS						
1.	Explain the role of promotion as a marketing function?	0-1-2-3	4-5-6	7-8	9-10	
2.	Explain the types of promotion?	0-1-2-3	4-5-6	7-8	9-10	
3.	Identify communications channels used in sales promotion?	0-1-2-3	4-5-6	7-8	9-10	
4.	Explain the importance of coordinating elements in advertisements?	0-1-2-3	4-5-6	7-8	9-10	
5.	Explain the concept of marketing strategies?	0-1-2-3	4-5-6	7-8	9-10	
6.	Discuss motivational theories that impact buying behavior?	0-1-2-3	4-5-6	7-8	9-10	
7.	Describe factors used by marketers to position products/services?	0-1-2-3	4-5-6	7-8	9-10	
21st CENTURY SKILLS						
8.	Reason effectively and use systems thinking?	0-1	2-3	4	5-6	
9.	Make judgments and decisions, and solve problems?	0-1	2-3	4	5-6	
10.	Communicate clearly and show evidence of collaboration?	0-1	2-3	4	5-6	
11.	Show evidence of creativity?	0-1	2-3	4	5-6	
12.	Overall impression and responses to the judge's questions	0-1	2-3	4	5-6	
					TOTAL SCORE	

CAREER CLUSTER
Marketing

INSTRUCTIONAL AREA
Economics

BUYING AND MERCHANDISING
TEAM DECISION MAKING EVENT

PARTICIPANT INSTRUCTIONS

- The event will be presented to you through your reading of the 21st Century Skills, Performance Indicators and Case Study Situation. You will have up to 30 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), followed by up to 5 minutes to answer the judge's questions. All members of the team must participate in the presentation, as well as answer the questions.
- 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 and Collaboration – Communicate clearly and show evidence of collaboration.
- Creativity and Innovation – Show evidence of creativity.

PERFORMANCE INDICATORS

- Explain how organizations adapt to today's markets.
- Determine factors affecting business risk.
- Identify factors affecting a business's profit.
- Explain the concept of competition.
- Explain the concept of product mix.
- Describe factors used by businesses to position corporate brands.
- Describe factors used by marketers to position products/services.

CASE STUDY SITUATION

You are to assume the roles of director of merchandising and director of brand management for CROMWELL, a high-end department store with 200 physical store locations. The senior vice president (judge) has asked your team to decide if adding seasonal merchandise in order to increase sales would help or harm the company's image.

CROMWELL is located in shopping malls across the nation. Each CROMWELL department store features men's, women's and children's apparel and shoe departments, home goods, accessories and cosmetics counters. Most store are two levels with cosmetics, accessories and home goods on the first level and all apparel on the second level. The majority of CROMWELL locations also include a coffee bar and a pianist near the escalators.

Like most other retailers, CROMWELL has seen a decline in same-store sales and an overall profit decrease in the last two years. Regular peaks in sales occur during the back-to-school season and during the holidays.

It has been reported that shoppers are now spending over $9 billion dollars each year on Halloween accessories. This number has increased each year for the past five years. Shoppers are purchasing decorations, candy and costumes, and they are willing to spend more money on these items than just five years earlier. Over $3 billion is spent on costumes alone.

Mid-September through October has historically been a slow time at CROMWELL. During this time, sales decrease due to the end of the back-to-school season until mid-November when the holiday shopping season begins. CROMWELL has struggled year after year during this time.

The senior vice president (judge) is considering adding Halloween costumes to CROMWELL to fill the shopping void from mid-September through October. The senior vice president (judge) feels that if shoppers come to CROMWELL to purchase a Halloween costume, they would also look and possibly purchase other merchandise.

The senior vice president (judge) wants your advice on the addition of Halloween merchandise to CROMWELL and to decide if adding Halloween costumes would help or harm CROMWELL in the long run. Specifically, the senior vice president (judge) wants your opinions on:

- Assortment of sizes of Halloween costumes (Children only? Adults and children?)
- Types of Halloween merchandise to be sold (Only costumes? Decorations?)
- Placement in the store of Halloween merchandise
- Possible effects on the CROMWELL brand image
- Possible effects on profit
- Description of competition

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

JUDGE'S INSTRUCTIONS

You are to assume the role of senior vice president for CROMWELL, a high-end department store with 200 physical store locations. You have asked the director of merchandising and director of brand management (participant team) to decide if adding seasonal merchandise in order to increase sales would help or harm the company's image.

CROMWELL is located in shopping malls across the nation. Each CROMWELL department store features men's, women's and children's apparel and shoe departments, home goods, accessories and cosmetics counters. Most store are two levels with cosmetics, accessories and home goods on the first level and all apparel on the second level. The majority of CROMWELL locations also include a coffee bar and a pianist near the escalators.

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Mid-September through October has historically been a slow time at CROMWELL. During this time, sales decrease due to the end of the back to school season until mid-November when the holiday shopping season begins. CROMWELL has struggled year after year during this time.

You are considering adding Halloween costumes to CROMWELL to fill the shopping void from mid-September through October. You feel that if shoppers come to CROMWELL to purchase a Halloween costume, they would also look and possibly purchase other merchandise.

You want the director of merchandising's and director of brand management's (participant team's) advice on the addition of Halloween merchandise to CROMWELL and to decide if adding Halloween costumes would help or harm CROMWELL in the long run. Specifically, you want the director of merchandising's and director of brand management's (participant team's) opinions on:

- Assortment of sizes of Halloween costumes (Children only? Adults and children?)
- Types of Halloween merchandise to be sold (Only costumes? Decorations?)
- Placement in the store of Halloween merchandise
- Possible effects on the CROMWELL brand image
- Possible effects on profit
- Description of competition

The director of merchandising and director of brand management (participant team) will present ideas to you in a meeting to take place in your office. You will begin the meeting by greeting the director of merchandising and director of brand management (participant team) and asking to hear about their ideas.

After the director of merchandising and director of brand management (participant team) have presented ideas you are to ask the following questions of each participant team:

1. What is the worst thing that could happen if CROMWELL sells Halloween costumes?

2. Would each CROMWELL store need additional employees to manage the new merchandise, or would sales associates from other departments be sufficient?

3. What are your thoughts on selling Halloween costumes only on our website, rather than at physical stores?

Once the director of merchandising and director of brand management (participant team) have answered your questions, you will conclude the meeting by thanking them for their work.

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

JUDGING THE PRESENTATION

Team members, assuming the role of a management team for the business represented, will analyze a case situation related to the chosen occupational area. The team will make decisions regarding the situation, and then make an oral presentation to the judge. The role of the judge is that of an executive for the business.

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We thank you for your help.

BUYING AND MERCHANDISING TEAM DECISION MAKING, 2018

JUDGE'S EVALUATION FORM

Participant: ______________________________

Participant: ______________________________

I.D. Number: ______________________________

INSTRUCTIONAL AREA
Economics

	Did the participant team:	Little/No Value	Below Expectations	Meets Expectations	Exceeds Expectations	Judged Score
PERFORMANCE INDICATORS						
1.	Explain how organizations adapt to today's markets?	0-1-2-3	4-5-6	7-8	9-10	
2.	Determine factors affecting business risk?	0-1-2-3	4-5-6	7-8	9-10	
3.	Identify factors affecting a business's profit?	0-1-2-3	4-5-6	7-8	9-10	
4.	Explain the concept of competition?	0-1-2-3	4-5-6	7-8	9-10	
5.	Explain the concept of product mix?	0-1-2-3	4-5-6	7-8	9-10	
6.	Describe factors used by businesses to position corporate brands?	0-1-2-3	4-5-6	7-8	9-10	
7.	Describe factors used by marketers to position products/services?	0-1-2-3	4-5-6	7-8	9-10	
21st CENTURY SKILLS						
8.	Reason effectively and use systems thinking?	0-1	2-3	4	5-6	
9.	Make judgments and decisions, and solve problems?	0-1	2-3	4	5-6	
10.	Communicate clearly and show evidence of collaboration?	0-1	2-3	4	5-6	
11.	Show evidence of creativity?	0-1	2-3	4	5-6	
12.	Overall impression and responses to the judge's questions	0-1	2-3	4	5-6	
					TOTAL SCORE	

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DECA

ENTREPRENEURSHIP SERIES

CASE STUDIES USED IN DECA'S
TEAM DECISION MAKING EVENTS

2018

DECA

ENTREPRENEURSHIP TEAM DECISION MAKING

2018 CASE STUDIES

INCLUDES:

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

SAMPLE CASE STUDY 1: MARKET PLANNING

SAMPLE CASE STUDY 2: ECONOMICS

SAMPLE CASE STUDY 3: CHANNEL 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. 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
Entrepreneurship

INSTRUCTIONAL AREA
Market Planning

ENTREPRENEURSHIP
TEAM DECISION MAKING EVENT

PARTICIPANT INSTRUCTIONS

- The event will be presented to you through your reading of the 21st Century Skills, Performance Indicators and Case Study Situation. You will have up to 30 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), followed by up to 5 minutes to answer the judge's questions. All members of the team must participate in the presentation, as well as answer the questions.
- 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 and Collaboration – Communicate clearly and show evidence of collaboration.
- Creativity and Innovation – Show evidence of creativity.

PERFORMANCE INDICATORS

- Develop marketing plan.
- Set marketing goals and objectives.
- Explain the concept of marketing strategies.
- Explain the concept of market and market identification.
- Build corporate brand.
- Explain the role of promotion as a marketing function.
- Explain factors that influence customer/client/business buying behavior.

CASE STUDY SITUATION

You are to assume the roles of the founders and owners of YARDSCAPE DESIGNS, a company that provides residential and commercial landscaping and other services. The primary investor (judge) wants you to develop an effective, yet low-cost, marketing strategy that will increase awareness of the business.

YARDSCAPE DESIGNS serves an area of close to 300,000 people. The company works with both residential and commercial clients to design the exact landscape desired, no matter how complicated or simple. The company has relationships with suppliers from around the world to bring unique offerings to clients. In addition, YARDSCAPE DESIGNS employees hold a wealth of knowledge on the soils and natural vegetation of the area. If landscaping is not needed, the company can provide seasonal services, such as fertilizing and seeding, specific to the native flora.

The primary investor (judge) was impressed with your knowledge and capabilities. The investor (judge) feels strongly that the services YARDSCAPE DESIGNS offers are different than other simple landscaping companies in the area. Their competitors do offer basic landscaping services to both residential and commercial clients, but none have the expertise in the local soils and vegetation or the relationship with foreign suppliers.

The investor (judge) is not able to provide a budget for a large marketing campaign. The investor (judge) feels funds are better used for the operations and purchasing, rather than for marketing. You know that in order to get YARDSCAPE DESIGNS noticed, marketing is needed. The investor (judge) has asked your team to develop a marketing plan that includes low-cost marketing strategies to bring awareness to YARDSCAPE DESIGNS. The marketing plan must not include traditional advertising such as radio, television or print advertising.

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

JUDGE'S INSTRUCTIONS

You are to assume the role of primary investor for YARDSCAPE DESIGNS, a company that provides residential and commercial landscaping and other services. You want the owners of the company (participant team) to develop an effective, yet low-cost, marketing strategy that will increase awareness of the business.

YARDSCAPE DESIGNS serves an area of close to 300,000 people. The company works with both residential and commercial clients to design the exact landscape desired, no matter how complicated or simple. The company has relationships with suppliers from around the world to bring unique offerings to clients. In addition, YARDSCAPE DESIGNS employees hold a wealth of knowledge on the soils and natural vegetation of the area. If landscaping is not needed, the company can provide seasonal services, such as fertilizing and seeding, specific to the native flora.

You were impressed with the owner's (participant team) knowledge and capabilities. You feel strongly that the services YARDSCAPE DESIGNS offers are different than other simple landscaping companies in the area. Their competitors do offer basic landscaping services to both residential and commercial clients, but none have the expertise in the local soils and vegetation or the relationship with foreign suppliers.

You are not able to provide a budget for a large marketing campaign. You feel funds are better used for the operations and purchasing rather than for marketing. The owners (participant team) know that in order to get YARDSCAPE DESIGNS noticed, marketing is needed. You have asked the owners (participant team) to develop a marketing plan that includes low-cost marketing strategies to bring awareness to YARDSCAPE DESIGNS. The marketing plan must not include traditional advertising such as radio, television or print advertising.

The owners (participant team) will present the plan to you in a meeting to take place in your office. You will begin the meeting by greeting the owners (participant team) and asking to hear about their plan.

After the owners (participant team) have presented their plan, you are to ask the following questions of each participant team:

1. Are your marketing strategies targeted more towards potential residential clients or commercial clients?

2. Is there a way to track your marketing strategy to find out if it was effective? If so, what ways?

Once the owners (participant team) have answered your questions, you will conclude the meeting by thanking them for their work.

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

JUDGING THE PRESENTATION

Team members, assuming the role of a management team for the business represented, will analyze a case situation related to the chosen occupational area. The team will make decisions regarding the situation, and then make an oral presentation to the judge. The role of the judge is that of an executive for the business.

Participants will be evaluated according to the Evaluation Form.

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

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

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We thank you for your help.

ENTREPRENEURSHIP TEAM DECISION MAKING, 2018

Participant: ______________________________

Participant: ______________________________

I.D. Number: ______________________________

JUDGE'S EVALUATION FORM

INSTRUCTIONAL AREA
Market Planning

Did the participant team:		Little/No Value	Below Expectations	Meets Expectations	Exceeds Expectations	Judged Score
PERFORMANCE INDICATORS						
1.	Develop marketing plan?	0-1-2-3	4-5-6	7-8	9-10	
2.	Set marketing goals and objectives?	0-1-2-3	4-5-6	7-8	9-10	
3.	Explain the concept of marketing strategies?	0-1-2-3	4-5-6	7-8	9-10	
4.	Explain the concept of market and market identification?	0-1-2-3	4-5-6	7-8	9-10	
5.	Build corporate brand?	0-1-2-3	4-5-6	7-8	9-10	
6.	Explain eh role of promotion as a marketing function?	0-1-2-3	4-5-6	7-8	9-10	
7.	Explain factors that influence customer/client/business buying behavior?	0-1-2-3	4-5-6	7-8	9-10	
21st CENTURY SKILLS						
8.	Reason effectively and use systems thinking?	0-1	2-3	4	5-6	
9.	Make judgments and decisions, and solve problems?	0-1	2-3	4	5-6	
10.	Communicate clearly and show evidence of collaboration?	0-1	2-3	4	5-6	
11.	Show evidence of creativity?	0-1	2-3	4	5-6	
12.	Overall impression and responses to the judge's questions	0-1	2-3	4	5-6	
					TOTAL SCORE	

CAREER CLUSTER
Entrepreneurship

INSTRUCTIONAL AREA
Economics

ENTREPRENEURSHIP
TEAM DECISION MAKING EVENT

PARTICIPANT INSTRUCTIONS

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- 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 and Collaboration – Communicate clearly and show evidence of collaboration.
- Creativity and Innovation – Show evidence of creativity.

PERFORMANCE INDICATORS

- Explain the concept of private enterprise.
- Identify factors affecting a business's profit.
- Determine factors affecting business risk.
- Explain the concept of competition.
- Describe entrepreneurial planning considerations.
- Explain the concept of market and market identification.
- Explain types of business ownership.

CASE STUDY SITUATION

You are to assume the roles of business partners that would like to purchase a franchise. The financer interested in helping you purchase the franchise (judge) has given you information about an alternative franchise that might interest you and wants you to analyze the two options and make a final choice.

You live in a city of 300,000 people. The average annual income among households in the community is $60,000. The city has a plethora of shopping malls, strip malls and retailers located throughout the neighborhoods. The largest employers in the area include a large hospital network, a public university and the headquarters of a hotel management company that employs 300 people.

As business partners, you are interested in purchasing a HAND ME DOWN franchise. HAND ME DOWN is a store that buys and sells used, high-quality children's clothing, shoes and toys. The franchise presents as a retail store with a kid-friendly environment. There are 68 HAND ME DOWN locations across the nation, most in strip malls in suburban areas or near large shopping malls.

HAND ME DOWN'S core customers are mothers age 25- to 44-years-old with children under the age of 14-years-old. Customers tend to be lower-middle to upper-middle income households. Secondary customers are females age 45- to 65-years-old, most likely to be aunts or grandmothers of children under the age of 14-years-old. Customers are able to sell their gently used children's merchandise to the store or trade for store credit.

You are both passionate about offering customers affordable merchandise for their children. You feel HAND ME DOWN is a much-needed addition to the area, as the only other second-hand clothing stores are charity based. HAND ME DOWN would also be the first to offer money or store credit for donated items.

The cost associated with purchasing a HAND ME DOWN franchise is $250,000. Since you have a combined $200,000, the financer (judge) will provide $100,000 to make up the cost of the franchise and help with operating and overhead costs.

The financer (judge) has asked you to review information about a different franchise option. The financer (judge) has information about FRUIT BOWL ARRANGEMENTS. FRUIT BOWL ARRANGEMENTS is a franchise that specializes in fresh fruit arrangements designed to resemble flower arrangements.

While there are several florists in the area, there are no FRUIT BOWL ARRANGEMENTS in a 200-mile radius. Customers of FRUIT BOWL ARRANGEMENTS purchase products for use in gift-giving: birthdays, anniversaries, retirement, thank you presents and other celebrations. FRUIT BOWL ARRANGEMENTS has become a favorite in corporate gift-giving, as well. Arrangements start at $50.00 and can run as high as $200.00, depending on size and season.

The cost to purchase a FRUIT BOWL ARRANGEMENTS franchise is $175,000. You have enough money to purchase the franchise, plus more for operating and overhead needs. The financer (judge) is still willing to provide $100,000 if you choose this option.

The financer (judge) has asked you to analyze the two franchising options and determine which is the best fit. The financer (judge) wants you to analyze cost, market, brand recognition, passion and staffing.

You will present your analysis and decision to the financer (judge) in a meeting to take place in the financer's (judge's) office. The financer (judge) will begin the meeting by greeting you and asking to hear your analysis. After you have presented your analysis and have answered the financer's (judge's) questions, the financer (judge) will conclude the meeting by thanking you for your work.

JUDGE'S INSTRUCTIONS

You are to assume the role of a financer willing to help two business partners (participant team) purchase a franchise. You have given the business partners (participant team) information about an alternative franchise that might interest them and want the business partners (participant team) to analyze the two options and make a final choice.

The business partners (participant team) live in a city of 300,000 people. The average annual income among households in the community is $60,000. The city has a plethora of shopping malls, strip malls and retailers located throughout the neighborhoods. The largest employers in the area include a large hospital network, a public university and the headquarters of a hotel management company that employs 300 people.

The business partners (participant team) are interested in purchasing a HAND ME DOWN franchise. HAND ME DOWN is a store that buys and sells used, high-quality children's clothing, shoes and toys. The franchise presents as a retail store with a kid-friendly environment. There are 68 HAND ME DOWN locations across the nation, most in strip malls in suburban areas or near large shopping malls.

HAND ME DOWN'S core customers are mothers age 25- to 44-years-old with children under the age of 14-years-old. Customers tend to be lower-middle to upper-middle income households. Secondary customers are females age 45- to 65-years-old, most likely to be aunts or grandmothers of children under the age of 14-years-old. Customers are able to sell their gently used children's merchandise to the store or trade for store credit.

The business partners (participant team) are both passionate about offering customers affordable merchandise for their children. The business partners (participant team) feel HAND ME DOWN is a much-needed addition to the area, as the only other second hand clothing stores are charity based. HAND ME DOWN would also be the first to offer money or store credit for donated items.

The cost associated with purchasing a HAND ME DOWN franchise is $250,000. Since the business partners (participant team) have a combined $200,000, you will provide $100,000 to make up the cost of the franchise and help with operating and overhead costs.

You have asked the business partners (participant team) to review information about a different franchise option. You have information about FRUIT BOWL ARRANGEMENTS. FRUIT BOWL ARRANGEMENTS is a franchise that specializes in fresh fruit arrangements designed to resemble flower arrangements.

While there are several florists in the area, there are no FRUIT BOWL ARRANGEMENTS in a 200-mile radius. Customers of FRUIT BOWL ARRANGEMENTS purchase products for use in gift giving: birthdays, anniversaries, retirement, thank you presents and other celebrations. FRUIT BOWL ARRANGEMENTS has become a favorite in corporate gift-giving, as well. Arrangements start at $50.00 and can run as high as $200.00, depending on size and season.

The cost to purchase a FRUIT BOWL ARRANGEMENTS franchise is $175,000. The business partners (participant team) have enough money to purchase the franchise, plus more for operating and overhead needs. You are still willing to provide $100,000 if the business partners (participant team) choose this option.

You have asked the business partners (participant team) to analyze the two franchising options and determine which is the best fit. You want the business partners (participant team) to analyze cost, market, brand recognition, passion and staffing.

The business partners (participant team) will present an analysis to you in a meeting to take place in your office. You will begin the meeting by greeting the business partners (participant team) and asking to hear about their recommendation.

After the business partners (participant team) have presented ideas, you are to ask the following questions of each participant team:

1. What is the most important factor in making this decision?

2. Are there any resources you will utilize to help you make this franchising decision?

3. Do either of the franchises have the possibility of growing stale? Why?

Once the business partners (participant team) have answered your questions, you will conclude the meeting by thanking them for their work.

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

JUDGING THE PRESENTATION

Team members, assuming the role of a management team for the business represented, will analyze a case situation related to the chosen occupational area. The team will make decisions regarding the situation, and then make an oral presentation to the judge. The role of the judge is that of an executive for the business.

Participants will be evaluated according to the Evaluation Form.

Please place the name and identification number label on the Scantron sheet (unless it has already been done for you).

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 their analysis, their decisions and the rationale behind the decisions. Allow the teams to complete this portion without interruption, unless you are asked to respond.

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

After the questioning period, please thank the team and state that they will be notified of your decision soon. Then complete the Evaluation Form, making sure to record a score for all categories. The maximum score for the evaluation is 100 points. The presentation will be weighted at twice (2 times) the value of the exam scores.

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

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

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

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

We hope you are impressed by the quality of the work of these potential managers. If you have any suggestions for improving the event, please mention them to your series director.

We thank you for your help.

ENTREPRENEURSHIP TEAM DECISION MAKING, 2018

JUDGE'S EVALUATION FORM

Participant: ______________________________

Participant: ______________________________

I.D. Number: ______________________________

INSTRUCTIONAL AREA
Economics

Did the participant team:		Little/No Value	Below Expectations	Meets Expectations	Exceeds Expectations	Judged Score
PERFORMANCE INDICATORS						
1.	Explain the concept of private enterprise?	0-1-2-3	4-5-6	7-8	9-10	
2.	Identify factors affecting a business's profit?	0-1-2-3	4-5-6	7-8	9-10	
3.	Determine factors affecting business risk?	0-1-2-3	4-5-6	7-8	9-10	
4.	Explain the concept of competition?	0-1-2-3	4-5-6	7-8	9-10	
5.	Describe entrepreneurial planning considerations?	0-1-2-3	4-5-6	7-8	9-10	
6.	Explain the concept of market and market identification?	0-1-2-3	4-5-6	7-8	9-10	
7.	Explain types of business ownership?	0-1-2-3	4-5-6	7-8	9-10	
21st CENTURY SKILLS						
8.	Reason effectively and use systems thinking?	0-1	2-3	4	5-6	
9.	Make judgments and decisions, and solve problems?	0-1	2-3	4	5-6	
10.	Communicate clearly and show evidence of collaboration?	0-1	2-3	4	5-6	
11.	Show evidence of creativity?	0-1	2-3	4	5-6	
12.	Overall impression and responses to the judge's questions	0-1	2-3	4	5-6	
					TOTAL SCORE	

CAREER CLUSTER
Entrepreneurship

INSTRUCTIONAL AREA
Channel Management

ENTREPRENEURSHIP
TEAM DECISION MAKING EVENT

PARTICIPANT INSTRUCTIONS

- The event will be presented to you through your reading of the 21st Century Skills, Performance Indicators and Case Study Situation. You will have up to 30 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), followed by up to 5 minutes to answer the judge's questions. All members of the team must participate in the presentation, as well as answer the questions.
- 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 and Collaboration – Communicate clearly and show evidence of collaboration.
- Creativity and Innovation – Show evidence of creativity.

PERFORMANCE INDICATORS

- Explain the nature and scope of channel management.
- Explain the nature of channel strategies.
- Select channels of distribution.
- Evaluate channel members.
- Explain external planning considerations.
- Determine factors affecting business risk.
- Explain factors affecting pricing decisions.

CASE STUDY SITUATION

You are to assume the roles of small business owners of BEST STATE OF COFFEE, a company that sells specialty gourmet coffee made from unique beans found only in your state. A small business advisor (judge) has provided you with information about expanding your channels of distribution. The small business advisor (judge) wants you to analyze the information and determine how to best make the new sales channel work for BEST STATE OF COFFEE.

BEST STATE OF COFFEE is a favorite among people that live in the region. The coffee is made from unique beans that only grow in the state. The company sells the product as a 16-ounce can of ground coffee for $11.00 or a two-pound bag of whole beans for $18.00. The products are available for sale in local, independent coffee houses in the region and online. Shipping prices for online sales are kept simple: a flat $10.00 shipping fee for orders under $50.00 and free shipping for orders over $50.00. All shipping within the country is guaranteed within 3-5 business days.

While the business is doing fine, sales have seemed to plateau. There is not much money for marketing or traditional advertising, so the company is relying on word-of-mouth and direct marketing channels such as emails and social media.

A small business advisor (judge) has asked you to consider adding another sales channel. The small business advisor (judge) has given you information on joining the AMAZING MARKETPLACE. AMAZING is the top online retailer in the world. AMAZING sells hundreds of thousands of products to millions of customers each year. The AMAZING MARKETPLACE allows small businesses to sell merchandise on AMAZING. Currently there are over 2 million merchants on the AMAZING MARKETPLACE that are connected to 300 million shippers. Half of all goods sold on AMAZING are through the AMAZING MARKETPLACE.

To become an AMAZING MARKETPLACE merchant that sells coffee, the small business must register as a professional seller. The monthly fee is $39.99, regardless of how many or how few products are sold on AMAZING. There is also a 15% referral fee on every order that is paid to AMAZING. Once an order is placed, AMAZING MARKETPLACE will email you the invoice for proper packaging and shipment. The merchant is able to set shipping charges.

The small business advisor (judge) wants you to determine best practices for adding AMAZING MARKETPLACE as a sales channel. The small business advisor (judge) wants you to determine:

- Adjusted price for 16-ounce can of ground coffee sold on AMAZING MARKETPLACE
- Adjusted price for 2-pound bag of whole beans sold on AMAZING MARKETPLACE
- The benefits and negative consequences of selling items on AMAZING MARKETPLACE
- Methods to evaluate the new sales channel

You will present your analysis to the advisor (judge) in a meeting to take place in the advisor's (judge's) office. The small business advisor (judge) will begin the meeting by greeting you and asking to hear your ideas. After you have presented the analysis and have answered the advisor's (judge's) questions, the advisor (judge) will conclude the meeting by thanking you for your work.

JUDGE'S INSTRUCTIONS

You are to assume the role of a small business advisor working with the small business owners (participant team) of BEST STATE OF COFFEE, a company that sells specialty gourmet coffee made from unique beans found only in your state. You have provided the small business owners (participant team) with information about expanding their channels of distribution. You want the small business owners (participant team) to analyze the information and determine how to best make the new sales channel work for BEST STATE OF COFFEE.

BEST STATE OF COFFEE is a favorite among people that live in the region. The coffee is made from unique beans that only grow in the state. The company sells the product as a 16-ounce can of ground coffee for $11.00 or a two-pound bag of whole beans for $18.00. The products are available for sale in local, independent coffee houses in the region and online. Shipping prices for online sales are kept simple: a flat $10.00 shipping fee for orders under $50.00 and free shipping for orders over $50.00. All shipping within the country is guaranteed within 3-5 business days.

While the business is doing fine, sales have seemed to plateau. There is not much money for marketing or traditional advertising, so the company is relying on word-of-mouth and direct marketing channels such as emails and social media.

You have asked the small business owners (participant team) to consider adding another sales channel. You have given the small business owners (participant team) information on joining the AMAZING MARKETPLACE. AMAZING is the top online retailer in the world. AMAZING sells hundreds of thousands of products to millions of customers each year. The AMAZING MARKETPLACE allows small businesses to sell merchandise on AMAZING. Currently there are over 2 million merchants on the AMAZING MARKETPLACE that are connected to 300 million shippers. Half of all goods sold on AMAZING are through the AMAZING MARKETPLACE.

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You want the small business owners (participant team) to determine best practices for adding AMAZING MARKETPLACE as a sales channel. You want the small business owners (participant team) to determine:

- Adjusted price for 16-ounce can of ground coffee sold on AMAZING MARKETPLACE
- Adjusted price for 2-pound bag of whole beans sold on AMAZING MARKETPLACE
- The benefits and negative consequences of selling items on AMAZING MARKETPLACE
- Methods to evaluate the new sales channel

The small business owners (participant team) will present an analysis to you in a meeting to take place in your office. You will begin the meeting by greeting the small business owners (participant team) and asking to hear about their recommendation.

After the small business owners (participant team) have presented their analysis, you are to ask the following questions of each participant team:

1. What strategies should BEST STATE OF COFFEE employ to compete with the hundreds of other merchants selling coffee on AMAZING?

2. After analyzing the pros and cons of adding AMAZING MARKETPLACE as a new sales channel, would it be more beneficial for BEST STATE OF COFFEE to direct funds allotted for AMAZING'S $39.99 monthly fee towards marketing or advertising? Why or why not?

Once the small business owners (participant team) have answered your questions, you will conclude the meeting by thanking them for their work.

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

JUDGING THE PRESENTATION

Team members, assuming the role of a management team for the business represented, will analyze a case situation related to the chosen occupational area. The team will make decisions regarding the situation, and then make an oral presentation to the judge. The role of the judge is that of an executive for the business.

Participants will be evaluated according to the Evaluation Form.

Please place the name and identification number label on the Scantron sheet (unless it has already been done for you).

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 their analysis, their decisions and the rationale behind the decisions. Allow the teams to complete this portion without interruption, unless you are asked to respond.

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

After the questioning period, please thank the team and state that they will be notified of your decision soon. Then complete the Evaluation Form, making sure to record a score for all categories. The maximum score for the evaluation is 100 points. The presentation will be weighted at twice (2 times) the value of the exam scores.

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

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

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

We hope you are impressed by the quality of the work of these potential managers. If you have any suggestions for improving the event, please mention them to your series director.

We thank you for your help.

ENTREPRENEURSHIP TEAM DECISION MAKING, 2018

Participant: ______________________________

Participant: ______________________________

I.D. Number: ______________________________

JUDGE'S EVALUATION FORM

INSTRUCTIONAL AREA
Channel Management

Did the participant team:		Little/No Value	Below Expectations	Meets Expectations	Exceeds Expectations	Judged Score
PERFORMANCE INDICATORS						
1.	Explain the nature and scope of channel management?	0-1-2-3	4-5-6	7-8	9-10	
2.	Explain the nature of channel strategies?	0-1-2-3	4-5-6	7-8	9-10	
3.	Select channels of distribution?	0-1-2-3	4-5-6	7-8	9-10	
4.	Evaluate channel members?	0-1-2-3	4-5-6	7-8	9-10	
5.	Explain external planning considerations?	0-1-2-3	4-5-6	7-8	9-10	
6.	Determine factors affecting business risk?	0-1-2-3	4-5-6	7-8	9-10	
7.	Explain factors affecting pricing decisions?	0-1-2-3	4-5-6	7-8	9-10	
21st CENTURY SKILLS						
8.	Reason effectively and use systems thinking?	0-1	2-3	4	5-6	
9.	Make judgments and decisions, and solve problems?	0-1	2-3	4	5-6	
10.	Communicate clearly and show evidence of collaboration?	0-1	2-3	4	5-6	
11.	Show evidence of creativity?	0-1	2-3	4	5-6	
12.	Overall impression and responses to the judge's questions	0-1	2-3	4	5-6	
					TOTAL SCORE	

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DECA

FINANCIAL SERVICES

CASE STUDIES USED IN DECA'S
TEAM DECISION MAKING EVENTS

2018

FINANCIAL SERVICES TEAM DECISION MAKING

2018 CASE STUDIES

INCLUDES:

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

SAMPLE CASE STUDY 1: FINANCIAL – INFORMATION MANAGEMENT

SAMPLE CASE STUDY 2: FINANCIAL-INFORMATION MANAGEMENT

SAMPLE CASE STUDY 3: BUSINESS LAW

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
Finance

INSTRUCTIONAL AREA
Financial – Information Management

FINANCIAL SERVICES
TEAM DECISION MAKING EVENT

PARTICIPANT INSTRUCTIONS

- The event will be presented to you through your reading of the 21st Century Skills, Performance Indicators and Case Study Situation. You will have up to 30 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), followed by up to 5 minutes to answer the judge's questions. All members of the team must participate in the presentation, as well as answer the questions.
- 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 and Collaboration – Communicate clearly and show evidence of collaboration.
- Creativity and Innovation – Show evidence of creativity.

PERFORMANCE INDICATORS

- Explain the nature and scope of the financial-information management function.
- Explain the role of ethics in financial-information management.
- Describe the use of technology in the financial-information management function.
- Describe techniques used to analyze customer financial information.
- Explain the principles of data analysis.
- Translate research findings into actionable business recommendations.
- Explain legal issues associated with information management.

CASE STUDY SITUATION

You are to assume the roles of financial analysts for UNDERLINE TWO BANK, the seventh-largest commercial bank in the United States with over $400 billion in assets. UNDERLINE TWO BANK is known for its credit card focus. The finance director (judge) has asked you to spearhead a special project regarding the financial information of the bank's credit card users.

Over 60% of UNDERLINE TWO BANK'S revenue comes from credit cards with over $100 billion in credit card loans outstanding in the United States and Canada. With more than 50 million active accounts, there is a high level of sensitive data housed within the bank's database. The finance director (judge) has asked you to utilize the financial information of credit card users and propose a way the bank can capitalize on the increased usage of its credit customers. You must include users that pay off their credit card balance each month and users that continue to carry balances. Management is aware that there is an opportunity to increase revenue by promoting higher levels of credit card activity.

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

JUDGE'S INSTRUCTIONS

You are to assume the role of the finance director for UNDERLINE TWO BANK, the seventh-largest commercial bank in the United States with over $400 billion in assets. UNDERLINE TWO BANK is known for its credit card focus. You have asked a team of financial analysts (participant team) to spearhead a special project regarding the financial information of the bank's credit card users.

Over 60% of UNDERLINE TWO BANK'S revenue comes from credit cards with over $100 billion in credit card loans outstanding in the United States and Canada. With more than 50 million active accounts, there is a high level of sensitive data housed within the bank's database. You have asked the financial analysts (participant team) to utilize the financial information of credit card users and propose a way the bank can capitalize on the increased usage of its credit customers. The financial analysts (participant team) must include users that pay off their credit card balance each month and users that continue to carry balances. Management is aware that there is an opportunity to increase revenue by promoting higher levels of credit card activity.

The financial analysts (participant team) will present information to you in a role-play to take place in your office. You will begin the role-play by greeting the participant team and asking to hear about their ideas.

After the financial analysts (participant team) have presented the information, you are to ask the following questions of each participant team:

1. As a bank, how do we still continue to show that our members are the number one priority while still earning revenue from their membership?

2. Could the data manipulation techniques used for credit card users be applied to other aspects in the financial services industry?

Once the financial analysts (participant team) have answered your questions, you will conclude the meeting by thanking them for their work.

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

SOLUTION

General Facts that Support Proposal

How money is made with credit cards?

- Cardholder-side
    - Interest
    - Fees
- Merchant-side
    - Transaction fees

Cardholder Revenue

- Users that carry balances
    - Interest
    - Earning revenue based on interest charged for any amount carried over from the prior-month's statement
    - Cannot afford to pay off charges
- Users that pay off each month
    - Fees
    - Usage of credit card based on benefits, such as rewards or cash back
    - Includes an annual fee

Business Revenue

- Merchants Fees
    - Percentage of credit card purchases goes towards interchange fees
    - Portion goes to credit card association (i.e. Visa, MasterCard)
    - Bulk goes to issuing bank (i.e. Chase, Bank of America)

Management Information Systems - Finance

- Information systems with capacity to maintain large databases enabling organizations to store, organize, and access financial information easily
- Used to support budgetary, planning and decision making processes
- Electronic DATA!!!

Data Sensitivity

- Information housed within credit card accounts
    - Name
    - Address
    - Social Security Number
    - Date of Birth
    - Income
    - Citizenship Status
    - Email Address
    - Phone Number
    - Linked Bank Accounts
- Responsibility of bank to ensure cardholder privacy
- Data security involves preventing unauthorized access to databases
    - Cybersecurity risk
    - Data breaches
        - Legally could be brought up to the highest levels of government if millions of people are affected

        - i.e. Equifax – 143 MILLION affected
        - i.e. Facebook – 87 MILLION users had their data compromised

Business Proposals

- Cash Back Rewards
    - Cash back on every purchase
        - EXAMPLE
            - 1% on every purchase
            - 2% at grocery stores
            - 3% gas
        - CAP cash back rewards at a certain dollar amount – i.e. up to first $5,000 in purchases
    - Low interest rate to cardholders
        - Incentivizes new cardholders to applying
        - More purchases across the board
    - Possibility of increased spending = carrying balances over
        - Collect interest on balances
    - MERCHANT SIDE – IMPORTANT
        - Partner with certain merchants in specific categories
        - If gas is 3% cash back, "HEY GAS STATION, I can offer you more traffic to your gas station if you agree to a 0.2% increase in your credit card fees per transaction."
        - 0.2% may seem small, but that is for ALL gas purchases made with the bank's card

- Rewards w/ Annual Fee
    - Points that rack up to be redeemed for travel miles, hotel stays, merchandise, etc.
        - Points needed to reach certain redemption levels require a specific dollar spend
        - That spend should be equal or greater than actual value of reward
    - Partner with businesses, i.e. hotels
        - "Hi, Hilton. If you offer our cardholders benefits to staying at your hotel by redeeming card rewards, we have over 50 million credit card users that could potentially be a customer."

- Low introductory rate, VARIABLE interest
    - Capitalize on users that want a low interest rate on purchases
        - Helps those that use credit to borrow money
    - 0% Annual Percentage Rate (APR) for first 12 months
        - THEN hit them with an increase to 21.99% APR
        - High possibility that cardholders will have an outstanding balance
        - Don't have the money to pay off the entire balance the first month the interest rate hits

- Pay Now – Pay Later Fees
    - THIS IS A NEW TREND IN THE INDUSTRY
        - Let users categorize their purchases into two segments

                - 1 – purchases that they will pay normally, will be charged the normal interest rate if not paid off in statement month
                - 2 – purchases that they want to pay over time, will be charged a lower interest rate, but place a nominal FEE
            - Users will be able to budget and delay payment over monthly payments
                - Interest rate goes down, saving them interest, more than the actual fee
                    - KEY – interest saved must be higher than fee or else it's not worth it to them

- Monthly Spending Incentives
    - THIS ONE REQUIRES HIGH LEVEL DATA ANALYSIS
        - Need to see where cardholders are spending and using their card
        - Based on that data pull, partner with businesses and offer incentives
            - 5% cash back for shopping at Bloomingdales all throughout the month of April - then go to Bloomingdales and ask for a cut of all the purchases from your cardholders
            - $50 gift card for every $250 you spend at Bloomingdales – go to Bloomingdales and show data of all users that spent $250 or more at their stores and ask for reimbursement, full or even partial, for the gift cards given to cardholders that earned that reward
        - Must have enough data to present to other businesses to prove that the numbers add up and it'll create more revenue for them as well

- Balance Transfer Fees
    - Credit card debt is makes up of a HUGE part of consumer debt in society
        - HELP THEM by offering users a service that'll benefit their outstanding debt
        - TRANSFER YOUR BALANCES to OUR BANK
            - 0% APR on balance transfers for 12-18 months– 3% fee assessed to transfer amount
            - Bank keeps the fee with the potential for month 13-19+ to earn interest REVENUE
        - Harder to distinguish data on this since balance transfers usually come from outside banks

Data Requirements

- Data Segments – need to know who is advertised which incentive program
    - Cannot just advertise to everyone – must promote to specific niche
  - CATEGORIES for ALL USERS
    - By Spend
    - By Use
    - By Merchant
    - By Credit Limit
    - By Income
    - By Demographic
    - By Geographic
    - By Profession
- HIGH LEVEL DATA MANIPULATION
  - Amount of average monthly balances carrying over
    - Includes monthly interest revenue collected
  - # of users that pay of balances each moth
    - Use them to pitch the specific benefits
  - # of users total that shop at certain categories
    - Groceries – how many users use their card regularly for groceries
  - Where users spend their money
    - Is it in gas, dining, separate by category
  - Locations where money is spent
    - Small business, large big box, international?
- To pitch these partnership ideas to businesses, must be able to convince and SELL/MARKET the idea to other businesses
  - You have 50 million credit card user data to analyze and use to support your pitches
- THE JUICE HAS TO BE WORTH THE SQUEEZE
- The bank has to benefit AND so does the partnering business
  - BUSINESS-TO-BUSINESS relationship must be a WIN-WIN

BEWARE – YOU CANNOT SELL THE DATA. MUST KEEP IT INTERNAL AND SOLELY USE IT FOR ANALYTICAL PURPOSES. ONCE YOU SELL CONSUMER DATA THAT IS A LEGAL BATTLE WAITING TO HAPPEN!!

JUDGING THE PRESENTATION

Team members, assuming the role of a management team for the business represented, will analyze a case situation related to the chosen occupational area. The team will make decisions regarding the situation, and then make an oral presentation to the judge. The role of the judge is that of an executive for the business.

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We thank you for your help.

FINANCIAL SERVICES TEAM DECISION MAKING, 2018

JUDGE'S EVALUATION FORM

INSTRUCTIONAL AREA
Financial – Information Management

Participant: ______________________________

Participant: ______________________________

I.D. Number: ______________________________

Did the participant:		Little/No Value	Below Expectations	Meets Expectations	Exceeds Expectations	Judged Score
PERFORMANCE INDICATORS						
1.	Explain the nature and scope of the financial-information management function?	0-1-2-3	4-5-6	7-8	9-10	
2.	Explain the role of ethics in financial-information management?	0-1-2-3	4-5-6	7-8	9-10	
3.	Describe the use of technology in the financial-information management function?	0-1-2-3	4-5-6	7-8	9-10	
4.	Describe techniques used to analyze customer financial information?	0-1-2-3	4-5-6	7-8	9-10	
5.	Explain the principles of data analysis?	0-1-2-3	4-5-6	7-8	9-10	
6.	Translate research findings into actionable business recommendations?	0-1-2-3	4-5-6	7-8	9-10	
7.	Explain legal issues associated with information management?	0-1-2-3	4-5-6	7-8	9-10	
21st CENTURY SKILLS						
8.	Reason effectively and use systems thinking?	0-1	2-3	4	5-6	
9.	Make judgments and decisions, and solve problems?	0-1	2-3	4	5-6	
10.	Communicate clearly and show evidence of collaboration?	0-1	2-3	4	5-6	
11.	Show evidence of creativity?	0-1	2-3	4	5-6	
12.	Overall impression and responses to the judge's questions	0-1	2-3	4	5-6	
					TOTAL SCORE	

CAREER CLUSTER
Finance

INSTRUCTIONAL AREA
Information Management
Financial-Information Management

FINANCIAL SERVICES
TEAM DECISION MAKING EVENT

PARTICIPANT INSTRUCTIONS

- The event will be presented to you through your reading of the 21st Century Skills, Performance Indicators and Case Study Situation. You will have up to 30 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), followed by up to 5 minutes to answer the judge's questions. All members of the team must participate in the presentation, as well as answer the questions.
- 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 and Collaboration – Communicate clearly and show evidence of collaboration.
- Creativity and Innovation – Show evidence of creativity.

PERFORMANCE INDICATORS

- Describe the role of financial institutions.
- Describe current business trends.
- Identify ways technology impacts business.
- Maintain customer records.
- Explain the nature and scope of the financial-information management function.
- Describe techniques used to analyze customer financial information.
- Describe the use of technology in the financial-information management function.

CASE STUDY SITUATION

You are to assume the roles of small business banking specialists for EQUITY ONE BANK. The vice president of the bank (judge) has asked your team to prepare a presentation for the current small business clients about banking trends due to the growing use of technology in the banking industry. The vice present (judge) feels this will be a great opportunity to educate and prepare clients with necessary information regarding the bank's services.

The vice president (judge) has put together topics that should be discussed during your presentation to small business clients. The topics to discuss are as follows:

- Bank's role in assisting small business clients
- Trends in banking
- Ease of access to financial information for both client and bank
- Technology uses in banking
- Customization of services based on client needs
- Proactive approach to improved services

You will present the information first to the vice president (judge) in a small training room at EQUITY ONE BANK. The vice president (judge) will begin the meeting by greeting you and asking to hear your ideas. After you have finished the presentation and answered the vice president's (judge's) questions, the vice president (judge) will conclude the meeting by thanking you for your work.

JUDGE'S INSTRUCTIONS

You are to assume the role of vice president of EQUITY ONE BANK. You have asked two small business banking specialists (participant team) to prepare a presentation for the current small business clients about banking trends due to the growing use of technology in the banking industry. You feel this will be a great opportunity to educate and prepare clients with necessary information regarding the bank's services.

You have put together topics that should be discussed during the small business banking specialist's (participant team's) presentation to small business clients. The topics of discussion are as follows:

- Bank's role in assisting small business clients
- Trends in banking
- Ease of access to financial information for both client and bank
- Technology uses in banking
- Customization of services based on client needs
- Proactive approach to improved services

The two small business banking specialists (participant team) will first give the presentation to you in a meeting in your office. You will begin the meeting by greeting the small business banking specialists (participant team) and asking to hear the presentation.

After the small business banking specialists (participant team) have presented the information, you are to ask the following questions of each participant team:

1. What specific client needs would involve a trip to a physical branch location?

2. If a financial institution is noticing an increase in clients closing their accounts, what actions would you recommend a bank take to attract more customers?

Once the small business banking specialists (participant team) have answered your questions, you will conclude the meeting by thanking them for their work.

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

SOLUTION

- Bank’s role in assisting small business clients
  - Small business banking usually involves fees for service
  - For example, branch deposits might cost clients $0.90 per deposit, while remote/mobile deposits are only $0.20 per deposit
  - Businesses do not want to pay more for the same service they can receive at another financial institution
- Trends in banking
  - Interest rates on savings accounts are highly scrutinized when small businesses shop for their main financial institution
  - The competitive rate is a 1% return on their savings balance
  - Cash back for small business credit cards is also trending where institutions will offer up to 2% cash back for all transactions made with no limit on cash back earnings
  - Lines of credits, upwards of $1 million available, are now underwritten against aging accounts receivable of a company, rather than its financial performance
- Ease of access to financial information for both client and bank
  - Records are now easily accessible due to online banking
  - Financial institutions are also able to send documents over encrypted email
  - Clients are able to request documents and have them delivered same day
- Technology uses in banking
  - With the increased use of mobile devices, standard financial information such as current balances and/or outstanding loans need to be immediately accessible
  - Security is also a concern by ensuring that devices accessing sensitive banking information is kept confidential and encrypted
  - Small business clients are also able to use technology to customize their banking portal without the need to contact bank representatives
  - For example, if a check that was written is lost in the mail, rather than calling the bank to void or stop-pay that specific check, it can be flagged and voided by the client using an online banking portal
- Customization of services based on client needs
  - Small business clients vary in their growing needs
  - One client might need access to higher credit limits on their high-volume usage, while other clients need to explore line of credit options
  - Analyzing the banking data and activity of each client can assist financial institution in catering new products and services that fit the needs of individual clients
- Proactive approach to improved services
  - Rather than wait for a client to say, “I need this,” financial institutions should be offering to clients, “We are able to offer you this service unique to your needs.”
  - A fee-based service usually entails small businesses to continually shop around for the best bank for their needs and either institutions adapt to the changing needs or lose clients in the process
  - Using prior records of each client allows financial institutions to better understand the history of a small business and how to cater the relationship in an effort to improve the business banking relationship

JUDGING THE PRESENTATION

Team members, assuming the role of a management team for the business represented, will analyze a case situation related to the chosen occupational area. The team will make decisions regarding the situation, and then make an oral presentation to the judge. The role of the judge is that of an executive for the business.

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FINANCIAL SERVICES TEAM DECISION MAKING, 2018

JUDGE'S EVALUATION FORM

Participant: _______________________________

Participant: _______________________________

I.D. Number: _______________________________

INSTRUCTIONAL AREA
Information Management
Financial-Information Management

Did the participant:		Little/No Value	Below Expectations	Meets Expectations	Exceeds Expectations	Judged Score
PERFORMANCE INDICATORS						
1.	Describe the role of financial institutions?	0-1-2-3	4-5-6	7-8	9-10	
2.	Describe current business trends?	0-1-2-3	4-5-6	7-8	9-10	
3.	Identify ways technology impacts business?	0-1-2-3	4-5-6	7-8	9-10	
4.	Maintain customer records?	0-1-2-3	4-5-6	7-8	9-10	
5.	Explain the nature and scope of the financial-information management function?	0-1-2-3	4-5-6	7-8	9-10	
6.	Describe techniques used to analyze customer financial information?	0-1-2-3	4-5-6	7-8	9-10	
7.	Describe the use of technology in the financial-information management function?	0-1-2-3	4-5-6	7-8	9-10	
21st CENTURY SKILLS						
8.	Reason effectively and use systems thinking?	0-1	2-3	4	5-6	
9.	Make judgments and decisions, and solve problems?	0-1	2-3	4	5-6	
10.	Communicate clearly and show evidence of collaboration?	0-1	2-3	4	5-6	
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					TOTAL SCORE	

CAREER CLUSTER
Finance

INSTRUCTIONAL AREA
Business Law

FINANCIAL SERVICES
TEAM DECISION MAKING EVENT

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

PERFORMANCE INDICATORS

- Explain the role of finance in business.
- Discuss the nature of debtor-creditor relationships.
- Comply with the spirit and intent of laws and regulations.
- Discuss legal considerations in the finance industry.
- Discuss the nature of law and sources of law in the United States.
- Explain the nature of overhead/operating costs.
- Explain the purposes and importance of credit.

CASE STUDY SITUATION

You are to assume the roles of senior business bankers for PEBBLE FOUNTAIN BANK. The president of the bank (judge) wants to extend the bank's lending portfolio to include real estate loans to business clients. The president (judge) wants your team to create a presentation regarding bank regulations on commercial lending that will be used as an informational resource for potential business clients.

The president (judge) wants you to include the following topics in the presentation:

- Principles behind commercial lending
- Uses of business loans
- Governing laws and regulatory agencies
- Purpose of collateral
- Lending limits to individual borrowers
- Loan structure for existing clients
- Loan structure of new clients
- Benefits and risks of commercial lending

You will first give the presentation to the president (judge) in a meeting to take place in the president's (judge's) office. The president (judge) will begin the meeting by greeting you and asking to hear your presentation. After you have finished the presentation and answered the president's (judge's) questions, the president (judge) will conclude the meeting by thanking you for your work.

JUDGE'S INSTRUCTIONS

You are to assume the role of president of PEBBLE FOUNTAIN BANK. You want to extend the bank's lending portfolio to include real estate loans to business clients. You want the senior business bankers (participant team) to create a presentation regarding bank regulations on commercial lending that will be used as an informational resource for potential business clients.

You want the senior business bankers (participant team) to include the following topics in the presentation:

- Principles behind commercial lending
- Uses of business loans
- Governing laws and regulatory agencies
- Purpose of collateral
- Lending limits to individual borrowers
- Loan structure for existing clients
- Loan structure of new clients
- Benefits and risks of commercial lending

The senior business bankers (participant team) will first give the presentation to you in a meeting to take place in your office. You will begin the meeting by greeting the senior business bankers (participant team) and asking to hear your presentation.

After the senior business bankers (participant team) have presented the information, you are to ask the following questions of each participant team:

1. Would you recommend that PEBBLE FOUNTAIN BANK offer unsecured loans, those without collateral? Why or why not?

2. If a business has, in the most recent year, operated at a net loss, should they automatically be declined for a commercial loan? Why or why not?

Once the senior business bankers (participant team) have answered your questions, you will conclude the meeting by thanking them for their work.

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

SOLUTION

- Principles behind commercial lending
  - A commercial loan is a debt-based arrangement between a business and a financial institution
  - Typically used to fund major capital expenditures, e.g. property, land, building, equipment.
- Uses of business loans
  - Buildings
  - Capital leases
  - Computer equipment
  - Office equipment
  - Furniture and fixtures
  - Intangibles assets (e.g. licenses and/or patents)
  - Land
  - Machinery
  - Software
  - Vehicles
- Governing laws and regulatory agencies
  - The Office of the Comptroller of the Currency (OCC) supervises all national banks and federal savings associations as an independent agency of the Department of Treasury.
  - The Federal Reserve System is the central bank of the United States by supervising and regulating financial institutions
  - The Federal Deposit Insurance Corporation (FDIC) provides deposit insurance to depositors in U.S. Banks
  - The Interagency Guidelines Establishing Standards for Safety and Soundness state that a bank must establish an underwriting process that:
    - Is commensurate with the types of loans the institution will make and considers the terms and conditions under which they will be made
    - Considers the nature of the markets in which loans will be made
    - Provides for consideration, prior to credit commitment, of the borrower's overall financial condition and resources, the financial responsibility of any guarantor, the nature and value of any underlying collateral, and the borrower's character and willingness to repay as agreed
    - Includes a system of independent, ongoing credit review and appropriate communication to management and to the board of directors
    - Takes adequate account of concentration of credit risk
    - Is appropriate to the size of the institution and the nature and scope of its activities
- Purpose of collateral
  - Security pledged for the payment of a loan
  - Types of business collateral: real property, business inventory, accounts receivable, cash savings or deposits, assets that have loans on them
- Lending limits to individual borrowers
  - Smaller limits due to lower value of individual assets to be used as collateral
  - Better relationship with businesses due to a higher chance of being repaid on loans due to multiple forms of collateral available

- Loan structure for existing clients
  - Longer relationships usually equate to more internal data available to the financial institution
  - Analyzing data to underwrite loans could decrease interest rates and/or increase the lending limit
  - Different needs for financial data that is already accessible to the financial institution might speed up the underwriting process
- Loan structure of new clients
  - Professional skepticism due to little or no banking history with the financial institution
  - Higher interest rates and or shorter lending terms
  - Greater need for financial statement analysis to underwrite the credit worthiness of the business
  - Higher collateral requirements in case of default on loan
- Benefits and risks of commercial lending
  - Increase the client pool of the bank
  - Clients often stay with the same financial institution if they have outstanding loans
  - Ability for long term loyalty if funds for capital expenditures are easily accessible
  - Laws and regulations govern how much of a bank's portfolio is used up in commercial loans
  - Must underwrite commercial loans property to mitigate risk of bank not receiving their return on interest
  - Revenue stream due to collections on interest rate and any other fees associated with the loan
  - Extensive legal considerations that may require legal counsel
  - Chance of not earning any money on loans due to default

JUDGING THE PRESENTATION

Team members, assuming the role of a management team for the business represented, will analyze a case situation related to the chosen occupational area. The team will make decisions regarding the situation, and then make an oral presentation to the judge. The role of the judge is that of an executive for the business.

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FINANCIAL SERVICES TEAM DECISION MAKING, 2018

JUDGE'S EVALUATION FORM

INSTRUCTIONAL AREA
Business Law

Participant: ______________________________

Participant: ______________________________

I.D. Number: ______________________________

	Did the participant:	Little/No Value	Below Expectations	Meets Expectations	Exceeds Expectations	Judged Score
PERFORMANCE INDICATORS						
1.	Explain the role of finance in business?	0-1-2-3	4-5-6	7-8	9-10	
2.	Discuss the nature of debtor-creditor relationships?	0-1-2-3	4-5-6	7-8	9-10	
3.	Comply with the spirit and intent of laws and regulations?	0-1-2-3	4-5-6	7-8	9-10	
4.	Discuss legal considerations in the finance industry?	0-1-2-3	4-5-6	7-8	9-10	
5.	Discuss the nature of law and sources of law in the United States?	0-1-2-3	4-5-6	7-8	9-10	
6.	Explain the nature of overhead/operating costs?	0-1-2-3	4-5-6	7-8	9-10	
7.	Explain the purposes and importance of credit?	0-1-2-3	4-5-6	7-8	9-10	
21st CENTURY SKILLS						
8.	Reason effectively and use systems thinking?	0-1	2-3	4	5-6	
9.	Make judgments and decisions, and solve problems?	0-1	2-3	4	5-6	
10.	Communicate clearly and show evidence of collaboration?	0-1	2-3	4	5-6	
11.	Show evidence of creativity?	0-1	2-3	4	5-6	
12.	Overall impression and responses to the judge's questions	0-1	2-3	4	5-6	
					TOTAL SCORE	

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DECA

HOSPITALITY SERVICES

CASE STUDIES USED IN DECA'S

TEAM DECISION MAKING EVENTS

2018

DECA

HOSPITALITY SERVICES TEAM DECISION MAKING

2018 CASE STUDIES

INCLUDES:

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

SAMPLE CASE STUDY 1: CUSTOMER RELATIONS

SAMPLE CASE STUDY 2: ECONOMICS

SAMPLE CASE STUDY 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. 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
Hospitality and Tourism

INSTRUCTIONAL AREA
Customer Relations

HOSPITALITY SERVICES
TEAM DECISION MAKING EVENT

PARTICIPANT INSTRUCTIONS

- The event will be presented to you through your reading of the 21st Century Skills, Performance Indicators and Case Study Situation. You will have up to 30 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), followed by up to 5 minutes to answer the judge's questions. All members of the team must participate in the presentation, as well as answer the questions.
- 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 and Collaboration – Communicate clearly and show evidence of collaboration.
- Creativity and Innovation – Show evidence of creativity.

PERFORMANCE INDICATORS

- Identify a company's brand promise.
- Differentiate between offering services and offering products in hospitality and tourism.
- Identify factors associated with positive customer experiences.
- Anticipate unspoken customer needs.
- Explain factors that motivate people to choose a hospitality and tourism site.
- Explain the nature of product/service branding.
- Explain the concept of market and market identification.

CASE STUDY SITUATION

You are to assume the roles of director of sales and marketing and director of brand experience for a new hotel concept, DEGREE. The founder of the new concept (judge) has asked your team to design the DEGREE product to ensure the best customer experience for its target market.

The founder of DEGREE (judge) realized there is a strong need for outstanding lodging experiences in college towns. Most cities that house a university or college do not have much to offer near the schools in terms of lodging. Visitors to the schools are forced to either lodge miles away or stay in an unknown motel or a bland chain.

DEGREE's concept is simple: offer visitors to the universities and colleges a charming, safe and pleasant lodging experience. The founder (judge) hopes that parents, family members and guests of the schools will choose DEGREE over the other boring lodging options.

The first DEGREE property is in the planning stages and will open in one year. The property is located within walking distance of a local university's student union and several dormitories. The campus transportation bus stop is located just one block from DEGREE's entrance, giving guests the ability to safely and easily travel throughout the university grounds and the surrounding area.

The founder (judge) has asked for your help in designing the DEGREE product. The founder (judge) wants to ensure that potential guests, parents and visitors of the schools will not only have their needs met in terms of products and services, but will have their unspoken needs met. The founder (judge) wants to make certain that DEGREE provides the best guest experience in addition to a safe place to sleep.

The founder (judge) wants your team to determine the following:

- Services DEGREE can provide for the target market
- Products DEGREE can provide for the target market
- What DEGREE should look like, in terms of lobby, guest room and other common areas
- How DEGREE can ensure positive customer experiences
- Possible unspoken needs of target market customers

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

JUDGE'S INSTRUCTIONS

You are to assume the role of the founder of a new hotel concept, DEGREE. You have asked the director of sales and marketing and director of brand experience (participant team) to design the DEGREE product to ensure the best customer experience for its target market.

You realized there is a strong need for outstanding lodging experiences in college towns. Most cities that house a university or college do not have much to offer near the schools in terms of lodging. Visitors to the schools are forced to either lodge miles away or stay in an unknown motel or a bland chain.

DEGREE's concept is simple: offer visitors to the universities and colleges a charming, safe and pleasant lodging experience. You hope that parents, family members and guests of the schools will choose DEGREE over the other boring lodging options.

The first DEGREE property is in the planning stages and will open in one year. The property is located within walking distance of a local university's student union and several dormitories. The campus transportation bus stop is located just one block from DEGREE's entrance, giving guests the ability to safely and easily travel throughout the university grounds and the surrounding area.

You have asked for the director of sales and marketing's and director of brand experience's (participant team's) help in designing the DEGREE product. You want to ensure that potential guests, parents and visitors of the schools, will not only have their needs met in terms of products and services, but will have their unspoken needs met. You want to make certain that DEGREE provides the best guest experience in addition to a safe place to sleep.

You want the director of sales and marketing and director of brand experience (participant team) to determine the following:

- Services DEGREE can provide for the target market
- Products DEGREE can provide for the target market
- What DEGREE should look like, in terms of lobby, guest room and other common areas
- How DEGREE can ensure positive customer experiences
- Possible unspoken needs of target market customers

The director of sales and marketing and director of brand experience (participant team) will present their recommendations to you in a meeting to take place in your office. You will begin the meeting by greeting the director of sales and marketing and director of brand experience (participant team) and asking to hear about their ideas.

After the director of sales and marketing and director of brand experience (participant team) have presented their recommendations, you are to ask the following questions of each participant team:

1. Do you think DEGREE properties are best suited for small college towns, larger college towns or both? Why?

2. What is the best way to market DEGREE to its target market?

3. Should we promote DEGREE to the general population as well as the target market?

Once the director of sales and marketing and director of brand experience (participant team) have answered your questions, you will conclude the meeting by thanking them for their work.

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

JUDGING THE PRESENTATION

Team members, assuming the role of a management team for the business represented, will analyze a case situation related to the chosen occupational area. The team will make decisions regarding the situation, and then make an oral presentation to the judge. The role of the judge is that of an executive for the business.

Participants will be evaluated according to the Evaluation Form.

Please place the name and identification number label on the Scantron sheet (unless it has already been done for you).

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 their analysis, their decisions and the rationale behind the decisions. Allow the teams to complete this portion without interruption, unless you are asked to respond.

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

After the questioning period, please thank the team and state that they will be notified of your decision soon. Then complete the Evaluation Form, making sure to record a score for all categories. The maximum score for the evaluation is 100 points. The presentation will be weighted at twice (2 times) the value of the exam scores.

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

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

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

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

We hope you are impressed by the quality of the work of these potential managers. If you have any suggestions for improving the event, please mention them to your series director.

We thank you for your help.

HOSPITALITY SERVICES TEAM DECISION MAKING, 2018

JUDGE'S EVALUATION FORM

INSTRUCTIONAL AREA
Customer Relations

Participant: ______________________________

Participant: ______________________________

I.D. Number: ______________________________

Did the participant team:		Little/No Value	Below Expectations	Meets Expectations	Exceeds Expectations	Judged Score
PERFORMANCE INDICATORS						
1.	Identify a company's brand promise?	0-1-2-3	4-5-6	7-8	9-10	
2.	Differentiate between offering services and offering products in hospitality and tourism?	0-1-2-3	4-5-6	7-8	9-10	
3.	Identify factors associated with positive customer experiences?	0-1-2-3	4-5-6	7-8	9-10	
4.	Anticipate unspoken customer needs?	0-1-2-3	4-5-6	7-8	9-10	
5.	Explain factors that motivate people to choose a hospitality and tourism site?	0-1-2-3	4-5-6	7-8	9-10	
6.	Explain the nature of product/service branding?	0-1-2-3	4-5-6	7-8	9-10	
7.	Explain the concept of market and market identification?	0-1-2-3	4-5-6	7-8	9-10	
21st CENTURY SKILLS						
8.	Reason effectively and use systems thinking?	0-1	2-3	4	5-6	
9.	Make judgments and decisions, and solve problems?	0-1	2-3	4	5-6	
10.	Communicate clearly and show evidence of collaboration?	0-1	2-3	4	5-6	
11.	Show evidence of creativity?	0-1	2-3	4	5-6	
12.	Overall impression and responses to the judge's questions	0-1	2-3	4	5-6	
					TOTAL SCORE	

CAREER CLUSTER
Hospitality and Tourism

INSTRUCTIONAL AREA
Economics

HOSPITALITY SERVICES
TEAM DECISION MAKING EVENT

PARTICIPANT INSTRUCTIONS

- The event will be presented to you through your reading of the 21st Century Skills, Performance Indicators and Case Study Situation. You will have up to 30 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), followed by up to 5 minutes to answer the judge's questions. All members of the team must participate in the presentation, as well as answer the questions.
- 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 and Collaboration – Communicate clearly and show evidence of collaboration.
- Creativity and Innovation – Show evidence of creativity.

PERFORMANCE INDICATORS

- Describe the functions of prices in markets.
- Identify factors affecting a business's profit.
- Determine factors affecting business risk.
- Explain the concept of competition.
- Explain factors that influence customer/client/business buying behavior.
- Explain the nature of customer service in the hospitality and tourism industry.
- Explain promotional methods used by the hospitality and tourism industry.

CASE STUDY SITUATION

You are to assume the roles of director of sales and marketing and director of brand experience for MARVEL INN, a hotel chain with over 1,000 properties in North America. The senior vice president (judge) wants your team to analyze a new service the chain is considering that would allow guests to choose their own check-in and check-out times and pay an adjusted room rate based on adjusted times.

All MARVEL INN locations have the same check-in time of 4:00PM and check-out time of 12:00PM. It is considered standard policy in the hospitality industry that a room stay is for 20 hours, and Marvel Inn follows that standard. While each MARVEL INNS' room rates vary, most are between $149.00 and $289.00 per night. MARVEL INN has a loyalty program to entice repeat visits named *Marvelous Program*. Members of the *Marvelous Program* earn points for each stay and can redeem points for future stays and upgrades.

With so many hotel brands competing for guests and prices extremely comparable, it is becoming more and more difficult for brands to stand out in the market. Executives at MARVEL INN performed research among customers, *Marvelous Program* members and social media followers. The research asked participants to identify reasons why MARVEL INN was chosen or not chosen for hotel stays. A significant number of respondents answered that they did not choose MARVEL INN when they needed a one-night stay and would check-out very early or would arrive very late in the night. Respondents communicated that the price was too high for simply a place to sleep and no use of other hotel services. Those respondents opted for less expensive lodging.

There were also a significant number of responses that indicated the opposite; guests that preferred an earlier check-in than 4:00PM due to early arrivals via airplane felt angry when MARVEL INN was unable to accommodate early check-in times. Instead, those guests booked with hotel brands that allowed earlier check-in times.

After analyzing the research, executives at MARVEL INN are considering a new strategy. MARVEL INN guests would be able to choose a check-in and check-out time that best fits their needs if the standard times are not conducive. The room rates for adjusted times would be adjusted, as well. For example, if a guest only needs a room for 10 hours, the rate would be less than the standard rate. If a guest wanted to check-in several hours early and check-out late, the rate would be more than the standard rate. The new strategy has been named "custom guest."

The senior vice president (judge) wants your team to analyze the *custom guest* strategy. The senior vice president (judge) wants your team to determine the following:

- How would *custom guest* potentially affect profits, both positively and negatively?
- Should *custom guest* be available only to *Marvelous Program* members? Explain.
- Which sales booking channels should *custom guest* be available?
- What communication methods should be used to promote *custom guest*?
- How does *custom guest* affect human resources, such as front desk, housekeeping, etc.?
- What is the final recommendation for or against *custom guest* strategy?

You will present your analysis and final recommendation to the senior vice president (judge) in a meeting to take place in the senior vice president's (judge's) office. The senior vice president (judge) will begin the meeting by greeting you and asking to hear your analysis. After you have presented your analysis and have answered the senior vice president's (judge's) questions, the senior vice president (judge) will conclude the meeting by thanking you for your work.

JUDGE'S INSTRUCTIONS

You are to assume the role of senior vice president of MARVEL INN, a hotel chain with over 1,000 properties in North America. You want the director of sales and marketing and director of brand experience (participant team) to analyze a new service the chain is considering that would allow guests to choose their own check-in and check-out times and pay an adjusted room rate based on adjusted times.

All MARVEL INN locations have the same check-in time of 4:00PM and check-out time of 12:00PM. It is considered standard policy in the hospitality industry that a room stay is for 20 hours, and Marvel Inn follows that standard. While each MARVEL INNS' room rates vary, most are between $149.00 and $289.00 per night. MARVEL INN has a loyalty program to entice repeat visits named *Marvelous Program*. Members of the *Marvelous Program* earn points for each stay and can redeem points for future stays and upgrades.

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You want the director of sales and marketing and director of brand experience (participant team) to analyze the *custom guest* strategy. You want the director of sales and marketing and director of brand experience (participant team) to determine the following:

- How would *custom guest* potentially affect profits, both positively and negatively?
- Should *custom guest* be available only to *Marvelous Program* members? Explain.
- Which sales booking channels should *custom guest* be available?
- What communication methods should be used to promote *custom guest*?
- How does *custom guest* affect human resources, such as front desk, housekeeping, etc.?
- What is the final recommendation for or against *custom guest* strategy?

The director of sales and marketing and director of brand experience (participant team) will present their analysis to you in a meeting to take place in your office. You will begin the meeting by greeting the director of sales and marketing and director of brand experience (participant team) and asking to hear about their ideas.

After the director of sales and marketing and director of brand experience (participant team) have presented their analysis and final recommendation you are to ask the following questions of each participant team:

1. Do you think *custom guest* is ethical? Why or why not?

2. Typically, MARVEL INN will let a guest check-in an hour early if a room is available or check-out an hour late if not at full occupancy. Should we eliminate that policy? Why or why not?

Once the director of sales and marketing and director of brand experience (participant team) have answered your questions, you will conclude the meeting by thanking them for their work.

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

JUDGING THE PRESENTATION

Team members, assuming the role of a management team for the business represented, will analyze a case situation related to the chosen occupational area. The team will make decisions regarding the situation, and then make an oral presentation to the judge. The role of the judge is that of an executive for the business.

Participants will be evaluated according to the Evaluation Form.

Please place the name and identification number label on the Scantron sheet (unless it has already been done for you).

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 their analysis, their decisions and the rationale behind the decisions. Allow the teams to complete this portion without interruption, unless you are asked to respond.

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

After the questioning period, please thank the team and state that they will be notified of your decision soon. Then complete the Evaluation Form, making sure to record a score for all categories. The maximum score for the evaluation is 100 points. The presentation will be weighted at twice (2 times) the value of the exam scores.

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

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

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

We hope you are impressed by the quality of the work of these potential managers. If you have any suggestions for improving the event, please mention them to your series director.

We thank you for your help.

HOSPITALITY SERVICES TEAM DECISION MAKING, 2018

JUDGE'S EVALUATION FORM

Participant: ______________________________

Participant: ______________________________

I.D. Number: ______________________________

INSTRUCTIONAL AREA
Economics

	Did the participant team:	Little/No Value	Below Expectations	Meets Expectations	Exceeds Expectations	Judged Score
PERFORMANCE INDICATORS						
1.	Describe the functions of prices in markets?	0-1-2-3	4-5-6	7-8	9-10	
2.	Identify factors affecting a business's profit?	0-1-2-3	4-5-6	7-8	9-10	
3.	Determine factors affecting business risk?	0-1-2-3	4-5-6	7-8	9-10	
4.	Explain the concept of competition?	0-1-2-3	4-5-6	7-8	9-10	
5.	Explain factors that influence customer/client/business buying behavior?	0-1-2-3	4-5-6	7-8	9-10	
6.	Explain the nature of customer service in the hospitality and tourism industry?	0-1-2-3	4-5-6	7-8	9-10	
7.	Explain promotional methods used by the hospitality and tourism industry?	0-1-2-3	4-5-6	7-8	9-10	
21st CENTURY SKILLS						
8.	Reason effectively and use systems thinking?	0-1	2-3	4	5-6	
9.	Make judgments and decisions, and solve problems?	0-1	2-3	4	5-6	
10.	Communicate clearly and show evidence of collaboration?	0-1	2-3	4	5-6	
11.	Show evidence of creativity?	0-1	2-3	4	5-6	
12.	Overall impression and responses to the judge's questions	0-1	2-3	4	5-6	
					TOTAL SCORE	

CAREER CLUSTER
Hospitality and Tourism

INSTRUCTIONAL AREA
Product/Service Management

HOSPITALITY SERVICES
TEAM DECISION MAKING EVENT

PARTICIPANT INSTRUCTIONS

- The event will be presented to you through your reading of the 21st Century Skills, Performance Indicators and Case Study Situation. You will have up to 30 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), followed by up to 5 minutes to answer the judge's questions. All members of the team must participate in the presentation, as well as answer the questions.
- 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 and Collaboration – Communicate clearly and show evidence of collaboration.
- Creativity and Innovation – Show evidence of creativity.

PERFORMANCE INDICATORS

- Explain the nature of corporate branding.
- Explain the nature and scope of the product/service management function
- Communicate core values of product/service.
- Identify a product/service's competitive advantage.
- Identify company's brand promise.
- Describe factors affecting the prices of hospitality and tourism products.
- Determine factors affecting business risk.

CASE STUDY SITUATION

You are to assume the roles of director of brand management and director of marketing for CREEK, a boutique hotel brand owned by CREEKSIDE INTERNATIONAL. CREEKSIDE INTERNATIONAL is a hospitality company that manages and franchises 14 different hotel brands. The senior vice president of CREEKSIDE INTERNATIONAL (judge) wants your team to analyze CREEK's 20 years in business and determine changes and/or additions that need to be made to the brand to either preserve or change its identity.

CREEKSIDE INTERNATIONAL has been in the hospitality business for over 100 years, but the boutique brand it operates, CREEK, has only been in business since 1998. CREEK is the first and only boutique style hotel owned by CREEKSIDE INTERNATIONAL. CREEK was meant to target Millennials and have a mid range price point of $219/night.

All CREEK hotels have similar décor. They are all trendy and hip with minimalist, dark themes. All CREEK locations have fun lounges, restaurants featuring local fare with local ingredients and rooftop pools with trendy outdoor games. The restaurants and lounges are marketed as fun and attract local Millennials as well as hotel guests. CREEK was meant to be the opposite of luxury hotels, which are thought of as stuffy and boring.

The success of CREEK was overwhelming. CREEKSIDE INTERNATIONAL executives knew that CREEK would offer something unique, but they had no idea just how popular the brand would be among all demographics. Twenty years later, CREEK is still extremely popular, but the primary demographic has changed from Millennials to Generation X and young Baby Boomers. Another change is the price point. The high demand for rooms at CREEK has raised the average rate from $219/night to $349/night, making it fit the luxury hotel price point rather than boutique.

CREEK has run into problems this past year due to the rising room rates with no changes to the style of offerings of the brand. Guests feel that if they are paying a luxury brand rate, they should receive luxury brand services and amenities, not boutique brand services and amenities. Changing CREEK to a luxury brand would require renovations to all the properties, including changes to style, décor, restaurants and services offered.

With its 20-year anniversary approaching, the senior vice president (judge) wants your team to analyze the brand identity and history of CREEK. To stay competitive and profitable, the senior vice president (judge) wants your team to analyze the following:

- Benefits of remaining a boutique hotel brand
- Methods to position CREEK as a boutique hotel brand rather than a luxury hotel brand
- Ways to adjust pricing while still staying profitable
- Additional services/amenities that will identify the CREEK brand as boutique
- Pros and cons of renovating all CREEK properties to luxury hotel brand
- Final recommendation for the CREEK brand
- Method to incorporate your recommendations into CREEK's 20th anniversary

You will present your analysis and final recommendation to the senior vice president (judge) in a meeting to take place in the senior vice president's (judge's) office. The senior vice president (judge) will begin the meeting by greeting you and asking to hear your analysis. After you have presented your analysis and have answered the senior vice president's (judge's) questions, the senior vice president (judge) will conclude the meeting by thanking you for your work.

JUDGE'S INSTRUCTIONS

You are to assume the role of senior vice president for CREEKSIDE INTERNATIONAL, a hospitality company that manages and franchises 14 different hotel brands. The company owns a boutique hotel brand named CREEK. You want the director of brand management and director of marketing for CREEK (participant team) to analyze CREEK's 20 years in business and determine changes and/or additions that need to be made to the brand to either preserve or change its identity.

CREEKSIDE INTERNATIONAL has been in the hospitality business for over 100 years, but the boutique brand it operates, CREEK, has only been in business since 1998. CREEK is the first and only boutique style hotel owned by CREEKSIDE INTERNATIONAL. CREEK was meant to target Millennials and have a mid range price point of $219/night.

All CREEK hotels have similar décor. They are all trendy and hip with minimalist, dark themes. All CREEK locations have fun lounges, restaurants featuring local fare with local ingredients and rooftop pools with trendy outdoor games. The restaurants and lounges are marketed as fun and attract local Millennials as well as hotel guests. CREEK was meant to be the opposite of luxury hotels, which are thought of as stuffy and boring.

The success of CREEK was overwhelming. CREEKSIDE INTERNATIONAL executives knew that CREEK would offer something unique, but they had no idea just how popular the brand would be among all demographics. Twenty years later, CREEK is still extremely popular, but the primary demographic has changed from Millennials to Generation X and young Baby Boomers. Another change is the price point. The high demand for rooms at CREEK has raised the average rate from $219/night to $349/night, making it fit the luxury hotel price point rather than boutique.

CREEK has run into problems this past year due to the rising room rates with no changes to the style of offerings of the brand. Guests feel that if they are paying a luxury brand rate, they should receive luxury brand services and amenities, not boutique brand services and amenities. Changing CREEK to a luxury brand would require renovations to all the properties, including changes to style, décor, restaurants and services offered.

With its 20-year anniversary approaching, you want the director of brand management and director of marketing for CREEK (participant team) to analyze the brand identity and history of CREEK. To stay competitive and profitable, you want the director of brand management and director of marketing for CREEK (participant team) to analyze the following:

- Benefits of remaining a boutique hotel brand
- Methods to position CREEK as a boutique hotel brand rather than a luxury hotel brand
- Ways to adjust pricing while still staying profitable
- Additional services/amenities that will identify the CREEK brand as boutique
- Pros and cons of renovating all CREEK properties to luxury hotel brand
- Final recommendation for the CREEK brand
- Method to incorporate your recommendations into CREEK's 20th anniversary

The director of brand management and director of marketing (participant team) will present their analysis to you in a meeting to take place in your office. You will begin the meeting by greeting the director of brand management and director of marketing (participant team) asking to hear about their ideas.

After the director of brand management and director of marketing (participant team) have presented their analysis and final recommendation you are to ask the following questions of each participant team:

1. Why is it important for a hotel brand to have its own identity?

2. With only 50 locations, there is very little supply. What do you think would happen to popularity and pricing if the company doubled or tripled the number of CREEK locations?

3. What do you think would happen if the company did absolutely nothing and just let CREEK keep operating as usual?

Once the director of brand management and director of marketing (participant team) have answered your questions, you will conclude the meeting by thanking them for their work.

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

JUDGING THE PRESENTATION

Team members, assuming the role of a management team for the business represented, will analyze a case situation related to the chosen occupational area. The team will make decisions regarding the situation, and then make an oral presentation to the judge. The role of the judge is that of an executive for the business.

Participants will be evaluated according to the Evaluation Form.

Please place the name and identification number label on the Scantron sheet (unless it has already been done for you).

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 their analysis, their decisions and the rationale behind the decisions. Allow the teams to complete this portion without interruption, unless you are asked to respond.

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

After the questioning period, please thank the team and state that they will be notified of your decision soon. Then complete the Evaluation Form, making sure to record a score for all categories. The maximum score for the evaluation is 100 points. The presentation will be weighted at twice (2 times) the value of the exam scores.

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

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

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

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

We hope you are impressed by the quality of the work of these potential managers. If you have any suggestions for improving the event, please mention them to your series director.

We thank you for your help.

HOSPITALITY SERVICES TEAM DECISION MAKING, 2018

JUDGE'S EVALUATION FORM

INSTRUCTIONAL AREA
Product/Service Management

Participant: ______________________________

Participant: ______________________________

I.D. Number: ______________________________

Did the participant team:		Little/No Value	Below Expectations	Meets Expectations	Exceeds Expectations	Judged Score
PERFORMANCE INDICATORS						
1.	Explain the nature of corporate branding?	0-1-2-3	4-5-6	7-8	9-10	
2.	Explain the nature and scope of the product/service management function?	0-1-2-3	4-5-6	7-8	9-10	
3.	Communicate core values or product/service?	0-1-2-3	4-5-6	7-8	9-10	
4.	Identify a product/service's competitive advantage?	0-1-2-3	4-5-6	7-8	9-10	
5.	Identify company's brand promise?	0-1-2-3	4-5-6	7-8	9-10	
6.	Describe factors affecting the prices of hospitality and tourism products?	0-1-2-3	4-5-6	7-8	9-10	
7.	Determine factors affecting business risk?	0-1-2-3	4-5-6	7-8	9-10	
21st CENTURY SKILLS						
8.	Reason effectively and use systems thinking?	0-1	2-3	4	5-6	
9.	Make judgments and decisions, and solve problems?	0-1	2-3	4	5-6	
10.	Communicate clearly and show evidence of collaboration?	0-1	2-3	4	5-6	
11.	Show evidence of creativity?	0-1	2-3	4	5-6	
12.	Overall impression and responses to the judge's questions	0-1	2-3	4	5-6	
					TOTAL SCORE	

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MARKETING MANAGEMENT

CASE STUDIES USED IN DECA'S
TEAM DECISION MAKING EVENTS

2018

MARKETING MANAGEMENT TEAM DECISION MAKING

2018 CASE STUDIES

INCLUDES:

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

SAMPLE CASE STUDY 1: MARKET PLANNING

SAMPLE CASE STUDY 2: PRODUCT/SERVICE MANAGEMENT

SAMPLE CASE STUDY 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

INSTRUCTIONAL AREA
Market Planning

MARKETING MANAGEMENT
TEAM DECISION MAKING EVENT

PARTICIPANT INSTRUCTIONS

- The event will be presented to you through your reading of the 21st Century Skills, Performance Indicators and Case Study Situation. You will have up to 30 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), followed by up to 5 minutes to answer the judge's questions. All members of the team must participate in the presentation, as well as answer the questions.
- 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 and Collaboration – Communicate clearly and show evidence of collaboration.
- Creativity and Innovation – Show evidence of creativity.

PERFORMANCE INDICATORS

- Explain the nature of marketing planning.
- Explain the nature of marketing plans.
- Explain the concept of marketing strategies.
- Explain the concept of market and market identification.
- Identify company's brand promise.
- Describe factors used by marketers to position products/services.
- Identify communications channels used in sales promotion.

CASE STUDY SITUATION

You are to assume the roles of director of marketing and marketing specialist for HERITAGE FUNERAL HOME, a new funeral home in a city of 250,000 people. The manager of the funeral home (judge) has asked your team to develop a marketing plan that will showcase the funeral home's special services and promote the new business to the community.

HERITAGE FUNERAL HOME opened its doors last month in a city with two other funeral home businesses. One of the funeral homes is quite small. The other funeral home business, PRECIOUS FAMILY, is the most well-known and utilized home in the area and has three locations across the city. PRECIOUS FAMILY has been serving the area for over 100 years and prides itself on helping generations of families.

Aside from traditional funeral home services, a unique service HERITAGE FUNERAL HOME offers its customers is the ability to have the funeral service and a gathering after the services all in one building. An adjacent fellowship hall is set up to accommodate 200 people. The room features a kitchen able to warm and cool food, prep counters and plates, silverware and other dining necessities. There is ample seating and technological equipment for presentations. HERITAGE FUNERAL HOME is the only funeral home in the region that offers the additional service of providing fellowship space.

The manager of HERITAGE FUNERAL HOME (judge) feels that people are reluctant to choose HERITAGE FUNERAL HOME simply because it is new and they are unfamiliar with all the funeral home has to offer. People in the community choose PRECIOUS FAMILY because it is familiar.

The manager (judge) wants you to create a marketing plan that will showcase HERITAGE FUNERAL HOME'S special services and promote the new business to the community. The manager (judge) wants you to include specific marketing strategies, timelines, various communication channels and primary and secondary target markets in your plan. It is imperative to the manager (judge) that the marketing planning be kept ethical and demonstrates empathy.

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

JUDGE'S INSTRUCTIONS

You are to assume the role of manager of HERITAGE FUNERAL HOME, a new funeral home in a city of 250,000 people. You have asked the director of marketing and marketing specialist (participant team) to develop a marketing plan that will showcase the funeral home's special services and promote the new business to the community.

HERITAGE FUNERAL HOME opened its doors last month in a city with two other funeral home businesses. One of the funeral homes is quite small. The other funeral home business, PRECIOUS FAMILY, is the most well-known and utilized home in the area and has three locations across the city. PRECIOUS FAMILY has been serving the area for over 100 years and prides itself on helping generations of families.

Aside from traditional funeral home services, a unique service HERITAGE FUNERAL HOME offers its customers is the ability to have the funeral service and a gathering after the services all in one building. An adjacent fellowship hall is set up to accommodate 200 people. The room features a kitchen able to warm and cool food, prep counters and plates, silverware and other dining necessities. There is ample seating and technological equipment for presentations. HERITAGE FUNERAL HOME is the only funeral home in the region that offers the additional service of providing fellowship space.

You feel that people are reluctant to choose HERITAGE FUNERAL HOME simply because it is new and they are unfamiliar with all the funeral home has to offer. People in the community choose PRECIOUS FAMILY because it is familiar.

You want the director of marketing and marketing specialist (participant team) to create a marketing plan that will showcase HERITAGE FUNERAL HOME'S special services and promote the new business to the community. You want the director of marketing and marketing specialist (participant team) to include specific marketing strategies, timelines, various communication channels and primary and secondary target markets in their plan. It is imperative to you that the marketing planning be kept ethical and demonstrates empathy.

The director of marketing and marketing specialist (participant team) will present the plan and to you in a meeting to take place in your office. You will begin the meeting by greeting the director of marketing and marketing specialist (participant team) and asking to hear their ideas.

After the director of marketing and marketing specialist (participant team) have presented the plan, you are to ask the following questions of each participant team:

1. Do you think it is appropriate for HERITAGE FUNERAL HOME to market itself when the company is only needed during times of sorrow?
2. How can we ensure your proposed marketing strategies are ethical and show empathy?

Once the director of marketing and marketing specialist (participant team) have answered your questions, you will conclude the meeting by thanking them for their work. You are not to make any comments after the event is over except to thank the participants.

JUDGING THE PRESENTATION

Team members, assuming the role of a management team for the business represented, will analyze a case situation related to the chosen occupational area. The team will make decisions regarding the situation, and then make an oral presentation to the judge. The role of the judge is that of an executive for the business.

Participants will be evaluated according to the Evaluation Form.

Please place the name and identification number label on the Scantron sheet (unless it has already been done for you).

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 their analysis, their decisions and the rationale behind the decisions. Allow the teams to complete this portion without interruption, unless you are asked to respond.

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

After the questioning period, please thank the team and state that they will be notified of your decision soon. Then complete the Evaluation Form, making sure to record a score for all categories. The maximum score for the evaluation is 100 points. The presentation will be weighted at twice (2 times) the value of the exam scores.

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

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

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

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

We hope you are impressed by the quality of the work of these potential managers. If you have any suggestions for improving the event, please mention them to your series director.

We thank you for your help.

MARKETING MANAGEMENT TEAM DECISION MAKING, 2018

JUDGE'S EVALUATION FORM

INSTRUCTIONAL AREA
Market Planning

Participant: ______________________________

Participant: ______________________________

I.D. Number: ______________________________

Did the participant team:		Little/No Value	Below Expectations	Meets Expectations	Exceeds Expectations	Judged Score
PERFORMANCE INDICATORS						
1.	Explain the nature of marketing planning?	0-1-2-3	4-5-6	7-8	9-10	
2.	Explain the nature of marketing plans?	0-1-2-3	4-5-6	7-8	9-10	
3.	Explain the concept of marketing strategies?	0-1-2-3	4-5-6	7-8	9-10	
4.	Explain the concept of market and market identification?	0-1-2-3	4-5-6	7-8	9-10	
5.	Identify company's brand promise?	0-1-2-3	4-5-6	7-8	9-10	
6.	Describe factors used by marketers to position products/services?	0-1-2-3	4-5-6	7-8	9-10	
7.	Identify communications channels used in sales promotion?	0-1-2-3	4-5-6	7-8	9-10	
21st CENTURY SKILLS						
8.	Reason effectively and use systems thinking?	0-1	2-3	4	5-6	
9.	Make judgments and decisions, and solve problems?	0-1	2-3	4	5-6	
10.	Communicate clearly and show evidence of collaboration?	0-1	2-3	4	5-6	
11.	Show evidence of creativity?	0-1	2-3	4	5-6	
12.	Overall impression and responses to the judge's questions	0-1	2-3	4	5-6	
					TOTAL SCORE	

CAREER CLUSTER
Marketing

INSTRUCTIONAL AREA
Product/Service Management

MARKETING MANAGEMENT
TEAM DECISION MAKING EVENT

PARTICIPANT INSTRUCTIONS

- The event will be presented to you through your reading of the 21st Century Skills, Performance Indicators and Case Study Situation. You will have up to 30 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), followed by up to 5 minutes to answer the judge's questions. All members of the team must participate in the presentation, as well as answer the questions.
- 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 and Collaboration – Communicate clearly and show evidence of collaboration.
- Creativity and Innovation – Show evidence of creativity.

PERFORMANCE INDICATORS

- Explain the nature and scope of the product/service management function.
- Explain the nature of product/service branding.
- Describe factors used by marketers to position products/services.
- Explain business ethics in product/service management.
- Demonstrate connections between company actions and results.
- Determine the nature of organizational goals.
- Describe word-of-mouth channels used to communicate with targeted audiences.

CASE STUDY SITUATION

You are to assume the roles of director of marketing and director of brand engagement for TRI-STATE DAIRY COUNCIL, an organization that educates consumers about the benefits of dairy products and promotes the industry and products throughout the region. The executive director (judge) has asked you to analyze a century-old promotional strategy and recommend changes that will make it more relevant in today's culture.

TRI-STATE DAIRY COUNCIL serves a combined population of 28 million people. The region the organization serves contains several hundred dairy farmers and manufacturers of dairy products. The organization produces quarterly literature that educates the public on the region's dairy farms, the products being produced and sold, the importance of dairy in diets, and special recipes for dishes rich in dairy. In addition, the organization visits cities within the region to promote dairy products, oftentimes attending local festivals.

For over 100 years, TRI-STATE DAIRY COUNCIL has named a Dairy Princess each year. The Dairy Princess is a young woman, between the ages of 18 and 21 years old, that serves as an ambassador for the organization. The Dairy Princess attends festivals, parades and special events during her one-year reign to promote and educate the benefits of dairy. The Dairy Princess wears a crown, a formal dress, and a sash that has both the TRI-STATE DAIRY COUNCIL emblem and the title of Dairy Princess.

To be chosen as Dairy Princess, young women must fill out a nomination form that identifies they are both the correct age and also live in the region. The nominee must include a letter of recommendation in the application packet. Nominees are also asked to write a report explaining why dairy is important and why they want to become Dairy Princess. After finalists have been chosen, contestants must give a speech in front of industry judges so their public speaking skills can be assessed. An industry judge and staff from TRI-COUNTY DAIRY COUNCIL then make the final decision on naming the new Dairy Princess.

Each Dairy Princess has her travel paid and is given a stipend for expenses. If all engagements and obligations are met, the Dairy Princess is awarded $5,000 at the end of her reign. The $5,000 is allocated from the marketing budget, as the role of Dairy Princess is to raise awareness of dairy.

In the past several years, the number of women applying to become Dairy Princess has severely declined. Last year, the TRI-COUNTY DAIRY COUNCIL only had three candidates apply and not all of the applicants met the requirements. In addition, several remarks have been made on the organization's social media platforms claiming that pageants are old fashioned and that young men should have the opportunity to promote dairy products, as well.

The executive director (judge) agrees that the Dairy Princess program has become stale and has not kept up with modern times. The executive director (judge) wants you to analyze the program and recommend changes that would make it more relevant, keeping in mind the role of Dairy Princess is to educate and promote dairy products through young adult ambassadors. The executive director (judge) wants to hear the following recommendations:

- Analysis of the Dairy Princess program
- Recommendations for a new dairy ambassador program
- Name for the new program
- Positioning of the new program
- Methods to communicate the new program to targeted audiences

You will present your analysis and recommendation to the executive director (judge) in a meeting to take place in the executive director's (judge's) office. The executive director (judge) will begin the meeting by greeting you and asking to hear your ideas. After you have presented your analysis and have answered the executive director's (judge's) questions, the executive director (judge) will conclude the meeting by thanking you for your work.

JUDGE'S INSTRUCTIONS

You are to assume the role of executive director for TRI-STATE DAIRY COUNCIL, an organization that educates consumers about the benefits of dairy products and promotes the industry and products throughout the region. You have asked the director of marketing and director of brand engagement (participant team) to analyze a century-old promotional strategy and recommend changes that will make it more relevant in today's culture.

TRI-STATE DAIRY COUNCIL serves a combined population of 28 million people. The region the organization serves contains several hundred dairy farmers and manufacturers of dairy products. The organization produces quarterly literature that educates the public on the region's dairy farms, the products being produced and sold, the importance of dairy in diets, and special recipes for dishes rich in dairy. In addition, the organization visits cities within the region to promote dairy products, oftentimes attending local festivals.

For over 100 years, TRI-STATE DAIRY COUNCIL has named a Dairy Princess each year. The Dairy Princess is a young woman, between the ages of 18 and 21 years old, that serves as an ambassador for the organization. The Dairy Princess attends festivals, parades and special events during her one-year reign to promote and educate the benefits of dairy. The Dairy Princess wears a crown, a formal dress, and a sash that has both the TRI STATE DAIRY COUNCIL emblem and the title of Dairy Princess.

To be chosen as Dairy Princess, young women must fill out a nomination form that identifies they are both the correct age, and also live in the region. The nominee must include a letter of recommendation in the application packet. Nominees are also asked to write a report explaining why dairy is important and why they want to become Dairy Princess. After finalists have been chosen, contestants must give a speech in front of industry judges so their public speaking skills can be assessed. An industry judge and staff from TRI-COUNTY DAIRY COUNCIL then make the final decision on naming the new Dairy Princess.

Each Dairy Princess has her travel paid and is given a stipend for expenses. If all engagements and obligations are met, the Dairy Princess is awarded $5,000 at the end of her reign. The $5,000 is allocated from the marketing budget, as the role of Dairy Princess is to raise awareness of dairy.

In the past several years, the number of women applying to become Dairy Princess has severely declined. Last year, the TRI-COUNTY DAIRY COUNCIL only had three candidates apply and not all of the applicants met the requirements. In addition, several remarks have been made on the organization's social media platforms claiming that pageants are old fashioned and that young men should have the opportunity to promote dairy products, as well.

You agree that the Dairy Princess program has become stale and has not kept up with modern times. You want the director of marketing and director of brand engagement (participant team) to analyze the program and recommend changes that would make it more relevant, keeping in mind the role of Dairy Princess is to educate and promote dairy products. You want to hear the following recommendations:

- Analysis of the Dairy Princess program

- Recommendations for a new dairy ambassador program
- Name for the new program
- Positioning of the new program
- Methods to communicate the new program to targeted audiences

The director of marketing and director of brand engagement (participant team) will present their analysis and recommendation to you in a meeting to take place in your office. You will begin the meeting by greeting the director of marketing and director of brand engagement (participant team) and asking to hear their ideas.

After the director of marketing and director of brand engagement (participant team) have presented their recommendations you are to ask the following questions of each participant team:

1. How can we give the Dairy Princess program a proper goodbye after 100 years?

2. Why do you think your new program will attract more people than the Dairy Princess program?

3. Will your new program cost the organization more than the Dairy Princess program?

Once the director of marketing and director of brand engagement (participant team) have answered your questions, you will conclude the meeting by thanking them for their work.

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

JUDGING THE PRESENTATION

Team members, assuming the role of a management team for the business represented, will analyze a case situation related to the chosen occupational area. The team will make decisions regarding the situation, and then make an oral presentation to the judge. The role of the judge is that of an executive for the business.

Participants will be evaluated according to the Evaluation Form.

Please place the name and identification number label on the Scantron sheet (unless it has already been done for you).

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 their analysis, their decisions and the rationale behind the decisions. Allow the teams to complete this portion without interruption, unless you are asked to respond.

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

After the questioning period, please thank the team and state that they will be notified of your decision soon. Then complete the Evaluation Form, making sure to record a score for all categories. The maximum score for the evaluation is 100 points. The presentation will be weighted at twice (2 times) the value of the exam scores.

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

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

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

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

We hope you are impressed by the quality of the work of these potential managers. If you have any suggestions for improving the event, please mention them to your series director.

We thank you for your help.

MARKETING MANAGEMENT TEAM DECISION MAKING, 2018

JUDGE'S EVALUATION FORM

INSTRUCTIONAL AREA
Product/Service Management

Participant: ______________________________

Participant: ______________________________

I.D. Number: ______________________________

Did the participant team:		Little/No Value	Below Expectations	Meets Expectations	Exceeds Expectations	Judged Score
PERFORMANCE INDICATORS						
1.	Explain the nature and scope of the product/service management function?	0-1-2-3	4-5-6	7-8	9-10	
2.	Explain the nature of product/service branding?	0-1-2-3	4-5-6	7-8	9-10	
3.	Describe factors used by marketers to position products/services?	0-1-2-3	4-5-6	7-8	9-10	
4.	Explain business ethics in product/service management?	0-1-2-3	4-5-6	7-8	9-10	
5.	Demonstrate connections between company actions and results?	0-1-2-3	4-5-6	7-8	9-10	
6.	Determine the nature of organizational goals?	0-1-2-3	4-5-6	7-8	9-10	
7.	Describe word-of-mouth channels used to communicate with targeted audiences?	0-1-2-3	4-5-6	7-8	9-10	
21st CENTURY SKILLS						
8.	Reason effectively and use systems thinking?	0-1	2-3	4	5-6	
9.	Make judgments and decisions, and solve problems?	0-1	2-3	4	5-6	
10.	Communicate clearly and show evidence of collaboration?	0-1	2-3	4	5-6	
11.	Show evidence of creativity?	0-1	2-3	4	5-6	
12.	Overall impression and responses to the judge's questions	0-1	2-3	4	5-6	
					TOTAL SCORE	

CAREER CLUSTER
Marketing

INSTRUCTIONAL AREA
Marketing

MARKETING MANAGEMENT
TEAM DECISION MAKING EVENT

PARTICIPANT INSTRUCTIONS

- The event will be presented to you through your reading of the 21st Century Skills, Performance Indicators and Case Study Situation. You will have up to 30 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), followed by up to 5 minutes to answer the judge's questions. All members of the team must participate in the presentation, as well as answer the questions.
- 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 and Collaboration – Communicate clearly and show evidence of collaboration.
- Creativity and Innovation – Show evidence of creativity.

PERFORMANCE INDICATORS

- Describe marketing functions and related activities.
- Explain factors that influence customer/client/business buying behavior.
- Discuss actions that employees can take to achieve the company's desired results.
- Demonstrate connections between company actions and results.
- Coordinate channel management with other marketing activities.
- Describe factors used by marketers to position products/services.
- Explain factors affecting pricing decisions.

CASE STUDY SITUATION

You are to assume the roles of general manager and promotions specialist for TRANQUIL MASSAGE, a local business that provides massage services. The owner of the business (judge) has asked you to determine how the business can participate in the holiday shopping season even though it does not offer physical gifts.

TRANQUIL MASSAGE is located in a city with 75,000 people. The owner (judge), a licensed massage therapist, has a staff of five other massage therapists and operates the business out of a four-bedroom cottage just two miles outside of the city. Marketing materials and local television ads for the business use the slogan, "Relaxation is only two miles away," calling attention to the location just outside of the city.

TRANQUIL MASSAGE offers various types of massage: Swedish, hot stone, deep tissue, shiatsu and prenatal. Massages are available in two lengths: 30-minute and 60-minute. The massages are priced at $50 for 30 minutes and $100 for 60 minutes. TRANQUIL MASSAGE does not offer any products or additional services.

The owner of TRANQUIL MASSAGE (judge) knows that the holiday shopping season is typically an extremely profitable time of year for small business owners and would like the business to reap the financial rewards. The business worked with a creative agency to design gift cards for both 30-minute and 60-minute massages. The gift cards resemble credit cards and feature the TRANQUIL MASSAGE logo and a pre-printed indication for a 30-minute or 60-minute massage.

Now that the gift cards have been created, the owner (judge) has asked you to develop a plan to market the gift cards as a holiday gift idea. The owner (judge) is worried that a gift card is not considered a traditional holiday gift. The owner (judge) would like you to plan the following for the gift card marketing:

- The promotional price for the gift cards
- Dates the promotional price should be available
- Expiration date for the gift cards
- TRANQUIL MASSAGE gift packaging for customers
- Appropriate channels for sales distribution and marketing
- Methods to imply the gift is the service, not the card
- Examples of the type of person that would enjoy a TRANQUIL MASSAGE gift card

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

JUDGE'S INSTRUCTIONS

You are to assume the role of owner of TRANQUIL MASSAGE, a local business that provides massage services. You have asked the general manager and promotions specialist (participant team) to determine how the business can participate in the holiday shopping season even though it does not offer physical gifts.

TRANQUIL MASSAGE is located in a city with 75,000 people. You are a licensed massage therapist, have a staff of five other massage therapists and operate the business out of a four-bedroom cottage just two miles outside of the city. Marketing materials and local television ads for the business use the slogan, "Relaxation is only two miles away," calling attention to the location just outside of the city.

TRANQUIL MASSAGE offers various types of massage: Swedish, hot stone, deep tissue, shiatsu and prenatal. Massages are available in two lengths: 30-minute and 60-minute. The massages are priced at $50 for 30 minutes and $100 for 60 minutes. TRANQUIL MASSAGE does not offer any products or additional services.

You know that the holiday shopping season is typically an extremely profitable time of year for small business owners and would like your business to reap the financial rewards. The business worked with a creative agency to design gift cards for both 30-minute and 60-minute massages. The gift cards resemble credit cards and feature the TRANQUIL MASSAGE logo and a pre-printed indication for a 30-minute or 60-minute massage.

Now that the gift cards have been created, you have asked the general manager and promotions specialist (participant team) to develop a plan to market the gift cards as a holiday gift idea. You are worried that a gift card is not considered a traditional holiday gift. You would like the general manager and promotions specialist (participant team) to plan the following for the gift card marketing:

- The promotional price for the gift cards
- Dates the promotional price should be available
- An expiration date for the gift cards
- TRANQUIL MASSAGE packaging for customers
- Appropriate channels for sales distribution and marketing
- Methods to imply the gift is the service, not the card
- Examples of the type of person that would enjoy a TRANQUIL MASSAGE gift card

The general manager and promotions specialist (participant team) will present their ideas to you in a meeting to take place in your office. You will begin the meeting by greeting the general manager and promotions specialist (participant team) and asking to hear their ideas.

After the general manager and promotions specialist (participant team) have presented their ideas you are to ask the following questions of each participant team:

1. Besides the holiday season, when else would a TRANQUIL MASSAGE gift card be marketable?

2. Do you think our location outside of the city harms or helps our business?

3. Do you think promotional pricing will entice our loyal customers to purchase gift cards?

Once the general manager and promotions specialist (participant team) have answered your questions, you will conclude the meeting by thanking them for their work.

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

JUDGING THE PRESENTATION

Team members, assuming the role of a management team for the business represented, will analyze a case situation related to the chosen occupational area. The team will make decisions regarding the situation, and then make an oral presentation to the judge. The role of the judge is that of an executive for the business.

Participants will be evaluated according to the Evaluation Form.

Please place the name and identification number label on the Scantron sheet (unless it has already been done for you).

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 their analysis, their decisions and the rationale behind the decisions. Allow the teams to complete this portion without interruption, unless you are asked to respond.

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

After the questioning period, please thank the team and state that they will be notified of your decision soon. Then complete the Evaluation Form, making sure to record a score for all categories. The maximum score for the evaluation is 100 points. The presentation will be weighted at twice (2 times) the value of the exam scores.

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

We hope you are impressed by the quality of the work of these potential managers. If you have any suggestions for improving the event, please mention them to your series director.

We thank you for your help.

MARKETING MANAGEMENT TEAM DECISION MAKING, 2018

Participant: ______________________________

Participant: ______________________________

I.D. Number: ______________________________

JUDGE'S EVALUATION FORM

INSTRUCTIONAL AREA
Marketing

Did the participant team:		Little/No Value	Below Expectations	Meets Expectations	Exceeds Expectations	Judged Score
PERFORMANCE INDICATORS						
1.	Describe marketing functions and related activities?	0-1-2-3	4-5-6	7-8	9-10	
2.	Explain factors that affect customers/client/business buying behavior?	0-1-2-3	4-5-6	7-8	9-10	
3.	Discuss actions employees can take to achieve the company's desired results?	0-1-2-3	4-5-6	7-8	9-10	
4.	Demonstrate connections between company actions and results?	0-1-2-3	4-5-6	7-8	9-10	
5.	Coordinate channel management with other marketing activities?	0-1-2-3	4-5-6	7-8	9-10	
6.	Describe factors used by marketers to position products/services?	0-1-2-3	4-5-6	7-8	9-10	
7.	Explain factors affecting pricing decisions?	0-1-2-3	4-5-6	7-8	9-10	
21st CENTURY SKILLS						
8.	Reason effectively and use systems thinking?	0-1	2-3	4	5-6	
9.	Make judgments and decisions, and solve problems?	0-1	2-3	4	5-6	
10.	Communicate clearly and show evidence of collaboration?	0-1	2-3	4	5-6	
11.	Show evidence of creativity?	0-1	2-3	4	5-6	
12.	Overall impression and responses to the judge's questions	0-1	2-3	4	5-6	
					TOTAL SCORE	

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DECA

SPORTS AND ENTERTAINMENT MARKETING

CASE STUDIES USED IN DECA'S

TEAM DECISION MAKING EVENTS

2018

SPORTS + ENTERTAINMENT MARKETING TEAM DECISION MAKING

2018 CASE STUDIES

INCLUDES:

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

SAMPLE CASE STUDY 1: SELLING

SAMPLE CASE STUDY 2: OPERATIONS

SAMPLE CASE STUDY 3: CUSTOMER RELATIONS

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

INSTRUCTIONAL AREA
Selling

SPORTS AND ENTERTAINMENT MARKETING
TEAM DECISION MAKING EVENT

PARTICIPANT INSTRUCTIONS

- The event will be presented to you through your reading of the 21st Century Skills, Performance Indicators and Case Study Situation. You will have up to 30 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), followed by up to 5 minutes to answer the judge's questions. All members of the team must participate in the presentation, as well as answer the questions.
- 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 and Collaboration – Communicate clearly and show evidence of collaboration.
- Creativity and Innovation – Show evidence of creativity.

PERFORMANCE INDICATORS

- Explain the nature and scope of the selling function.
- Explain the role of customer service as a component of selling relationships.
- Explain key factors in building a clientele.
- Discuss motivational theories that impact buying behavior.
- Explain the nature of product/service branding.
- Describe the role of customer voice in branding.
- Demonstrate a customer service mindset.

CASE STUDY SITUATION

You are to assume the roles of director of sales and director of brand management for GOLF GALORE, a regional chain of stores that sells golf equipment. The president of the company (judge) has asked you to determine unique services and experiences the stores can offer that will increase clientele.

GOLF GALORE has twenty locations in cities with populations exceeding 300,000 people. The stores' locations were picked to coincide with cities that have popular golf courses. Each store has all of the products associated with the sport as well as golf apparel for men, women and children. The employees are well-trained on all brands and how to best fit the equipment to each customer.

While GOLF GALORE has maintained steady same-store sales and has achieved high rankings in customer service, the president of the company (judge) feels that the company is missing out on a large segment of each community. While avid golfers do shop at GOLF GALORE, they tend to shop for a specific item rather than look around the store. There is also a large segment of each community that would not consider themselves avid golfers and that segment does not visit GOLF GALORE.

The president (judge) feels that the traditional sales model that GOLF GALORE follows is not attracting new customers. The president (judge) wants your team to determine what unique services or experiences GOLF GALORE could offer that would not only interest avid golfers but interest the general public as well. The president (judge) is willing to remodel and/or expand GOLF GALORE stores to accommodate your recommendations.

You will present your recommendations to the president (judge) in a meeting to take place in the president's (judge's) office. The president (judge) will begin the meeting 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 meeting by thanking you for your work.

JUDGE'S INSTRUCTIONS

You are to assume the role of president of GOLF GALORE, a regional chain of stores that sells golf equipment. You have asked the director of sales and director of brand management (participant team) to determine unique services and experiences the stores can offer that will increase clientele.

GOLF GALORE has twenty locations in cities with populations exceeding 300,000 people. The store's locations were picked to coincide with cities that have popular golf courses. Each store has all of the products associated with the sport as well as golf apparel for men, women and children. The employees are well-trained on all brands and how to best fit the equipment to each customer.

While GOLF GALORE has maintained steady same-store sales and has achieved high rankings in customer service, you feel that the company is missing out on a large segment of each community. While avid golfers do shop at GOLF GALORE, they tend to shop for a specific item rather than look around the store. There is also a large segment of each community that would not consider themselves avid golfers and that segment does not visit GOLF GALORE.

You feel that the traditional sales model that GOLF GALORE follows is not attracting new customers. You want the director of sales and director of brand management (participant team) to determine what unique services or experiences GOLF GALORE could offer that would not only interest avid golfers but interest the general public as well. You are willing to remodel and/or expand GOLF GALORE stores to accommodate the director of sales and director of brand management's (participant team's) recommendations.

The director of sales and director of brand management (participant team) will present their recommendations to you in a meeting to take place in your office. You will begin the meeting by greeting the director of sales and director of brand management (participant team) and asking to hear about their ideas.

After the director of sales and director of brand management (participant team) have presented their ideas, you are to ask the following questions of each participant team:

1. Will your proposed ideas interfere with our avid golfer clientele? If so, in what ways?

2. Will our employees need special training to facilitate your recommendations?

3. In how many of our stores would it be best to implement your ideas?

Once the director of sales and director of brand management (participant team) have answered your questions, you will conclude the meeting by thanking them for their work.

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

JUDGING THE PRESENTATION

Team members, assuming the role of a management team for the business represented, will analyze a case situation related to the chosen occupational area. The team will make decisions regarding the situation, and then make an oral presentation to the judge. The role of the judge is that of an executive for the business.

Participants will be evaluated according to the Evaluation Form.

Please place the name and identification number label on the Scantron sheet (unless it has already been done for you).

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 their analysis, their decisions and the rationale behind the decisions. Allow the teams to complete this portion without interruption, unless you are asked to respond.

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

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We hope you are impressed by the quality of the work of these potential managers. If you have any suggestions for improving the event, please mention them to your series director.

We thank you for your help.

SPORTS AND ENTERTAINMENT MARKETING TEAM DECISION MAKING, 2018

JUDGE'S EVALUATION FORM

INSTRUCTIONAL AREA
Selling

Participant: ______________________________

Participant: ______________________________

I.D. Number: ______________________________

Did the participant:		Little/No Value	Below Expectations	Meets Expectations	Exceeds Expectations	Judged Score
PERFORMANCE INDICATORS						
1.	Explain the nature and scope of the selling function?	0-1-2-3	4-5-6	7-8	9-10	
2.	Explain the role of customer service as a component of selling relationships?	0-1-2-3	4-5-6	7-8	9-10	
3.	Explain key factors in building a clientele?	0-1-2-3	4-5-6	7-8	9-10	
4.	Discuss motivational theories that impact buying behavior?	0-1-2-3	4-5-6	7-8	9-10	
5.	Explain the nature of product/service branding?	0-1-2-3	4-5-6	7-8	9-10	
6.	Describe the role of customer voice in branding?	0-1-2-3	4-5-6	7-8	9-10	
7.	Demonstrate a customer service mindset?	0-1-2-3	4-5-6	7-8	9-10	
21st CENTURY SKILLS						
8.	Reason effectively and use systems thinking?	0-1	2-3	4	5-6	
9.	Make judgments and decisions, and solve problems?	0-1	2-3	4	5-6	
10.	Communicate clearly and show evidence of collaboration?	0-1	2-3	4	5-6	
11.	Show evidence of creativity?	0-1	2-3	4	5-6	
12.	Overall impression and responses to the judge's questions	0-1	2-3	4	5-6	
					TOTAL SCORE	

CAREER CLUSTER
Marketing

INSTRUCTIONAL AREA
Operations

SPORTS AND ENTERTAINMENT MARKETING
TEAM DECISION MAKING EVENT

PARTICIPANT INSTRUCTIONS

- The event will be presented to you through your reading of the 21st Century Skills, Performance Indicators and Case Study Situation. You will have up to 30 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), followed by up to 5 minutes to answer the judge's questions. All members of the team must participate in the presentation, as well as answer the questions.
- 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 and Collaboration – Communicate clearly and show evidence of collaboration.
- Creativity and Innovation – Show evidence of creativity.

PERFORMANCE INDICATORS

- Plan project.
- Develop project plan.
- Identify resources needed for project.
- Identify types of public-relations activities.
- Build and maintain relationships with customers.
- Coordinate channel management with other marketing activities.
- Evaluate project success.

CASE STUDY SITUATION

You are to assume the roles of project managers for SOUTH SIDE YOUTH SOCCER, a local youth sports organization that provides soccer players with opportunities from beginner level to advanced level of competition. The executive director of the organization (judge) has asked you to develop a project plan for September's Youth Soccer Month.

SOUTH SIDE YOUTH SOCCER serves a community of 250,000 people. While the association is not-for-profit, it does support and promote various soccer clubs including parks and recreation leagues that charge fees for participation in soccer programs. The largest soccer league in the community is run by the parks and recreation program. Currently, the parks and recreation soccer leagues have two divisions of each: U6, U8, U12 and U15, totaling close to 1,000 youth participants.

Across the nation, September has been named Youth Soccer Month. The focus of Youth Soccer Month is to initiate, strengthen and/or renew interest and participation in youth soccer. It is a chance for associations to recognize players, teams, associations and the sport itself. The national association has given all local associations a theme for each week in the month of September. The themes should be used as guidelines to build your own activities during Youth Soccer Month. The weekly themes are as follows:

- Week 1: FUN
- Week 2: FAMILY
- Week 3: FRIENDSHIP
- Week 4: FITNESS

The executive director (judge) has asked your team to develop a project plan for Youth Soccer Month. The plan must include activities for each week of the month that fit with the theme, resources needed, strategies for building relationships in the community and increasing participation in youth soccer. The executive director (judge) has granted you access to all soccer complexes in the community and communication with all youth currently participating in soccer programs. The executive director (judge) also wants you to include methods to evaluate the success of the project.

You will present your project plan to the executive director (judge) in a meeting to take place in the director's (judge's) office. The executive director (judge) will begin the meeting by greeting you and asking to hear your ideas. After you have presented the information and have answered the director's (judge's) questions, the executive director (judge) will conclude the meeting by thanking you for your work.

JUDGE'S INSTRUCTIONS

You are to assume the role of executive director for SOUTH SIDE YOUTH SOCCER, a local youth sports organization that provides soccer players with opportunities from beginner level to advanced level of competition. You have asked two project managers (participant team) to develop a project plan for September's Youth Soccer Month.

SOUTH SIDE YOUTH SOCCER serves a community of 250,000 people. While the association is not-for-profit, it does support and promote various soccer clubs including parks and recreation leagues that charge fees for participation in soccer programs. The largest soccer league in the community is run by the parks and recreation program. Currently, the parks and recreation soccer leagues have two divisions of each: U6, U8, U12 and U15, totaling close to 1,000 youth participants.

Across the nation, September has been named Youth Soccer Month. The focus of Youth Soccer Month is to initiate, strengthen and/or renew interest and participation in youth soccer. It is a chance for associations to recognize players, teams, associations and the sport itself. The national association has given all local associations a theme for each week in the month of September. The themes should be used as guidelines to build your own activities during Youth Soccer Month. The weekly themes are as follows:

- Week 1: FUN
- Week 2: FAMILY
- Week 3: FRIENDSHIP
- Week 4: FITNESS

You have asked the project managers (participant team) to develop a project plan for Youth Soccer Month. The plan must include activities for each week of the month that fit with the theme, resources needed, strategies for building relationships in the community and increasing participation in youth soccer. You have granted the project managers (participant team) access to all soccer complexes in the community and communication with all youth currently participating in soccer programs. You also want the project managers (participant team) to include methods to evaluate the success of the project.

The project managers (participant team) will present the project plan to you in a meeting to take place in your office. You will begin the meeting by greeting the project managers (participant team) and asking to hear about their ideas.

After the project managers (participant team) have presented their ideas, you are to ask the following questions of each participant team:

1. How will your project reach out to youth in the community that do not currently play soccer?

2. Does your project plan target youth, their parents/guardians or both?

3. Do you feel the activities you have planned will attract both the youngest players (6 years old) and the oldest players (15 years old) in our association?

Once the project managers (participant team) have answered your questions, you will conclude the meeting by thanking them for their work.

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

JUDGING THE PRESENTATION

Team members, assuming the role of a management team for the business represented, will analyze a case situation related to the chosen occupational area. The team will make decisions regarding the situation, and then make an oral presentation to the judge. The role of the judge is that of an executive for the business.

Participants will be evaluated according to the Evaluation Form.

Please place the name and identification number label on the Scantron sheet (unless it has already been done for you).

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 their analysis, their decisions and the rationale behind the decisions. Allow the teams to complete this portion without interruption, unless you are asked to respond.

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

After the questioning period, please thank the team and state that they will be notified of your decision soon. Then complete the Evaluation Form, making sure to record a score for all categories. The maximum score for the evaluation is 100 points. The presentation will be weighted at twice (2 times) the value of the exam scores.

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

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

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

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

We hope you are impressed by the quality of the work of these potential managers. If you have any suggestions for improving the event, please mention them to your series director.

We thank you for your help.

SPORTS AND ENTERTAINMENT MARKETING TEAM DECISION MAKING, 2018

JUDGE'S EVALUATION FORM

INSTRUCTIONAL AREA
Operations

Participant: ______________________________

Participant: ______________________________

I.D. Number: ______________________________

Did the participant:		Little/No Value	Below Expectations	Meets Expectations	Exceeds Expectations	Judged Score
PERFORMANCE INDICATORS						
1.	Plan project?	0-1-2-3	4-5-6	7-8	9-10	
2.	Develop project plan?	0-1-2-3	4-5-6	7-8	9-10	
3.	Identify resources needed for project?	0-1-2-3	4-5-6	7-8	9-10	
4.	Identify types of public-relations activities?	0-1-2-3	4-5-6	7-8	9-10	
5.	Build and maintain relationships with customers?	0-1-2-3	4-5-6	7-8	9-10	
6.	Coordinate channel management with other marketing activities?	0-1-2-3	4-5-6	7-8	9-10	
7.	Evaluate project success?	0-1-2-3	4-5-6	7-8	9-10	
21st CENTURY SKILLS						
8.	Reason effectively and use systems thinking?	0-1	2-3	4	5-6	
9.	Make judgments and decisions, and solve problems?	0-1	2-3	4	5-6	
10.	Communicate clearly and show evidence of collaboration?	0-1	2-3	4	5-6	
11.	Show evidence of creativity?	0-1	2-3	4	5-6	
12.	Overall impression and responses to the judge's questions	0-1	2-3	4	5-6	
					TOTAL SCORE	

CAREER CLUSTER
Marketing

INSTRUCTIONAL AREA
Customer Relations

SPORTS AND ENTERTAINMENT MARKETING
TEAM DECISION MAKING EVENT

PARTICIPANT INSTRUCTIONS

- The event will be presented to you through your reading of the 21st Century Skills, Performance Indicators and Case Study Situation. You will have up to 30 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), followed by up to 5 minutes to answer the judge's questions. All members of the team must participate in the presentation, as well as answer the questions.
- 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 and Collaboration – Communicate clearly and show evidence of collaboration.
- Creativity and Innovation – Show evidence of creativity.

PERFORMANCE INDICATORS

- Explain the nature of positive customer relations.
- Demonstrate a customer service mindset.
- Handle customer/client complaints.
- Reinforce service orientation through communication.
- Explain the role of customer service as a component of selling relationships.
- Explain key factors in building a clientele.
- Explain communications channels used in public relations activities.

CASE STUDY SITUATION

You are to assume the roles of program manager and marketing specialist for CAPITOL CITY PARKS DEPARTMENT, a department in the local government that oversees the local parks. The director of the organization (judge) has asked you to determine how to increase attendance at the bimonthly "A Night with Dinner & A Movie" at a local park.

CAPITOL CITY PARKS DEPARTMENT operates in a city of 400,000 people. One of the programs facilitated by the department is "A Night with Dinner & A Movie" twice a month at a local park. The parks department sponsors the event by maintaining the large park field and the setup of a giant 50-foot screen for movie viewing. The department pays the necessary licensing fees to showcase popular movies, all family friendly with a PG or G rating.

In addition to the movie, "A Night with Dinner & A Movie" also features food trucks set up along the perimeter of the park for families to grab dinner. The food trucks are made up of popular local restaurants and a few national chains. If attendees choose to dine using food trucks, they must purchase their own dinner; however, attendees are free to bring their own picnic baskets at no charge.

"A Night with Dinner & A Movie" is held the first and third Saturday during the months of June, July and August. The food trucks open at 5pm and the movie begins at 7pm. Many families choose to arrive early to find the best seating options. There are portable bathrooms in the park for an added convenience.

In its first two years, "A Night with Dinner & A Movie" had an overwhelming positive response from the community. Close to 500 people packed the park for the event each time it was held. The food truck vendors were extremely pleased with the turnout, and the attendees were happy to have a free outing for the family. This year, the number has significantly decreased. The very first Saturday in June, only 300 people attended "A Night with Dinner & A Movie," and only 100 people attended on the third Saturday in June.

CAPITOL CITY PARKS DEPARTMENT found that the low attendance was due to the extremely hot temperatures. Typically, Capitol City averages a high temperature of 75 degrees in June, but this year the temperatures averaged closer to 90 degrees. Instead of low temperatures being in the 60s, low temperatures only decreased to 75 degrees. Citizens of Capitol City were not prepared for the high summer temperatures.

The forecast for July is not looking any cooler. Meteorologists are stating this will be the hottest summer on record for Capitol City. High temperatures for the upcoming month are forecasted to be well into the mid to high 90s, with possibilities of reaching 100 degrees.

The director (judge) has asked your team to determine what can be done to encourage citizens to attend "A Night with Dinner & A Movie" during July and August, even if the temperatures are above average. The director (judge) is open to both changes and/or additions to "A Night with Dinner & A Movie," as long as it encourages attendance and promotes positive customer relations to the citizens of Capitol City. The director (judge) also wants you to determine how your proposed changes and/or additions will be communicated to the public.

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

JUDGE'S INSTRUCTIONS

You are to assume the role of director of CAPITOL CITY PARKS DEPARTMENT, a department in the local government that oversees the local parks. You have asked the program manager and marketing specialist (participant team) to determine how to increase attendance at the bimonthly "A Night with Dinner & A Movie" at a local park.

CAPITOL CITY PARKS DEPARTMENT operates in a city of 400,000 people. One of the programs facilitated by the department is "A Night with Dinner & A Movie" twice a month at a local park. The parks department sponsors the event by maintaining the large park field and the setup of a giant 50-foot screen for movie viewing. The department pays the necessary licensing fees to showcase popular movies, all family friendly with a PG or G rating.

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The program manager and marketing specialist (participant team) will present ideas to you in a meeting to take place in your office. You will begin the meeting by greeting the program manager and marketing specialist (participant team) and asking to hear about their ideas.

After the program manager and marketing specialist (participant team) have presented their ideas, you are to ask the following questions of each participant team:

1. Why is it important for our department to offer free activities to the community?

2. What safety precautions are important when there are extreme temperatures like what is forecasted?

3. How do think the food truck vendors will respond to your ideas?

Once the program manager and marketing specialist (participant team) have answered your questions, you will conclude the meeting by thanking them for their work.

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

JUDGING THE PRESENTATION

Team members, assuming the role of a management team for the business represented, will analyze a case situation related to the chosen occupational area. The team will make decisions regarding the situation, and then make an oral presentation to the judge. The role of the judge is that of an executive for the business.

Participants will be evaluated according to the Evaluation Form.

Please place the name and identification number label on the Scantron sheet (unless it has already been done for you).

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 their analysis, their decisions and the rationale behind the decisions. Allow the teams to complete this portion without interruption, unless you are asked to respond.

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

After the questioning period, please thank the team and state that they will be notified of your decision soon. Then complete the Evaluation Form, making sure to record a score for all categories. The maximum score for the evaluation is 100 points. The presentation will be weighted at twice (2 times) the value of the exam scores.

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

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

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We hope you are impressed by the quality of the work of these potential managers. If you have any suggestions for improving the event, please mention them to your series director.

We thank you for your help.

SPORTS AND ENTERTAINMENT MARKETING
TEAM DECISION MAKING, 2018

JUDGE'S EVALUATION FORM

Participant: ______________________________

Participant: ______________________________

I.D. Number: ______________________________

INSTRUCTIONAL AREA
Customer Relations

Did the participant:		Little/No Value	Below Expectations	Meets Expectations	Exceeds Expectations	Judged Score
PERFORMANCE INDICATORS						
1.	Explain the nature of positive customer relations?	0-1-2-3	4-5-6	7-8	9-10	
2.	Demonstrate a customer service mindset?	0-1-2-3	4-5-6	7-8	9-10	
3.	Handle customer/client complaints?	0-1-2-3	4-5-6	7-8	9-10	
4.	Reinforce service orientation through communication?	0-1-2-3	4-5-6	7-8	9-10	
5.	Explain the role of customer service as a component of selling relationships?	0-1-2-3	4-5-6	7-8	9-10	
6.	Explain key factors in building a clientele?	0-1-2-3	4-5-6	7-8	9-10	
7.	Explain communications channels used in public relations activities?	0-1-2-3	4-5-6	7-8	9-10	
21st CENTURY SKILLS						
8.	Reason effectively and use systems thinking?	0-1	2-3	4	5-6	
9.	Make judgments and decisions, and solve problems?	0-1	2-3	4	5-6	
10.	Communicate clearly and show evidence of collaboration?	0-1	2-3	4	5-6	
11.	Show evidence of creativity?	0-1	2-3	4	5-6	
12.	Overall impression and responses to the judge's questions	0-1	2-3	4	5-6	
					TOTAL SCORE	

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DECA

TRAVEL AND TOURISM

CASE STUDIES USED IN DECA'S
TEAM DECISION MAKING EVENTS

2018

TRAVEL + TOURISM TEAM DECISION MAKING

2018 CASE STUDIES

INCLUDES:

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

SAMPLE CASE STUDY 1: PRODUCT/SERVICE MANAGEMENT

SAMPLE CASE STUDY 2: PROMOTION

SAMPLE CASE STUDY 3: PROFESSIONAL DEVELOPMENT

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
Hospitality and Tourism

INSTRUCTIONAL AREA
Product/Service Management

TRAVEL AND TOURISM
TEAM DECISION MAKING EVENT

PARTICIPANT INSTRUCTIONS

- The event will be presented to you through your reading of the 21st Century Skills, Performance Indicators and Case Study Situation. You will have up to 30 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), followed by up to 5 minutes to answer the judge's questions. All members of the team must participate in the presentation, as well as answer the questions.
- 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 and Collaboration – Communicate clearly and show evidence of collaboration.
- Creativity and Innovation – Show evidence of creativity.

PERFORMANCE INDICATORS

- Explain the nature of corporate branding.
- Communicate core values of product/service.
- Identify product/service's competitive advantage.
- Explain the nature of product extensions in the hospitality and tourism industry.
- Identify ways to segment hospitality and tourism markets.
- Explain the use of marketing strategies in hospitality and tourism.
- Explain the role of promotion as a marketing function.

CASE STUDY SITUATION

You are to assume the roles of director of product development and director of marketing for TRAVEL ALLY, a new company that provides international travelers with customizable safety plans. The senior vice president (judge) has asked your team to determine how the company's services should be positioned to market to different tourist markets.

TRAVEL ALLY will launch soon. The creator of the company saw a need for safety plans for people that travel abroad. Many unforeseen circumstances can happen on any trip, but international travel problems can create difficult situations for travelers without the appropriate knowledge.

For a $50.00 fee, TRAVEL ALLY will create a customized safety plan for customers' international trips. Once the destination, travel dates and accommodation information is entered into the website, TRAVEL ALLY supplies the customer with emergency phone numbers, locations of hospitals, police departments, embassies, customs information, rules of etiquette and evacuation plans. TRAVEL ALLY is available to help customers 24 hours a day when help is needed due to civil unrest, natural disaster, accidents, assaults or illness.

In addition to the customized safety plan, TRAVEL ALLY also offers customers a thirty-minute online safety class that walks travelers through common safety tips and procedures for international travel. The online safety class comes free with the $50.00 safety plan or can be purchased separately for $25.00.

The senior vice president (judge) knows that there are many different tourist markets, both individual and groups, that would benefit from TRAVEL ALLY. The senior vice president (judge) wants you to choose a market segment and determine how to best position TRAVEL ALLY and market it to the chosen segment. The senior vice president (judge) wants you to include:

- Chosen market segment
- Marketing strategies appropriate for market segment
- Methods to position TRAVEL ALLY to acquire a positive image/brand
- Promotional considerations
- Marketing considerations for the product extension

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

JUDGE'S INSTRUCTIONS

You are to assume the role of senior vice president for TRAVEL ALLY, a new company that provides international travelers with customizable safety plans. You have asked the director of product development and director of marketing (participant team) to determine how the company's services should be positioned to market to different tourist markets.

TRAVEL ALLY will launch soon. The creator of the company saw a need for safety plans for people that travel abroad. Many unforeseen circumstances can happen on any trip, but international travel problems can create difficult situations for travelers without the appropriate knowledge.

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In addition to the customized safety plan, TRAVEL ALLY also offers customers a thirty-minute online safety class that walks travelers through common safety tips and procedures for international travel. The online safety class comes free with the $50.00 safety plan or can be purchased separately for $25.00.

You know that there are many different tourist markets, both individual and groups, that would benefit from TRAVEL ALLY. You want the director of product development and director of marketing (participant team) to choose a market segment and determine how to best position TRAVEL ALLY and market it to the chosen segment. You want the director of product development and director of marketing (participant team) to include:

- Chosen market segment
- Marketing strategies appropriate for market segment
- Methods to position TRAVEL ALLY to acquire a positive image/brand
- Promotional considerations
- Marketing considerations for the product extension

The director of product development and director of marketing (participant team) will present their ideas to you in a meeting to take place in your office. You will begin the meeting by greeting the director of product development and director of marketing (participant team) and asking to hear about their ideas.

After the director of product development and director of marketing (participant team) have presented their ideas, you are to ask the following questions of each participant team:

1. If a group of travelers wants to purchase a travel safety plan, do we charge the entire group $50.00, charge everyone in the group $50.00 each or create a specific group rate?

2. What other products or services could TRAVEL ALLY offer to assist travelers?

3. If we advertise on television, which networks would be the best fit for TRAVEL ALLY?

Once the director of product development and director of marketing (participant team) have answered your questions, you will conclude the meeting by thanking them for their work.

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

JUDGING THE PRESENTATION

Team members, assuming the role of a management team for the business represented, will analyze a case situation related to the chosen occupational area. The team will make decisions regarding the situation, and then make an oral presentation to the judge. The role of the judge is that of an executive for the business.

Participants will be evaluated according to the Evaluation Form.

Please place the name and identification number label on the Scantron sheet (unless it has already been done for you).

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

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

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We hope you are impressed by the quality of the work of these potential managers. If you have any suggestions for improving the event, please mention them to your series director.

We thank you for your help.

TRAVEL AND TOURISM TEAM DECISION MAKING, 2018

JUDGE'S EVALUATION FORM

INSTRUCTIONAL AREA
Product/Service Management

Participant: ______________________________

Participant: ______________________________

I.D. Number: ______________________________

Did the participant team:		Little/No Value	Below Expectations	Meets Expectations	Exceeds Expectations	Judged Score
PERFORMANCE INDICATORS						
1.	Explain the nature of corporate branding?	0-1-2-3	4-5-6	7-8	9-10	
2.	Communicate core values of product/service?	0-1-2-3	4-5-6	7-8	9-10	
3.	Identify product/service's competitive advantage?	0-1-2-3	4-5-6	7-8	9-10	
4.	Explain the nature of product extensions in the hospitality and tourism industry?	0-1-2-3	4-5-6	7-8	9-10	
5.	Identify ways to segment hospitality and tourism markets?	0-1-2-3	4-5-6	7-8	9-10	
6.	Explain the use of marketing strategies in hospitality and tourism?	0-1-2-3	4-5-6	7-8	9-10	
7.	Explain the role of promotion as a marketing function?	0-1-2-3	4-5-6	7-8	9-10	
21st CENTURY SKILLS						
8.	Reason effectively and use systems thinking?	0-1	2-3	4	5-6	
9.	Make judgments and decisions, and solve problems?	0-1	2-3	4	5-6	
10.	Communicate clearly and show evidence of collaboration?	0-1	2-3	4	5-6	
11.	Show evidence of creativity?	0-1	2-3	4	5-6	
12.	Overall impression and responses to the judge's questions	0-1	2-3	4	5-6	
					TOTAL SCORE	

CAREER CLUSTER
Hospitality and Tourism

INSTRUCTIONAL AREA
Promotion

TRAVEL AND TOURISM
TEAM DECISION MAKING EVENT

PARTICIPANT INSTRUCTIONS

- The event will be presented to you through your reading of the 21st Century Skills, Performance Indicators and Case Study Situation. You will have up to 30 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), followed by up to 5 minutes to answer the judge's questions. All members of the team must participate in the presentation, as well as answer the questions.
- 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 and Collaboration – Communicate clearly and show evidence of collaboration.
- Creativity and Innovation – Show evidence of creativity.

PERFORMANCE INDICATORS

- Explain the role of promotion as a marketing function.
- Explain promotional methods used by the hospitality and tourism industry.
- Explain the nature of corporate branding.
- Identify ways to segment hospitality and tourism markets.
- Explain the use of marketing strategies in hospitality and tourism.
- Communicate core values of product/service.
- Explain factors that motivate people to choose a hospitality and tourism site.

CASE STUDY SITUATION

You are to assume the roles of director of marketing and director of customer engagement for RECESS MAGIC, a very large tourist attraction set to open soon. The chief marketing officer (judge) wants your team to develop a promotional plan for the attraction's first advertising campaign entitled, "Ultimate Kidcation."

RECESS MAGIC will be the first-ever tourist attraction of its kind in the entire region. The attraction is made up of a state-of-the-art 90 acre amusement park, a water park with over 30 slides and water attractions, a downtown area featuring retail shops and over two dozen restaurants and a 2,000-room hotel resort. RECESS MAGIC was constructed by investors that saw a need for family fun destinations in the region. While the primary target market is children, investors know that adults will enjoy RECESS MAGIC, as well.

The chief marketing officer (judge) feels it is important that during the launch of RECESS MAGIC, the advertising campaign and promotional efforts are featured around the target market of children. The campaign, "Ultimate Kidcation," has been chosen for the debut of RECESS MAGIC. The chief marketing officer (judge) feels that "Ultimate Kidcation," communicates that RECESS MAGIC is the ultimate destination for families with children to go on vacation.

The chief marketing officer (judge) wants your team to develop the rest of the "Ultimate Kidcation" campaign. The chief marketing officer (judge) wants your team to determine the following:

- Appropriate advertising media to reach primary and secondary target markets
- Use of videos/imaging in campaign
- Methods to incorporate customer voice
- Marketing strategies appropriate for primary and secondary target markets
- Incentives to motivate markets to visit RECESS MAGIC

You will present the promotional plan to the chief marketing officer (judge) in a meeting to take place in the chief marketing officer's (judge's) office. The chief marketing officer (judge) will begin the meeting by greeting you and asking to hear your ideas. After you have presented your ideas and have answered the chief marketing officer's (judge's) questions, the chief marketing officer (judge) will conclude the meeting by thanking you for your work.

JUDGE'S INSTRUCTIONS

You are to assume the role of chief marketing officer for RECESS MAGIC, a very large tourist attraction set to open soon. You want the director of marketing and director of customer engagement (participant team) to develop a promotional plan for the attraction's first advertising campaign entitled, "Ultimate Kidcation."

RECESS MAGIC will be the first-ever tourist attraction of its kind in the entire region. The attraction is made up of a state-of-the-art 90 acre amusement park, a water park with over 30 slides and water attractions, a downtown area featuring retail shops and over two dozen restaurants and a 2,000-room hotel resort. RECESS MAGIC was constructed by investors that saw a need for family fun destinations in the region. While the primary target market is children, investors know that adults will enjoy RECESS MAGIC, as well.

You feel it is important that during the launch of RECESS MAGIC, the advertising campaign and promotional efforts are featured around the target market of children. The campaign, "Ultimate Kidcation," has been chosen for the debut of RECESS MAGIC. You feel that "Ultimate Kidcation," communicates that RECESS MAGIC is the ultimate destination for families with children to go on vacation.

You want the director of marketing and director of customer engagement (participant team) to develop the rest of the "Ultimate Kidcation" campaign. You want the director of marketing and director of customer engagement (participant team) to determine the following:

- Appropriate advertising media to reach primary target market
- Use of videos/imaging in campaign
- Methods to incorporate customer voice
- Marketing strategies appropriate for primary target market
- Incentives to motivate markets to visit RECESS MAGIC

After the director of marketing and director of customer engagement (participant team) have presented the ideas you are to ask the following questions of each participant team:

1. Will parents respond well to your campaign? Why?

2. Since this is our first campaign, what methods can we use to determine if it is effective?

3. How far of a reach should the campaign have?

Once the director of marketing and director of customer engagement (participant team) have answered your questions, you will conclude the meeting by thanking them for their work.

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

JUDGING THE PRESENTATION

Team members, assuming the role of a management team for the business represented, will analyze a case situation related to the chosen occupational area. The team will make decisions regarding the situation, and then make an oral presentation to the judge. The role of the judge is that of an executive for the business.

Participants will be evaluated according to the Evaluation Form.

Please place the name and identification number label on the Scantron sheet (unless it has already been done for you).

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 their analysis, their decisions and the rationale behind the decisions. Allow the teams to complete this portion without interruption, unless you are asked to respond.

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

After the questioning period, please thank the team and state that they will be notified of your decision soon. Then complete the Evaluation Form, making sure to record a score for all categories. The maximum score for the evaluation is 100 points. The presentation will be weighted at twice (2 times) the value of the exam scores.

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

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

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

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

We hope you are impressed by the quality of the work of these potential managers. If you have any suggestions for improving the event, please mention them to your series director.

We thank you for your help.

TRAVEL AND TOURISM TEAM DECISION MAKING, 2018

JUDGE'S EVALUATION FORM

INSTRUCTIONAL AREA
Promotion

Participant: ______________________________

Participant: ______________________________

I.D. Number: ______________________________

Did the participant team:		Little/No Value	Below Expectations	Meets Expectations	Exceeds Expectations	Judged Score
PERFORMANCE INDICATORS						
1.	Explain the role of promotion as a marketing function	0-1-2-3	4-5-6	7-8	9-10	
2.	Explain promotional methods used by the hospitality and tourism industry?	0-1-2-3	4-5-6	7-8	9-10	
3.	Explain the nature of corporate branding?	0-1-2-3	4-5-6	7-8	9-10	
4.	Identify ways to segment hospitality and tourism markets?	0-1-2-3	4-5-6	7-8	9-10	
5.	Explain the use of marketing strategies in hospitality and tourism?	0-1-2-3	4-5-6	7-8	9-10	
6.	Communicate core values of product/service?	0-1-2-3	4-5-6	7-8	9-10	
7.	Explain factors that motivate people to choose a hospitality and tourism site?	0-1-2-3	4-5-6	7-8	9-10	
21st CENTURY SKILLS						
8.	Reason effectively and use systems thinking?	0-1	2-3	4	5-6	
9.	Make judgments and decisions, and solve problems?	0-1	2-3	4	5-6	
10.	Communicate clearly and show evidence of collaboration?	0-1	2-3	4	5-6	
11.	Show evidence of creativity?	0-1	2-3	4	5-6	
12.	Overall impression and responses to the judge's questions	0-1	2-3	4	5-6	
					TOTAL SCORE	

CAREER CLUSTER
Hospitality and Tourism

INSTRUCTIONAL AREA
Professional Development

TRAVEL AND TOURISM
TEAM DECISION MAKING EVENT

PARTICIPANT INSTRUCTIONS

- The event will be presented to you through your reading of the 21st Century Skills, Performance Indicators and Case Study Situation. You will have up to 30 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), followed by up to 5 minutes to answer the judge's questions. All members of the team must participate in the presentation, as well as answer the questions.
- 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 and Collaboration – Communicate clearly and show evidence of collaboration.
- Creativity and Innovation – Show evidence of creativity.

PERFORMANCE INDICATORS

- Determine the services provided by professional organizations in the hospitality and tourism industry.
- Explain employment opportunities in business.
- Determine the nature of organizational goals.
- Demonstrate problem solving skills.
- Explain the concept of market and market identification.
- Explain the use of marketing strategies in hospitality and tourism.
- Explain promotional methods used by the hospitality and tourism industry.

CASE STUDY SITUATION

You are to assume the roles of director of marketing and director of outreach for ASSOCIATION OF NORTH AMERICAN AIRLINE PILOTS (ANAAP), an organization formed to maintain the vitality of airline pilots. The executive director of the organization (judge) has asked your team to develop strategies to encourage younger generations to consider a career as an airline pilot.

The mission of ANAAP is to be an educational resource for pilot training and skill enhancement, to advocate within government agencies and to promote professionalism and the vitality of airline pilots. Most, but not all, commercial airline pilots in North America are members of ANAAP and utilize services for information and training.

Due to the mandatory commercial pilot retirement age of 65-years old, 42% of all commercial pilots will be retiring in the next 10 years. In the next 20 years, 117,000 new pilots will be needed to maintain commercial flights. Without enough commercial pilots, flights will be limited, routes cancelled and the number of flights per day will be greatly reduced. This is discouraging news, as airlines are already struggling to find and keep pilots in the industry.

The executive director of ANAAP (judge) feels that the best course of action is to promote a career as a commercial airline pilot to younger generations currently. If a young person makes the decision to become an airline pilot early on, the correct educational and skill training can begin sooner, leading to an increased availability of certified, licensed pilots ready for commercial employment when needed the most.

The executive director (judge) has asked your team to develop strategies to target younger generations to consider a career as an airline pilot. The executive director (judge) wants you to determine the following:

- Which specific demographic to target
- How that demographic will be identified
- Main message/slogan to be used in efforts
- Strategies to market the main message/slogan to appropriate market
- Effective promotional channels

You will present your ideas to the executive director (judge) in a meeting to take place in the executive director’s (judge’s) office. The executive director (judge) will begin the meeting by greeting you and asking to hear your ideas. After you have presented your ideas and have answered the executive director’s (judge’s) questions, the executive director (judge) will conclude the meeting by thanking you for your work.

JUDGE'S INSTRUCTIONS

You are to assume the role of executive director for ASSOCIATION OF NORTH AMERICAN AIRLINE PILOTS (ANAAP), an organization formed to maintain the vitality of airline pilots. You have asked the director of marketing and director of outreach (participant team) to develop strategies to encourage younger generations to consider a career as an airline pilot.

The mission of ANAAP is to be an educational resource for pilot training and skill enhancement, to advocate within government agencies and to promote professionalism and the vitality of airline pilots. Most, but not all, commercial airline pilots in North America are members of ANAAP and utilize services for information and training.

Due to the mandatory commercial pilot retirement age of 65-years old, 42% of all commercial pilots will be retiring in the next 10 years. In the next 20 years, 117,000 new pilots will be needed to maintain commercial flights. Without enough commercial pilots, flights will be limited, routes cancelled and the number of flights per day will be greatly reduced. This is discouraging news, as airlines are already struggling to find and keep pilots in the industry.

You feel that the best course of action is to promote a career as a commercial airline pilot to younger generations currently. If a young person makes the decision to become an airline pilot early on, the correct educational and skill training can begin sooner, leading to an increased availability of certified, licensed pilots ready for commercial employment when needed the most.

You have asked the director of marketing and director of outreach (participant team) to develop strategies to target younger generations to consider a career as an airline pilot. You want the director of marketing and director of outreach (participant team) to determine the following:

- Which specific demographic to target
- How that demographic will be identified
- Main message/slogan to be used in efforts
- Strategies to market the main message/slogan to appropriate market
- Effective promotional channels

The director of marketing and director of outreach (participant team) will present their ideas to you in a meeting to take place in your office. You will begin the meeting by greeting the director of marketing and director of outreach (participant team) and asking to hear about their ideas.

After the director of marketing and director of outreach (participant team) have presented the ideas you are to ask the following questions of each participant team:

1. What is your timeline for measuring success? When and how will ANAAP be able determine whether or not your strategies are successful?

2. Would it be appropriate to target recent college graduates? Why or why not?

Once the director of marketing and director of outreach (participant team) have answered your questions, you will conclude the meeting by thanking them for their work.

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

JUDGING THE PRESENTATION

Team members, assuming the role of a management team for the business represented, will analyze a case situation related to the chosen occupational area. The team will make decisions regarding the situation, and then make an oral presentation to the judge. The role of the judge is that of an executive for the business.

Participants will be evaluated according to the Evaluation Form.

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We thank you for your help.

DECA

TRAVEL AND TOURISM TEAM DECISION MAKING, 2018

JUDGE'S EVALUATION FORM

INSTRUCTIONAL AREA
Professional Development

Participant: ______________________________

Participant: ______________________________

I.D. Number: ______________________________

Did the participant team:		Little/No Value	Below Expectations	Meets Expectations	Exceeds Expectations	Judged Score
PERFORMANCE INDICATORS						
1.	Determine the services provided by professional organizations in the hospitality and tourism industry?	0-1-2-3	4-5-6	7-8	9-10	
2.	Explain employment opportunities in business?	0-1-2-3	4-5-6	7-8	9-10	
3.	Determine the nature of organizational goals?	0-1-2-3	4-5-6	7-8	9-10	
4.	Demonstrate problem solving skills?	0-1-2-3	4-5-6	7-8	9-10	
5.	Explain the concept of market and market identification?	0-1-2-3	4-5-6	7-8	9-10	
6.	Explain the use of marketing strategies in hospitality and tourism?	0-1-2-3	4-5-6	7-8	9-10	
7.	Explain promotional methods used by the hospitality and tourism industry?	0-1-2-3	4-5-6	7-8	9-10	
21st CENTURY SKILLS						
8.	Reason effectively and use systems thinking?	0-1	2-3	4	5-6	
9.	Make judgments and decisions, and solve problems?	0-1	2-3	4	5-6	
10.	Communicate clearly and show evidence of collaboration?	0-1	2-3	4	5-6	
11.	Show evidence of creativity?	0-1	2-3	4	5-6	
12.	Overall impression and responses to the judge's questions	0-1	2-3	4	5-6	
					TOTAL SCORE	

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