



GUIDELINES

State Only Events

2015-2016



2015 - 2016 MN STATE ONLY COMPETITIVE EVENTS

COMPETITION IS OFFERED ON THE STATE LEVEL ONLY FOR THE FOLLOWING EVENTS:

- ❖ CHAPTER AWARDS GOLD
- ❖ ECONOMICS IN MARKETING
- ❖ EMPLOYMENT INTERVIEW
 - Entry Level
 - Advanced Level
- ❖ MARKETING PLAN
 - Product Area
 - Service Area
- ❖ SALES DEMONSTRATION
 - General Lines
 - Hard Lines
 - Soft Lines

All of the above events are "State Only" events and students do not qualify for International Competition in these events. For all other National Event Guidelines, please refer to the "DECA Guide" you received from National DECA or visit www.deca.org

2016 DISTRICT ALLOCATION

The scale for advancement & participation in the 2016 State Career Development Conference is based upon the number of participants in your district competition.

NUMBER OF PARTICIPANTS

Less than 200
201-300
301-400
401-500
501+

(reduced from previous 601+)

ALLOCATION PER EVENT

Top 4 per event
Top 6 per event
Top 8 per event
Top 10 per event
Top 12 per event

2015-2016 MN DECA COMPETITIVE EVENTS

SKILL EVENTS

CATEGORY 1 - STATE ONLY COMPETITIVE EVENTS

SDD	Sales Demonstration – Business to Business Sales – not offered by MN DECA in 2015-2016
SDS	Sales Demonstration - Soft Lines
SDH	Sales Demonstration - Hard Lines
SDG	Sales Demonstration – General/Home Service Lines
EIE	Employment Interview - Entry Level
EIA	Employment Interview - Advanced Level
EM	Economics in Marketing

CAREER CLUSTER EVENTS

CATEGORY 1 - INDIVIDUAL SERIES EVENTS

HLM	Hotel & Lodging Management Series
ACT	Accounting Applications Series – not offered by MN DECA in 2015-2016
BFS	Business Finance
AAM	Apparel & Accessories Marketing
FMS	Food Marketing
HRM	Human Resources Management
RFSM	Restaurant & Food Service Management
QSRM	Quick Serve Restaurant Management
ASM	Automotive Services Marketing Series – not offered by MN DECA in 2015-2016
RMS	Retail Merchandising
SEM	Sports and Entertainment Marketing Series
BSM	Business Services Marketing Series
MMS	Marketing Management Series

CATEGORY 2 - TEAM DECISION MAKING EVENTS

FTDM	Financial Services Team Decision Making Event – not offered by MN DECA in 2015-2016
HTDM	Hospitality Services Team Decision Making Event
TTDM	Travel & Tourism Marketing Team Decision Making Event
BLTDM	Business Law & Ethics Team Decision Making Event – not offered by MN DECA in 2015-2016
STDM	Sports & Entertainment Marketing Team Decision Making Event
BTDM	Buying and Merchandising Team Decision Making Event
MTDM	Marketing Communications Team Decision Making Event

CATEGORY 3 – PRINCIPLES EVENTS (1ST Year DECA Members Only)

PBM	Principles of Business Management and Administration
PFN	Principles of Finance – not offered by MN DECA in 2015-2016
PHT	Principles of Hospitality & Tourism
PMK	Principles of Marketing

CATEGORY 4 – ADDITIONAL ROLE PLAY EVENTS

PFL	Personal Financial Literacy Event
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PREPARED EVENTS (NEW TITLE)

CATEGORY 1 - OWNERSHIP, MANAGEMENT & PARTICIPATING EVENTS

ESB	Start-Up Business Plan - formerly Entrepreneurship Participating Event – Creating an Independent or Franchising Business (revised for 2015-2016)
EFB	Franchise Business Plan - formerly Entrepreneurship Participating Event – Creating a Franchising Business (new for 2015-2016)
EBG	Business Growth Plan - formerly Entrepreneurship – Growing your Business
EIP	Innovation Plan - formerly Entrepreneurship – Innovation Plan (revised for 2015-2016)
FMP	Fashion Merchandising Promotion Plan
SEPP	Sports & Entertainment Promotion Plan Event
ADC	Advertising Campaign Event
FCE	Financial Consulting Event
HTPS	Hospitality & Tourism Professional Selling Event
PSE	Professional Selling Event
IBP	International Business Plan Event - revised for 2015-2016
EIB	Independent Business Plan - formerly Entrepreneurship Written Event (revised for 2015-2016)

CATEGORY 2 - BUSINESS OPERATIONS RESEARCH EVENTS (1-3 PARTICIPANTS)

BMOR	Buying & Merchandising Operations Research Event
BOR	Business Services Operations Research Event
FOR	Finance Operations Research Event
HTOR	Hospitality and Tourism Operations Research Event
SEOR	Sports & Entertainment Marketing Operations Research Event

CHAPTER EVENTS

CATEGORY 1 - CHAPTER TEAM EVENTS

PRP	Public Relations Project
CCP	Community Service Project
EPP	Entrepreneurship Promotion Project
CMP	Creative Marketing Project
FLPP	Financial Literacy Promotion Project
LEP	Learn & Earn Project

CATEGORY 2 - OTHER EVENTS – do not count against a student's allocations

MPS	Marketing Plan - Service Area - Team Event
MPP	Marketing Plan - Product Area - Team Event
GLD	Gold Chapter Awards Program



2016 State Career Development Conference

To qualify for the Minnesota DECA Speakers' Bureau, a Minnesota DECA Member must give a minimum of three oral presentations, each of which must be given to a different group or organization other than the members of his/her own Chapter of the DECA Organization.

The Chapter Advisor must verify the Presentations and a copy of each presentation, along with a list of visual aids used, must accompany the member's application.

A committee will screen all entries and the committee does reserve the right to reject an application, if it deems it not bonafide.

SUGGESTED AUDIENCES

1. Members of a given civic or service organization.
2. A group of junior high school students (highly recommended.)
3. A group or high school students (sophomores and juniors).
4. Member's local Marketing Advisory Committee.
5. Members of school faculty or administration.

Applications are to be submitted with Conference Registration Materials (application must be received no later conference registration deadline to be considered.) to:

Jackie Schiller
MN Secondary DECA
21576 NE Pickerel Lake Drive
Detroit Lakes, MN 56501



**SPEAKER'S BUREAU
APPLICATION FORM**

2016 State Career Development Conference

Must be received by conference registration deadline to:

Jackie Schiller
MN Secondary DECA
21576 NE Pickerel Lake Drive
Detroit Lakes, MN 56501

I, _____
of the _____

DECA Chapter, have spoken to a minimum of three (3) business meetings, dinners, assemblies, etc. promoting DECA in my community. *A copy of each presentation and a list of the visual aids used MUST BE attached to receive consideration.*

1. Name of Organization spoke to: _____

Date: _____

Place: _____

Number of People in Attendance: _____

-
2. Name of Organization spoke to: _____

Date: _____

Place: _____

Number of People in Attendance: _____

-
3. Name of Organization spoke to: _____

Date: _____

Place: _____

Number of People in Attendance: _____

Student's Signature

Chapter Advisor's Signature

(I certify that we have attached the required documentation as listed above.)





E C O N O M I C S I N M A R K E T I N G

Standards and Procedures

Purpose:

To help students develop an understanding of the American Free Enterprise System and economics in marketing.

Specifications:

TOPIC:

The topic will be related to economics and marketing and will be changed annually. The same topic will be used for both levels of competition during the current year and is as follows:

With the recent increase in the minimum wage, economically speaking what are the ramifications to business owners impacted by this change.

Essay must be typewritten or word-processed.

DISTRICT COMPETITION:

District Competition includes a written essay, an examination and an interview by a panel of judges.

1. The written essay should be brief; its maximum length should be no more than 350 words. The essay counts 20 points.
2. The written examination counts 50 points (multiple choice, yes/no, and objective questions.)
3. The length of the interview will be no longer than 10 minutes and count 30 points. All contestants should be interviewed at the District Level.

STATE COMPETITION:

The essay, prepared for District Competition, will be turned in at the State Career Development Conference event briefing. Upon submitting the essay, a 50-point exam will be administered.

1. No more than 350 words are to be written and submitted.
2. General topic will be "America's Free Enterprise System". A written examination worth 50 points will be given.
3. Top twelve competitors in the written test will have the essay portion judged.
4. Essay will count 20% of the total competition.
5. The judges will interview the 12 contestants.
6. Annually, two questions will be selected that relate directly to the current topic used for the written essay.

Judging:

Judges will be from business & industry (suggested minimum of two) interviewing contestants on their knowledge of the Free Enterprise System and marketing economics. Event Chairman will grade the written examination.

A panel of judges at the State Career Development Conference will interview finalists. The length of the interview will be no longer than 10 minutes and it will count 30% of the total activity.



E C O N O M I C S I N M A R K E T I N G

Rating Sheet

Name
Chapter
City

COMPETITION RECAP

TOTAL POINTS FOR ECONOMICS IN MARKETING COMPETITION

	Possible Points	Actual Points
Total points for Essay	20	_____
Total points for Interview	30	_____
Total points for Exam	50	_____
Total Points	100	_____

ESSAY RATING

Factor	Possible Points	Actual Points
1. Organization of Essay	10	_____
Development of Subject		
Conciseness of Thought		
Grammar and Neatness		
2. Originality	10	_____
Approach		
Ability to Communicate to Reader		
Unique Presentation		
Total Points	20	_____



E C O N O M I C S I N M A R K E T I N G

Interview Rating

Name & ID #
Chapter
City

Factor	Possible Points	Actual Points
<hr/>		
A. What is the Free Enterprise System?	2	_____
B. What is profit?	2	_____
C. What are some of the basic types of ownership?	2	_____
D. What are the advantages and disadvantages of different types of ownership?	3	_____
E. Do you feel the Free Enterprise System is the best?	3	_____
F. What is management?	3	_____
G. Where does distribution fit into the free enterprise system?	3	_____
H. Question #1 derived from current essay topic.	4	_____
I. Question #2 derived from current essay topic.	4	_____
J. Overall impression of student's knowledge	4	_____
<hr/>		
Total Points	30	_____



EMPLOYMENT INTERVIEW

Standards and Procedures

Purpose:

To test DECA members' ability to use accepted employment interview practices and principles.

Specifications:

1. Each participant may compete in only one of the following two employment interview events:
 - Entry Level
 - Advanced Level
2. Each participant must apply for a specific position. Participants must be qualified for the position. Students' application and materials must be based on their **current qualifications** for both levels.
3. Each participant will be allowed a maximum of ten (10) minutes in which to complete the actual employment interview. Included in these guidelines is the list of possible interview questions.
4. Each participant in the Entry Level and the Advanced Event will complete an employment application form included in these guidelines (See "Application Form, pages 9 & 10) prior to the competition. Application form must be completed. NO other written or printed materials are allowed in this event.

ENTRY LEVEL GUIDELINES

Each participant in the Entry Level Event must apply for one of the part-time jobs listed on the "Help Wanted" page included in the materials for this event. (See "Help Wanted" section, pg. 9)

ADVANCED LEVEL GUIDELINES

Each participant in the Advanced Level Event must complete the included one-page "Job Description" of the position for which they are applying. The "Job Description" must be typed or word-processed. The "Job Description" will be used by the judges during the employment interview and must be prepared by the participant prior to the competitive conference. (See "Job Description", page 11) Students who hand write the job description will receive penalty points.

Each participant in the Advanced Level Event **MUST** prepare and use a **resume**. Students may choose to use a one-page cover letter, and two letters of recommendation. **This is strictly optional there are no points for or against the applicant for providing a cover letter or letters of recommendations.** Other appropriate written or printed materials are allowed in this event.

Judging:

1. Each participant will be judged based on the criteria contained on the Rating Sheets. Judges will be briefed by the Event Administrator on the criteria. A consensus will be obtained in the definition of the criteria, and average score of three (3) will be used as the benchmark on the Interviewer's rating sheet.
2. The judges will determine the six (6) to eight (8) questions from the list of questions provided, before the event begins which will be asked of each participant. The use of other questions that arise from the participant's responses is allowed. Probing of the responses is encouraged.
3. The role of interviewer cannot be rotated among the judges of the event.

4. Interviewers should select 5-7 questions from the list of questions included in the DECA guidelines. These are the ONLY questions that may be used for this interview. The same questions should be asked of each applicant to allow for fairness.
5. Entry Level job/position must be selected from the help wanted list.
6. “*Overall Impression*” is your evaluation of applicant’s employability.

Help Wanted Classified Ads/Part Time

Waiter/Waitress needed to provide customer service at Applebee's restaurant. Must be able to work 20 to 25 hours a week. Past experience helpful but not necessary. Call Mon-Thur between 2-4 p.m., 320-445-2839.

Salesperson needed at Men's Warehouse. Must have initiative, an eye for fashion and be people orientated. No experience necessary, we will train. Call Connie between 9-4, 952-446-9024.

Service Station Attendant needed at Joe's Amoco. Mechanical knowledge helpful but not required. If you work well with other people and don't mind getting your hands dirty, apply immediately. Hours flexible. Call Joe at 763-828-7654.

Toys "R" Us needs a reliable **P/T Receiving Clerk**. Job duties will include matching invoices to orders, pricing, stocking and some maintenance. Hours are flexible M-F. Fill out an application form at any of our store locations.

Taco King's restaurant needs reliable high school students to train as **Customer Service Representative**. No experience necessary. A pleasant personality and a willingness to learn are a must. Drop by and talk to the manager on duty.

Sam's Club Warehouse is seeking an ambitious **Cashier/Stockperson**. Must be willing to work weekends and some holidays. Must be able to lift 40 pounds. Join our staff by calling 507-353-6756 immediately.

Wanted: **Customer Service Associate** for UPS (United Parcel Service). Requires good people skills, ability to communicate and work well under pressure. Cash register skills useful but not necessary. Some light lifting. Hours: 3-6 M-F, Sat 8-noon. If interested call 218-935-9999.

Sports Authority has an opening for **P/T Sales Team Members**. Looking for enthusiastic people with some knowledge of golf, tennis and team sports. Stop in to any location to apply.

Front Desk Attendant needed at Country Inn & Suites. We are looking for a part time employee who can work alone, with little direction. Must be organized, accurate and dependable. Call Cindy anytime before 3:30 P.M., 612-546-1400.

Burger King Fast Food Restaurant is in need of two **Food Prep Specialists** for the after school rush. Will train. Applicants must be able to work well under stress and possess a spirit of teamwork. Drop by and talk to the manager on duty.

Auto-Zone is seeking an **Entry Level Technician**. This individual helps to restore damaged vehicles to their original structural integrity, function, and appearance. Assists collision repair, structural, mechanical, and/or refinish technicians while learning about vehicle repair in order to advance. This position is usually supervised by an experienced technician. Duties may include parts disassembly, prep for painting, and vehicle re-assembly. Call 763-500-1833 and ask for Dave Peterson.

Spire Credit Union is looking for **Tellers**. Tellers are responsible for executing financial transactions while recommending and referring appropriate products and services; researching and resolving members' questions and disputes; and balancing cash drawer, etc. Call 1-800-22-SPIRE, ext. 312 and speak to Sue Evans.

The Home Depot, **Sales Associate**. Customers at The Home Depot depend on Sales Associates to provide fast, friendly service by actively seeking out customers to answer their questions and help them with their home improvement plans. Apply in-person at any location.

Bachman's, a leader in the floral, garden and landscape industry has Full and Part Time, seasonal openings at our various locations. Work Day or Evening schedules including weekend shifts as a **Garden Customer Service Representative**. Call 651-777-1234 for more information.

Minnesota Timberwolves are looking for a **Sales Representative** to take telephone orders. Good writing skills and clear voice necessary. Hours are 4-8 M-F. Call Mr. Peterson at 612-444-2138.

Help Wanted/Internships

Midwest Coca-Cola Bottling is very interested in hiring a **HS Student Intern**. The internship will include a variety of junior management level experiences in our sales, advertising, promotions, and customer service departments, including phone correspondence with current and potential clients. Work hours are flexible Mon.-Fri. Confidentiality is a must. Call for an appointment at 651-543-2192.

Land O'Lakes is seeking **HS students** to participate in a series of 60-hour **Internships**. These internships will introduce the students to the areas of product design, packaging, promotion and sales, and the rollout of new products. Interested students should call Land O'Lakes, Inc. before the end of the month at 651-564-4987.

General Mills **Office Assistant Internship**. This individual will greet visitors, handle incoming calls, process mail, order office supplies and provide administrative support including creating/editing Microsoft Word / PowerPoint / Excel documents, filing, stuffing envelopes. The successful candidate will also be detail-oriented, work well under pressure to produce results, be organized, reliable, and present a professional demeanor in phone and direct contact. Personality, punctuality and dependability are essential. Call for an appointment 612-266-4177.

The American Cancer Society is looking for a **Customer Engagement Marketing Intern**. This individual will communicate and manage campaign timelines with external vendors and Campaign Managers. Create and maintain the campaign schedules including traditional and e-marketing deliverables; guiding development with campaign managers and coordinating marketing activities for all programs. This person should have the ability to write and edit direct marketing support materials, strong project management skills, and good written and verbal communication skills. Contact Benjamin Smith at 320-963-7911 to set up an interview.



EMPLOYMENT INTERVIEW

POSSIBLE INTERVIEW QUESTIONS

1. Tell me about yourself.
2. Why would you like this particular job?
3. Why would you like to work for our company?
4. What is your major strength?
5. What is your major weakness?
6. What kind of boss would you like to work for?
7. What would your previous employers say about you?
8. You don't have much experience, how do I know you will do a good job?
9. What are your ideas on salary?
10. What do you think it takes to be successful on this job?
11. Which of your high school accomplishments are you most proud of?
12. Which classes do you like most in school?
13. What are your qualifications for this job?
14. What hours could you work and when could you start?
15. What are your future plans?
16. What do you think determines a person's progress in a company?
17. Do you prefer working with others or by yourself?
18. What have you learned from some of the jobs you have held?
19. Do you think your extracurricular activities were worth the time you devoted to them? Why?
20. If you had to define yourself in one word, what word would you choose?
21. Tell me something that happened in your life that made you feel proud of yourself?
22. Among the jobs you have held, which one did you like the most and why?
23. Among your various jobs, which did you like the least and why?
24. What was the most monotonous, dull, or boring part of any job you ever had?
25. What was the most interesting or stimulating part of any job you ever had?
26. How do you usually spend your spare time during evenings and weekends?
27. Think of the best boss you ever had and without mentioning his or her name, state how he/she supervised you.
28. Think of the worst boss you ever had and without mentioning his/her name, state how he/she supervised you.
29. Have you had any experience in supervising others? If yes, what have you found to be the best way to supervise people?
30. Do you have any questions for me?



EMPLOYMENT INTERVIEW

ADVANCED LEVEL - JOB DESCRIPTION

Type of Business or Industry: _____

Job Title: _____

Outline of Job Duties: _____

Management Responsibilities, if any: _____

Training Required or Provided: _____

Typical Weekly Work Schedule: _____

Advancement Potential: _____

Pay Range: _____



EMPLOYMENT INTERVIEW

INTERVIEWER'S RATING SHEET

Participant's Name: _____ Position: _____

Application Form:

	Poor	←- ---to--- →	Excellent	Judge's Score
Followed instructions on the application form	1	2	3	_____
Application form complete, no blank spaces	1	2	3	_____
Application form neat, clean, legible, in ink or word processed	1	2	3	_____
No spelling errors	1	2	3	_____
Specific information provided, such as area & zip codes, full names & complete addresses, etc.	1	2	3	_____

Personal Appearance:

Appropriate dress	1	2	3	4	5	_____
Neat, clean, well groomed	1	2	3	4	5	_____
Good Hand shake, eye contact	1	2	3	4	5	_____

Employment Interview:

Greeting, introduction	1	2	3	4	5	_____
Knowledge of job & its duties	1	2	3	4	5	_____
Explained personal qualifications	1	2	3	4	5	_____
Didn't exaggerate strengths	1	2	3	4	5	_____
Answered concisely, completely	1	2	3	4	5	_____
Did not dominate, was not passive	1	2	3	4	5	_____
Avoided slang and criticism	1	2	3	4	5	_____
Clear voice, easy to understand	1	2	3	4	5	_____
Asked for job, clarified follow-up	1	2	3	4	5	_____
Thanked interviewer	1	2	3	4	5	_____

Personal Attitude:

Courtesy, politeness, sincerity	1	2	3	4	5	_____
Enthusiasm, confidence	1	2	3	4	5	_____

Overall Impression: Employability of Applicant 2 4 6 8 10 _____

Penalty Points (Entry Level Event only):

Circle if disallowed printed and/or written materials used.

Minus 5 points

TOTAL POINTS (100 possible) _____

Judge's Initials: _____

Note to Judges: Please feel free to make any comments on the back.



-Application blank in separate file -



G O L D C H A P T E R A W A R D S P R O G R A M C O M P E T I T I O N

COMPETITION OBJECTIVES:

- To encourage chapters to conduct activities and projects that are focused on the second statement of DECA's Guiding Principles (the result).

"Guiding Principles: The guiding principles are designed to explain how DECA fulfills our mission in two distinct statements – the first addresses what we do and the second addresses the result."

Statement #1:

DECA's Comprehensive Learning Program...

Integrates in to Classroom Instruction

Applies Learning

Connects to Business

Promotes Competition

Statement #2:

DECA Prepares the next generation to be...

Academically Prepared

Community Oriented

Professionally Responsible

Experienced Leaders

- To build member involvement.
- To build school and community recognition for the local DECA Chapter and Marketing Education Program.
- To suggest activities and projects that strengthens the local chapter.

DESCRIPTION:

The Minnesota Gold Chapter Project Competition will provide additional recognition for chapters that chose to achieve and meet the specified requirements.

Chapters will claim credit for activities by submitting a report consisting of narrative and documentation pages in the proper format and order as outlined. Chapters will submit their projects for verification and judging by the written project judging deadline. The top 12 projects will be present their projects at the State Career Development Conference.

Minnesota DECA will recognize all certified projects at the State Career Development Conference. The top eight projects will be recognized as finalists, the top three projects will receive trophies with the remaining five projects receiving finalist plaques. All finalist chapters will be eligible to attend the International Career Development Conference.

WRITTEN PROJECT GUIDELINES

PROJECT STANDARDS:

- Projects must be submitted in a blue or white binder.
- All materials must be enclosed in sheet protectors. Attachments, paste-ups, and photographs may be used as long as they are contained in the sheet protectors.
- The pages must be numbered in sequence starting with the Project Overview and ending with the Promotions & Public Relations section. Blank pages should also be numbered.
- The body of the entry must not exceed 85 pages.
- Major content must be at least double-spaced (not space-and-a-half). Figures and exhibits, headings, lists, sample letters, etc. may be single spaced.
- The project must be word-processed (not hand-written).
- Each specific activity will count only once. An event may include more than one activity. For example: You may organize a concert where you collect food for a local food shelf (the organization of the concert and the food collected could be counted as separate activities, but only used once).
- The project may include events from the previous year's state conference to the current year's written project deadline.
- Each activity should include one narrative page (or description of the activity) directly followed by one documentation page.
 - The **narrative page** (or description of the activity) should include the following:
 - A Heading that includes:
 - Project Section
 - Activity #
 - Activity Title
 - Activity Date
 - The body should include:
 - Goals of the Activity
 - Summary of the Activity (written as though the reader knows nothing about the activity)
 - Activity Evaluation
 - ****NOTE - Activity numbers should start over in each section (6 activities per section).**
 - The **documentation page** should directly follow the narrative page. Documentation may come in the form of pictures, programs, charts, letters, etc. All documentation should be labeled describing its importance. The documentation must be numbered in sequence with the rest of the project.
- Up to three chapter members may chair and present the project.

PROJECT SECTION SPECIFICATIONS & DESCRIPTIONS:

TITLE PAGE

The first page of the project is the title page, which lists the following:

- Gold Chapter Project
- Name of Chapter
- Name of School
- School Address
- Name of Chapter Chairpersons
- Date

The title page is NOT numbered.

TABLE OF CONTENTS

The table of contents should follow the title page. It must list the Roman numeral sections and the page on which each section starts. The table of contents may be single-spaced and may be up to two pages long. The table of contents is NOT numbered.

PROJECT OVERVIEW

The project overview should be a one-page overview of the project. The Project Overview should be page one of the project.

CHAPTER INTRODUCTION

The chapter introduction should follow directly after the project overview. The chapter introduction should be a one page description of the local Marketing Education Program and DECA Chapter, school, and community.

CHAPTER ROSTER

An official roster (from National DECA) should be included directly following the chapter introduction.

SECTION 1 – MEMBERSHIP DEVELOPMENT

Activities in this section should include those that are focused on primarily on membership. Examples: membership recruitment activities, member-only activities, speakers, seminars, promotional activities conducted to increase membership, communication methods, etc. Activities may fit into more than one section. Once you choose a section to put the activity in, you cannot use it in another section.

SECTION 2 – ACADEMICALLY PREPAREDNESS (similar to Vocational Understanding)

Activities in this section should include those that are focused on academic subject matter. Examples: guest speakers, field trip related to class content, seminars, etc. Activities may fit into more than one section. Once you choose a section to put the activity in, you cannot use it in another section.

SECTION 3 – COMMUNITY ORIENTED (similar to Civic Consciousness)

Activities in this section should be community focused. Examples: Adopt a Highway, Food Drives, MDA Fundraisers, etc. Activities may fit into more than one section. Once you choose a section to put the activity in, you cannot use it in another section.

SECTION 4 – PROFESSIONALLY RESPONSIBLE (similar to Social Intelligence)

Activities in this section should be focused on professional development, networking skills, ethics, professional etiquette, integrity, and high standards. Examples: guest speakers, professional social events, or anything where members learn or practice professionalism. Activities may fit into more than one section. Once you choose a section to put the activity in, you cannot use it in another section.

SECTION 5 – EXPERIENCED LEADERS (similar to Leadership Development)

Activities in this section should be focused on providing experiences for leadership. Examples: attending conferences, project implementation, meetings, etc. Activities may fit into more than one section. Once you choose a section to put the activity in, you cannot use it in another section.

SECTION 6 – PROMOTION & PUBLIC RELATIONS

Activities in this section should be focused the promotion of the chapter or events of the chapter. Examples: DECA Week activities, parades, clothing, school store, promotional materials, etc. Activities may fit into more than one section. Once you choose a section to put the activity in, you cannot use it in another section.

PROJECT OUTLINE

The project should follow the following outline:

TITLE PAGE

TABLE OF CONTENTS

I. PROJECT OVERVIEW

II. CHAPTER INTRODUCTION

III. CHAPTER ROSTER

IV. SECTION 1 – MEMBERSHIP DEVELOPMENT

Must complete six (6) Membership Development activities. See project specifications & descriptions for more information.

V. SECTION 2 – ACADEMICALLY PREPAREDNESS

Must complete six (6) Academically Preparedness activities. See project specifications & descriptions for more information.

VI. SECTION 3 – COMMUNITY ORIENTED

Must complete six (6) Community Oriented activities. See project specifications & descriptions for more information.

VII. SECTION 4 – PROFESSIONALLY RESPONSIBLE

Must complete six (6) Professionally Responsible activities. See project specifications & descriptions for more information.

VIII. SECTION 5 – EXPERIENCED LEADERS

Must complete six (6) Experienced Leaders activities. See project specifications & descriptions for more information.

IX. SECTION 6 – PROMOTION & PUBLIC RELATIONS

Must complete six (6) Promotion & Public Relations activities. See project specifications & descriptions for more information.

PRESENTATION GUIDELINES

The top 12 written projects will be given the opportunity to present their project at the State Career Development Conference. The presentation should follow the guidelines listed below:

- One to three students may present the project.
- The presentation will last 10 minutes with an additional five minutes for questions. A maximum of 15 minutes will be allotted for each project presentation.
- The presentation will be worth 35 points.
- Only visual aids that can be easily carried in to the presentation by the participants will be permitted, and the participants alone must set up the visuals.
- Participants may use a personal laptop they provide. No electrical power will be supplied.
- No set up time will be allotted.
- No sound may be used during the presentation.
- No material of any kind may be passed to the judge(s).
- The judge will notify the adult assistant if any rules are violated.

JUDGE'S INSTRUCTIONS

WRITTEN ENTRY JUDGING

Please familiarize yourself with all of the event guidelines before starting to evaluate the written entry. Penalty points have already been assessed. The Written Entry Evaluation Form follows the outline shown in the section entitled Guideline For The Format Of The Gold Chapter Awards Program. As you read, ask yourself, "Did this activity reach its goal? Was it realistic? Are the writers communicating and presenting the activity clearly?"

The judge should complete the Written Entry Evaluation Form, making sure to

- Place the name of the participant(s) and their school on the evaluation sheet.
- Check the appropriate score box and subtotal at the end of each section.
- Indicate whether or not the minimum requirement has been met for each event, by checking the shaded box.
- Double check to ensure that you have scored every category.
- Total your score and place in the appropriate space at the bottom of the page.

MEETING THE MINIMUM REQUIREMENT FOR NATIONAL DECA

A check on the evaluation sheet indicates the project meets the minimum requirements (each shaded box should be checked on the evaluation form) set by National DECA and therefore is eligible to receive national recognition. To meet the minimum requirement, the project must simply complete and document their events according to the outline. A project may meet the minimum requirement and not compete at the state level.

STATE COMPETITION 1, 2, 3 SCORING

A maximum score, **3** means that, in your opinion, the information is presented in an effective way; nothing more could be expected in presenting the material in a different or imaginative way.

A score of **2** means that the information is presented adequately. It meets minimum standards of acceptability.

A score of **1** means that some major flaw has been noted that damages the effectiveness of the information presented. This may be a major omission, a serious misstatement, poor writing or any other major flaw.

It may help to go through several projects before actually starting to score the entries. Please feel free to make written notes/comments to the participant(s) on the back of the Written Entry Evaluation Form or a separate sheet of paper during your scoring.

Presentation Judging

The participant(s) will make a 15-minute presentation to you. You may refer to the written entry during the interview.

During the first 10 minutes of the presentation (after introductions), the participants will highlight their chapter's activities for each section during the past year. Allow the participant(s) to complete this portion without interruption, unless you are asked to respond to a statement or question. All participants must take part in the opening presentation.

During the final 5 minutes, you may question the participant(s). The first four questions must be based on the Presentation Evaluation Form (parts II, III, IV and V). At least one question must be addressed to each participant. To ensure fairness you must ask each participant or group of participant(s) the same four questions:

1. One question on Marketing Program/DECA Chapter, School & Community
2. One question on Promotion/Public Relations
3. One question on their Community Oriented Activities
4. One question on their Leadership Activities

These questions must be prepared before the presentations begin.

After asking the four required questions, you may ask any additional questions that seem appropriate to the written entry but they are not to be part of the scoring process.

At the conclusion of the presentation, thank the participant(s). Then complete the Presentation Evaluation Form, making sure to record a score for all categories. Maximum score for the presentation is 35 points.

We hope you are impressed by the quality of work of these participants and their fellow chapter members. If you have any suggestions for improving this event, please mention them to your event director.

THANK YOU FOR YOUR TIME!



GOLD CHAPTER PROJECT WRITTEN PROJECT PENALTY POINT SHEET

Participant(s) Name _____

DECA Chapter/School _____

Remember: A copy of National DECA Roster must be included in Membership Section for project to be eligible for Gold Level.

	Checked	Penalty Points Assessed	Page No.
1. Blue or white three-ring binder	5		
2. Sheet protectors used for all pages		5	
3. Page size is 8 ½" X 11".....			
4. Limited to 85 numbered pages (plus the title page and table of contents) .		5 (per pg)	
5. All pages numbered in sequence starting with the executive summary....		5	
6. Major content must be at least double-spaced (not space-and-a-half). Title page, table of contents, appendix, material in tables, figures, exhibits, lists, headings, sample letters, forms, etc. may be single spaced		5	
7. Entry must be typed (word processed). Materials in exhibits, participant created artwork, charts and graphs may be hand written. Handwritten corrections will be penalized		5	
8. Foldouts, attachments, paste-ups, photographs, tabs, etc. enclosed in the sheet protectors		5	
9. All activities conducted after the previous year's state conference and prior to the submission of the project for the current conference		5	
10. Entry follows the sequence outlined in guidelines		5	
11. Page numbers of sections and activities must appear in table of contents ...		5	
12. Each activity area, activity #, activity title, and activity date is clearly labeled in body of project		5	

Total Penalty Points Assessed _____

(Activity numbers start over in each section)



GOLD CHAPTER PROJECT WRITTEN EVALUATION FORM

Chapter Name _____

	Activity Completion	0 Points	1 Point	2 Points	3 Points
I. PROJECT OVERVIEW					
<i>Section Subtotal</i>		/3 Points			

	Activity Completion	0 Points	1 Point	2 Points	3 Points
II. CHAPTER INTRODUCTION					
<i>Section Subtotal</i>		/3 Points			

	Activity Completion	0 Points	1 Point	2 Points	3 Points
III. CHAPTER ROSTER					
<i>Section Subtotal</i>		/3 Points			

IV. SECTION 1 – MEMBERSHIP DEVELOPMENT	Activity Completion	0 Points	1 Point	2 Points	3 Points
ACTIVITY 1:					
ACTIVITY 2:					
ACTIVITY 3:					
ACTIVITY 4:					
ACTIVITY 5:					
ACTIVITY 6:					
<i>Section Subtotal</i>		/18 Points			

V. SECTION 2 – ACADEMICALLY PREPAREDNESS	Activity Completion	0 Points	1 Point	2 Points	3 Points
ACTIVITY 1:					
ACTIVITY 2:					
ACTIVITY 3:					
ACTIVITY 4:					
ACTIVITY 5:					
ACTIVITY 6:					
<i>Section Subtotal</i>		/18 Points			

VI. SECTION 3 – COMMUNITY ORIENTED	Activity Completion	0 Points	1 Point	2 Points	3 Points
ACTIVITY 1:					
ACTIVITY 2:					
ACTIVITY 3:					
ACTIVITY 4:					
ACTIVITY 5:					
ACTIVITY 6:					
<i>Section Subtotal</i>		/18 Points			



VII. SECTION 4 – PROFESSIONALLY RESPONSIBLE	Activity Completion	0 Points	1 Point	2 Points	3 Points
ACTIVITY 1:					
ACTIVITY 2:					
ACTIVITY 3:					
ACTIVITY 4:					
ACTIVITY 5:					
ACTIVITY 6:					
<i>Section Subtotal</i>	<i>/18 Points</i>				

VIII. SECTION 5 – EXPERIENCED LEADERS	Activity Completion	0 Points	1 Point	2 Points	3 Points
ACTIVITY 1:					
ACTIVITY 2:					
ACTIVITY 3:					
ACTIVITY 4:					
ACTIVITY 5:					
ACTIVITY 6:					
<i>Section Subtotal</i>	<i>/18 Points</i>				

IX. SECTION 6 – PROMOTION & PUBLIC RELATIONS	Activity Completion	0 Points	1 Point	2 Points	3 Points
ACTIVITY 1:					
ACTIVITY 2:					
ACTIVITY 3:					
ACTIVITY 4:					
ACTIVITY 5:					
ACTIVITY 6:					
<i>Section Subtotal</i>	<i>/18 Points</i>				

WRITTEN PROJECT TOTAL _____/114 POINTS

Subtotals from each section should be added to make up the Written Project total. The written project total is added to the total from the Presentation total to make up the final score.



GOLD CHAPTER PROJECT PRESENTATION EVALUATION FORM

	Exceptionally Well Done	Well Done	Adequately Done	Little Value	Not Included	Judged Score
Opening Presentation: Description of the project; organization; clarity and effectiveness of the presentation	10 – 9	8-7-6	5-4-3	2-1	0	
Question 1: Marketing Program/DECA Chapter, School & Community	4	3	2	1	0	
Question 2: Promotion & Public Relations Activity	4	3	2	1	0	
Question 3: Community Oriented Activity	4	3	2	1	0	
Question 4: Experienced Leaders Activity	4	3	2	1	0	
Professionalism: To what extent did the participant(s) demonstrate professional standards?	5-4	3	2	1	0	
Overall Impression: Overall impression of the participants, presentation techniques, and their project.	4	3	2	1	0	
TOTAL PRESENTATION POINTS						

RECAP:

Written Project Score (114)	
Presentation Score (35)	
SUBTOTAL (149)	
Less Penalty Points	

Judge: **A** **B** **C** **D** **E** (circle one)





MARKETING PLAN

Standards and Procedures

Purpose:

To test DECA members' ability to apply the marketing mix and target marketing concepts.

Specifications:

1. Each DECA chapter may enter one team each day consisting of two - four members with additional allocations to be determined on an annual basis by event staff. A student cannot compete both days. No pre-conference registration is required.
 - a) The following participants are **not eligible** for competition in this event at the Minnesota DECA CDC:
 - **Monday - Service Marketing Plan** - Participants in any event held on Monday.
 - **Tuesday - Product Marketing Plan** - Participants in any event held on Tuesday.
 - b) These restrictions are designed to give participants an additional chance at competition.
2. Each team will be assigned the same product or service category at the State CDC. Examples are as follows:

Product Category

Athletic foot wear
Beds, chairs or sofas
Counter-top kitchen appliances
Luggage or briefcases
Recreation vehicles or ATV's
Electronic Equipment

Service Category

Financial services
Recreation & entertainment
Employment services
Cleaning service (home, office, equip)
Landscaping design
Dry-cleaning
Instructional e.g. computer training
Repair businesses
Business & professional services

3. Each team will develop a marketing plan of their design for a product or service as announced. (Be creative!)
4. Each team member will verbally present a part of their marketing plan to a panel of judges representing the marketing directors of the company. The presentations will be limited to twelve (12) minutes, including judge's questions.
5. The **product area presentation** should include a discussion of:
 - a) Product design, plus a hand have drawn colored illustration of the product with its major features label.
 - b) Pricing strategies.
 - c) Place considerations (exclusive, selective, intensive).
 - d) Promotional decision, including brand name, hand drawn colored illustrated logo, advertising tag line and media selection.
 - e) Product image (position).
 - f) Product's target market.
6. The **service area presentation** should include a discussion of:
 - a) Description of the service to be offered including breadth & depth of the service mix.
 - b) Service's target market.
 - c) Service's position (image) in the market place (how does it compare to the competition).
 - d) Pricing strategies.

- e) Place considerations (exclusive, selective, intensive).
- f) Promotional decision.
- 7. The topic for the event will be given out at the start of the preparation time. Each team will be given the same amount of preparation time, 45 minutes, to develop the marketing plan.
- 8. Each team will be supplied by State DECA with two pieces of white tagboard, and a variety of colored markers. These supplies will be given to the competing teams at the beginning of the preparation time.
- 9. Registration for this event will be at the Advisors' meeting the evening prior to competition.
- 10. Participating Chapters will be assigned to one of two sections daily that will be based upon membership (chapter size) for the current school year. This will allow for chapters of similar size to compete against one another.

Judging:

- 1. Each team will be judged based on the criteria contained on the respective event category rating sheet. Judges will be briefed by the Event Administrator on the criteria. A consensus will be obtained in the definition of the criteria; an average score of three (3) will be used as the benchmark. (See Rating Sheet)



S E R V I C E A R E A M A R K E T I N G P L A N

Rating Sheet

Team Captain's Name & ID #	Chapter
----------------------------	---------

	Poor	←-----to-----→	Excellent	Judge's Score		
Introduction:						
Identified members and contribution to plan	1	2	3	4	5	_____
Purpose of presentation stated	1	2	3	4	5	_____
Service Description:						
Features are appropriate/unique	1	2	3	4	5	_____
Benefits to consumers identified	1	2	3	4	5	_____
Target Market:						
Identified and justified	1	2	3	4	5	_____
Identified target market "matches" image	1	2	3	4	5	_____
Product Position (image):						
Identified and justified	1	2	3	4	5	_____
Identified image "matches" 4 P's	1	2	3	4	5	_____
Pricing Strategies:						
Identified and justified	1	2	3	4	5	_____
Place Considerations:						
Identified and justified	1	2	3	4	5	_____
Promotional Decisions:						
Name & logo appropriate/unique	1	2	3	4	5	_____
Theme appropriate/unique	1	2	3	4	5	_____
Promotional mix is realistic & creative	1	2	3	4	5	_____
Comparison of Industry:						
As it relates to the 4 P's	2	4	6	8	10	_____
Conclusion:						
Summarized & asked for appropriate action	1	2	3	4	5	_____
Presentation Performance:						
Professional, complete and realistic	1	2	3	4	5	_____
Ability to answer questions	1	2	3	4	5	_____
Total team participation	2	4	6	8	10	_____

TOTAL POINTS (100 possible)

Judge's Initials

Note to Judges: Please feel free to make any comments on the back.





PRODUCT AREA MARKETING PLAN

Rating Sheet

Team Captain's Name & ID #	Chapter
----------------------------	---------

	Poor ←-----to-----→ Excellent					Judge's Score
Introduction:						
Identified members and contribution to plan	1	2	3	4	5	_____
Purpose of presentation stated	1	2	3	4	5	_____
Product Design:						
Features are appropriate/unique	1	2	3	4	5	_____
Benefits to consumers identified	1	2	3	4	5	_____
Attractive appearance and color	1	2	3	4	5	_____
Pricing Strategies:						
Identified and justified	1	2	3	4	5	_____
Place Considerations:						
Identified and justified	1	2	3	4	5	_____
Promotional Decisions:						
Name & logo appropriate/unique	1	2	3	4	5	_____
Tag-line appropriate/unique	1	2	3	4	5	_____
Media selection is realistic & creative	1	2	3	4	5	_____
Product Image (position):						
Identified and justified	1	2	3	4	5	_____
Identified image "matches" 4 P's	1	2	3	4	5	_____
Target Market:						
Identified and justified	1	2	3	4	5	_____
Identified target market "matches" image	1	2	3	4	5	_____
Comparison of Industry:						
As it relates to the 4 P's	2	4	6	8	10	_____
Presentation Performance:						
Professional, complete and realistic	1	2	3	4	5	_____
Ability to answer questions	1	2	3	4	5	_____
Total team participation	2	4	6	8	10	_____

TOTAL POINTS (100 possible)

Judge's Initials

Note to Judges: Please feel free to make any comments on the back.





S A L E S D E M O N S T R A T I O N

Standards and Procedures

Purpose:

To enable marketing students to demonstrate the sales techniques that they have developed through their classroom instruction and/or cooperative work experiences.

Specifications:

1. Each participant may compete in only ONE of the following four categories of the Sales Demonstration Competitive Event.
 - ❖ Business to Business Sales *specific rating sheet
 - ❖ Soft Line Sales (over-the-counter sales)
 - ❖ Hard Line Sales (over-the-counter sales)
 - ❖ General Line Sales (over-the-counter sales)
2. The Direct Sales category requires that the participants demonstrate their skills as a product/service retail or wholesale sales representative. It is expected that the sales demonstration will occur in an office or similar setting.
3. The Soft/Hard/General Line Sales categories require that the participants demonstrate their skills as a product/service retail sales person. It is expected that the sales demonstration will occur in a retail sales floor setting.
4. Participants will be supplied with a table, a power cord and two chairs. All other materials, including the product/service to be sold, related sales items and promotional props must be provided by the individual participant. Weapons of any nature are strictly prohibited.
5. Participants are solely responsible for the storage, security and liability of all materials they provide.
6. Participants will be allowed a total of fifteen (15) minutes to complete the sales demonstration. A maximum of five (5) minutes will be allowed to "set-up" the sales area and give a brief explanation of the selling situation. A maximum of ten (10) minutes will be allowed for the entire sales demonstration, from Approach to Post Close.
7. No money transaction, sales slips, or bagging of merchandise will take place or be evaluated during the sales demonstration.
8. Additional personnel can be used to assist in the "set-up" of the sales area, but cannot assist in any way during the sales demonstration.
9. Participants may only introduce themselves by name, their product or service, the basic sales situation (retail/wholesale, sales floor/office, etc.) and their company either by name and/or industry. Participants may not introduce themselves by school or instruct the customer (judge) to role-play any specific characterization.

Judging:

1. All judges should familiarize themselves with the information contained in the Sales Demonstration Standards and Procedures, and Rating Form.
2. Participants will be judged based on the criteria contained on the Sales Demonstration Rating Form. All judges will be briefed on the criteria by the Event Administrator prior to the start of the event. A

consensus of the judges will be obtained on the definition of the criteria, with a score of three (3) being used as the benchmark for average on the Rating Form.

3. It is expected that each participant will be evaluated by a team of two (2) or more judges. The team will select one of its members to serve in the role of customer.
4. It is recommended that the customer (judge) not evaluate the participant if at least two (2) other judges observe and rate the sales demonstration.
5. It is recommended that the team of judges assist the customer (judge) prior to the start of the event by suggesting appropriate customer scenarios, questions, objections, closing cues, etc.
6. In fairness to the participants, the role of customer cannot be rotated among the judges of the event.
7. Participants may only introduce themselves by name, their product or service, the basic sales situation (retail/wholesale, sales floor/office, etc.), and their company either by name and/or industry. Participants may not introduce themselves by school or instruct the customer (judge) to role-play any specific characterization. The customer (judge) will do no planning of the sales demonstration with the participants.
8. The judge/customer must be interested in what the student is selling for either themselves, a family member or friend, a gift or for a business.
9. Do not tell students the results of their presentation at any time before the recognition session. Smile, congratulate them and wish them well.
10. The customer must have questions and objections. Examples may include:
 - *The price is too high.*
 - *Challenge the quality.*
 - *How it compares to others,*
 - *What if I change my mind?*
 - *Guarantees*
 - *Not sure if you can afford it,*
 - *Hard to use or looks complicated,*
 - *What if I don't like it?*
 - *Will it hold up? How long will it last?*
 - *How will it really help me?*
11. After the customer has heard enough to make a buying decision, give the student some buying signals and allow them the chance to close the sale. Some examples of buying signals might include:
 - *I really like it.*
 - *It's just what I'm looking for.*
 - *Sounds good to me. Sounds great!*
 - *Do you take credit cards?*
 - *Do you deliver?*
12. A maximum of five (5) minutes will be allowed to "set-up" the sales area and give a brief explanation of the selling situation. A maximum of ten (10) minutes will be allowed for the entire sales demonstration, from Approach to Post Close. This is the recommended time frame. The time may vary depending on the product or service and the number of questions and objections asked by the customers. You are encouraged to keep close to the time limit, but there is no penalty for going over the time limit.
13. Be careful not to be overwhelmed by the product or service being offered. Remember you are judging the student's ability based on the judging criteria.
14. Be careful not to give a perfect score or too high of a score before you see the last participant. The first students may be the best but make sure to compare the front end against the back end and those in between.
15. Consistency is critical.
16. Judges comments are greatly appreciated. This is not only a competitive event but also a learning process. Be sure the negatives are balanced by the positives. Don't destroy the student.

Administration:

1. Event Administrator(s) should familiarize themselves with the information contained in the Sales Demonstration Standards and Procedures, and Rating Form.
2. Event Administrator(s) should assure that the event areas are properly arranged and that the necessary table, power cord and tow chairs are in place at each event area.
3. Event Administrator(s) must brief the judges on the event's Standards and Procedures, and assist them in understanding the use of the Rating Form.
4. Event Administrator(s) are responsible for maintaining the "flow" of the event, this may include
 - a) Answering judges' and participants' questions
 - b) Assigning the competition times to the participants
 - c) Directing participants to judging areas
 - d) Timing each sales demonstration
 - e) Collecting and checking completed Rating Forms
 - f) Submitting the results to the designated individual



**S A L E S
D E M O N S T R A T I O N**

This form is to be submitted by every competitor in all categories of the Sales Demonstration event at district and state level competition. Competitor is to submit the Adult Assistance prior to competition.

COMPETITOR INFORMATION	
NAME	
CHAPTER	
EVENT CATEGORY	
ITEM SOLD	
VALUE OF ITEM SOLD	
SUGGESTED SELLING ITEMS	



SALES DEMONSTRATION

Category Guidelines

Definitions:

- ❖ **Business to Business Sales:** Typically, retail or wholesale products/services sold by a sales rep in an office or conference setting.
- ❖ **Soft Line Sales:** Typically, retail men's, women's and children's apparel items sold by a sales person on a sales floor.
- ❖ **Hard Line Sales:** Typically, retail home appliances and tools, sports and recreation equipment, and electronics sold by a sales person on a sales floor.
- ❖ **General/Home Service Sales:** Typically, general sales include home furnishings, small household items, cosmetics, jewelry/gift items, toys and computer software sold by a sales person on a sales floor. Service sales would be service based items that a person or household would purchase for their personal, household needs.

EXAMPLES:

BUSINESS TO BUSINESS SALES	SOFT LINE SALES	HARD LINE SALES	GENERAL /HOME SERVICE SALES
All Wholesale Products	Shirts & Blouses	Hair Dryers, Curlers & Straighteners	Cosmetics & Lotions
All Industrial Products	Slacks & Pants	Musical Instruments	All Purpose Cleaners
Advertising Media	Suits & Dresses	Computer Hardware	Candy & Foods
Stocks/Bonds/Securities	Sweaters & Vets	Calculators	Jewelry**
Financial Planning	Sport Coats & Blazers	Cameras	Clocks & Lamps
Catering	Coat & Jackets	TV's & Radios	Computer Software
Home Repair	Ties & Scarves	DVD Players	
Home Remodeling		Bicycles	Brief Cases
Banking Services	Stockings & Socks	Mini Bikes & ATV's	Tables & Chairs
Auto Leasing	Shoes, Footwear & Slippers	Snow Boards	Beds & Bedding
Apartment Rentals			
Hotel/Motel Services	Hats & Caps	Snow Blowers	Towels & Linen
Business Insurance	Gloves & Mittens	Lawn Mowers	Carpets & Drapery
Subscriptions	Sports Apparel	Rods & Reels	Luggage & Back Packs
Accounting Services	Swim & Wet Suits	Tennis & Golf Equip	DVD's
Travel	Snow Suits	Water & Snow Skis	Books & Magazines
		Sports Equipment	
Real Estate & Time Share	Purses, Wallets & Belts	Sports Footwear**	Toys, Dolls & Games
		Shop Tools	Stuff Animals
Health Care	Formal Wear	MP 3 Players	Candles & Pictures
Fund Raisers			Stationary Items
Office Equipment	Hunting/Fishing Clothing	Large Appliances	Real & Silk Flowers
Event Planning	Fitness Clothing	Gaming Counsels	Dishes & Flat Ware
Computer Systems &	Work Wear	Taxidermy	Footwear
Maintenance Plans			
Corporate Group Clothing	Infant/Toddler Wear	Lawn & Garden Equipment	Electronic Communication and/or Plans
			Devices
	Towels & Robes	Camping Equipment	Tanning
			Home Insurance
			Lawn Mowing Service
			Snow Removal Service
			Small Appliances
			Child Care
			Cell Phones
			Lunch Coolers





SALES DEMONSTRATION

Rating Sheet

Participant's Name & ID #			
Product or Service:			
Sales Area (<i>circle one</i>):	Soft Lines	Hard Lines	General Lines

	Poor ←-----to-----→ Excellent					Judge's Score	
Pre-Approach							Max
Area set-up and instruction	1	2	3	4	5	_____	(5)
Approach							
Appearance, grooming	1	2	3	4	5	_____	
Appropriate approach and greeting	1	2	3	4	5	_____	(10)
Determine Wants and Needs							
Appropriate questions asked	1	2	3	4	5	_____	
Good listening skills demonstrated	1	2	3	4	5	_____	(10)
Presentation							
Sufficient information given	1	2	3	4	5	_____	
Benefits shown or demonstrated	1	2	3	4	5	_____	
Presentation well organized	1	2	3	4	5	_____	
Customer given time to respond	1	2	3	4	5	_____	(20)
Handling Objections							
Customer given time to object	1	2	3	4	5	_____	
Objections answered well	1	2	3	4	5	_____	
Tact Used	1	2	3	4	5	_____	(15)
Sales Close							
Took advantage of closing cues	1	2	3	4	5	_____	
Close was smooth and natural	1	2	3	4	5	_____	(10)
Suggestion Selling							
Selected appropriate item/service	1	2	3	4	5	_____	
Suggestion was smooth and natural	1	2	3	4	5	_____	(10)
Post Close							
Reassured and thanked customer	1	2	3	4	5	_____	(5)
Overall Impressions							
Voice varied and clear	1	2	3	4	5	_____	
Selling skills	1	2	3	4	5	_____	
Human relations skills	1	2	3	4	5	_____	(15)
TOTAL POINTS (final score)							(100)

Judge's Initials: _____

Note to Judges: Please feel free to make any comments on the back.





B U S I N E S S T O B U S I N E S S S A L E S D E M O N S T R A T I O N

Rating Sheet

Participant's Name & ID #
Product or Service:

	Poor ←-----to-----→ Excellent					Judge's Score	
Pre-Approach							Max
Area set-up and instruction	1	2	3	4	5	_____	(5)
Approach							
Appearance, grooming	1	2	3	4	5	_____	
Appropriate approach and greeting	1	2	3	4	5	_____	(10)
Determine Wants and Needs							
Appropriate & realistic questions asked	1	2	3	4	5	_____	
Demonstrated empathy	1	2	3	4	5	_____	
Used information gathered later in presentation	1	2	3	4	5	_____	
Good listening skills demonstrated	1	2	3	4	5	_____	(20)
Presentation							
Sufficient information given	1	2	3	4	5	_____	
Benefits shown or demonstrated	1	2	3	4	5	_____	
Presentation well organized	1	2	3	4	5	_____	
Customer given time to respond	1	2	3	4	5	_____	(20)
Handling Objections							
Customer given time to object	1	2	3	4	5	_____	
Objections answered well	1	2	3	4	5	_____	
Tact Used	1	2	3	4	5	_____	(15)
Sales Close							
Took advantage of closing cues	1	2	3	4	5	_____	
Close was smooth and natural	1	2	3	4	5	_____	(10)
Post Close							
Reassured and thanked customer	1	2	3	4	5	_____	(5)
Overall Impressions							
Voice varied and clear	1	2	3	4	5	_____	
Selling skills	1	2	3	4	5	_____	
Human relations skills	1	2	3	4	5	_____	(15)
							(100)

Judge's Initials: _____

TOTAL POINTS (final score)

Note to Judges: Please feel free to make any comments on the back.





A P P E N D I X



J U D G E S & O P E R A T I O N A L T I P S

Employment Interview

Directions and Procedures

1. **All judges should familiarize themselves with the information contained in the Employment Interview Standards and Procedures, and Rating Form.**
2. Read and understand the student evaluation sheet. **Discuss the evaluation and reach an agreement with the other judges on point values for student responses.** Ask questions until confident you understand your role and that of the student. This point is very important as it helps to reduce major differences in judge scores
3. It is recommended that a team of two (2) or more judges will evaluate each participant. The team will select one of its members to serve in the role of the interviewer.
4. It is recommended that the interviewer (judge) not evaluate the participant if at least two (2) other judges observe and rate the Employment Interview.
5. In fairness to the participants, the role of interviewer cannot be rotated among the judges of the event.
6. Prior to meeting with each individual, an adult assistant will give you an evaluation with the student's ID
7. **Participants will be allowed a total of ten (10) minutes to complete the Employment Interview. You will have 2 – 3 minutes to complete the evaluation after the student leaves.**
8. Each participant must apply for a specific position. Participants must be qualified for the position. Students' application and materials must be based on their current qualifications not futuristic qualifications.
9. Each participant must complete an employment application prior to the interview. If the application is not complete please inform the series director after you have interviewed the participant.
10. **Participants may only hand the employment application to the interviewer / judge.** NO other written or printed materials are allowed in this event.
11. The judge/customer must not hire any participant instead inform the participant that a decision will be made early next week if asked by the participant.

12. The judges will **determine the six (6) to eight (8) questions** from the list of questions provided, before the event begins **which will be asked of each participant**. The use of other questions that arise from the participant's responses is allowed. Probing of the responses is encouraged.
13. **The judge will begin the presentation with an appropriate statement welcoming to them to the interview. From the moment the individual approaches you, assume the judge/ interviewer characterization you are to play.**
14. **Participants may only introduce themselves by name. Participants may not introduce themselves by school.**
15. Keep your **top two** evaluation forms throughout the day. The rest of the evaluations will be collected. Your written comments are much appreciated by students and teachers for reinforcement of positive behavior as well as recommendations for improvement. **We encourage written comments**
16. Be positive in your verbal comments to students. However, such comment as "you were the best individual today", can and often times is interpreted by the student to mean he/she will win an award. It is a major disappointment when they don't. That disappointment can be their lasting impression of the conference rather than their many positive experiences
17. Step out of your judge characterization only when the student has closed the presentation and you are through asking question. Thank them for their time
18. The most important advice to follow throughout is to **be consistent**, in both you characterization and evaluation. Consistency between judges is a goal to work towards.
19. Place your initials on each evaluation in case more information is needed
20. Complete the evaluation of your judging experience and the event you judged. We use this information for continual improvement
21. **How to evaluate each individual is a difficult decision.** A general rating guideline is for your top individual(s) to score in the 90's. Lower scores will take them out of contention for the top series award.
 - Expectations between judges often vary greatly. We attempt to avoid this variance by role-playing the event followed by a discussion and consensus between judges on different levels of acceptable performance. **Please limit this discussion and consensus time to 2 – 3 minutes.**
22. *Overall Impression*" is your evaluation of applicant's employability. In other words would you hire this applicant? The highest score in this category would be your top choice for this position.
23. **Please do not score individual lower than 60.** Students often times view this as 60% when that is not the case at all. An individual score of 60 will take them out of contention for any series awards.