



# **DECA** **GUIDE**

**COMPREHENSIVE  
LEARNING  
PROGRAM**

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**COMPETITIVE  
EVENTS  
PROGRAM**

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**THIS IS HOW  
WE DO DECA  
ADVISOR  
GUIDEBOOK**

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**SHOP DECA  
CATALOG**

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



# Not your average summer program

Explore what business is all about and  
get a taste of college life



## Global Business Academy for high school freshmen, sophomores and juniors

Plan ahead for summer 2020\*



This academy is a highly challenging, transformative experience including immersive activities that will develop your international and core business skills. You'll discover new passions and interests, gain global friendships, and find new ways to apply business to create a better world.



The experience includes: team-building on the CSU mountain campus bordering Rocky Mountain National Park, visits to local companies, and informal mentoring and coaching from business executives and University admissions professionals, all while staying in the University dorms in Fort Collins, Colorado. The academy occurs every year. Please join us in July 2020.



**COLLEGE OF BUSINESS**  
COLORADO STATE UNIVERSITY

**Apply by May 1, 2020**  
**[csubiz.com/deca](https://csubiz.com/deca)**

\*Specific dates announced in December





## GREETINGS!

A brand new year in DECA begins and **#HereWeGo**.

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

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

This year will bring exciting things to the world of DECA. The DECA Inc. staff has worked hard to provide every resource to help you and your members excel in the classroom and beyond. ICDC 2020 in Nashville will be here before we know it.

**Here We Go!**



**FRANK PETERSON**  
ACTING EXECUTIVE DIRECTOR  
DECA Inc.



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**PREPARES  
EMERGING  
LEADERS  
& ENTREPRENEURS**

**IN MARKETING, FINANCE,  
HOSPITALITY AND MANAGEMENT**



DECA's COMPREHENSIVE LEARNING PROGRAM

INTEGRATES INTO  
CLASSROOM  
INSTRUCTION

**APPLIES**  
LEARNING

**PROMOTES**  
COMPETITION

**CONNECTS**  
TO BUSINESS

DECA PREPARES THE NEXT GENERATION TO BE

ACADEMICALLY  
**PREPARED**

**COMMUNITY**  
ORIENTED

PROFESSIONALLY  
RESPONSIBLE

**EXPERIENCED**  
LEADERS



# SUPPORTS EDUCATIONAL INITIATIVES

The DECA experience starts in the classroom, where students learn business concepts in preparation for college and careers. A powerful instructional component, DECA brings the classroom to life by empowering the teacher-educator to make learning relevant with educational programs that integrate into classroom instruction, apply learning, connect to business and promote competition.

DECA continues to be a leader in supporting key educational initiatives through its comprehensive learning program, which directly supports Career Clusters®, National Curriculum Standards, 21<sup>st</sup> Century Skills, project-based learning and financial literacy.

## **CAREER CLUSTERS®**

Career Clusters® provide students with relevant contexts for studying and learning by linking school-based learning with the knowledge and skills required for success in the workplace. DECA's Comprehensive Learning Program supports the career clusters of marketing, business management and administration, finance and hospitality + tourism.

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

## **NATIONAL CURRICULUM STANDARDS**

The National Curriculum Standards for Business Administration provide insight into what business leaders view as important to the success of employees at various levels and in various specialties. These standards define the content for the respective Career Cluster®. They inform teachers, administrators and curriculum developers as to what should be taught. DECA's Comprehensive Learning Program provides instructional strategies that align with National Curriculum Standards.

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

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

21<sup>st</sup> century skills are a series of skills and abilities that employers seek in their employees. In order to succeed in today's workplace, employees must excel in the 4Cs: critical thinking and problem solving, communication, collaboration, and creativity and innovation. DECA understands that 21<sup>st</sup> century skills are important to college and career success, and its programs can help students develop these important skills.

■ [www.p21.org](http://www.p21.org)

## **PROJECT-BASED LEARNING**

Project-based learning (PBL) is a dynamic classroom approach in which students actively explore real-world problems and challenges while acquiring a deeper knowledge. DECA's Comprehensive Learning Program can help teachers engage students in project-based learning while teaching and reinforcing course curriculum.

## **PERSONAL FINANCIAL LITERACY**

The demand for personal financial literacy resources has never been greater, and DECA has developed an ever-expanding list of programs to help educators teach personal financial literacy standards and engage students in meaningful instructional activities.





# **DECA COMPREHENSIVE LEARNING PROGRAM**



## **DECA's COMPREHENSIVE LEARNING PROGRAM**

offers exciting opportunities for classroom activities that connect your instruction to college and careers. DECA's activities naturally support programs of study in the career clusters of marketing, business management, finance and hospitality, giving you tools and resources to incorporate DECA into your curriculum and courses.

DECA's Comprehensive Learning Program enhances the possibility for a greater range of student cognitive abilities to be developed. When using program components as application or extended learning activities, student members are rigorously engaged in relevant exercises that develop the teamwork, creativity, critical thinking and problem solving skills essential for college and careers.

This section contains an expansive listing of DECA's Comprehensive Learning Program.



In DECA, we are surrounded by opportunities. Every moment provides us a new chance to break out of our comfort zones, take risks and prove ourselves as emerging leaders and entrepreneurs. Now is your chance to begin shaping your future. Will you let the moment slip by, or will you take action? Ready... Set...

### **HERE WE GO.**

As a new year in DECA begins, it's time to go faster, go bigger and go further than ever.

- **Go lead** your chapter or association.
- **Go build** your network.
- **Go serve** your community.
- **Go explore** colleges and careers.
- **Go enhance** your skills.
- **Go compete** against the best.
- **Go reach** your potential.

No matter which goals you choose to pursue, DECA provides the skills and abilities to go after what we want most.

The moment is here. Get ready to declare, **"HERE WE GO!"**

**DECA**  
**2019-2020**



### AUGUST

19

**PIPER JAFFRAY TAKING STOCK WITH TEENS FALL SURVEY BEGINS**

[deca.org/piper-jaffray](http://deca.org/piper-jaffray)

### SEPTEMBER

3

**STOCK MARKET GAME BEGINS**

[deca.org/compete](http://deca.org/compete)

18

**PIPER JAFFRAY TAKING STOCK WITH TEENS FALL SURVEY ENDS**

### OCTOBER

4-7

**MBA RESEARCH CONCLAVE**

Louisville, KY  
[mbaresearch.org/conclave](http://mbaresearch.org/conclave)

22

**VIRTUAL BUSINESS CHALLENGE ROUND 1 BEGINS**

[deca.org/compete](http://deca.org/compete)

### NOVEMBER

**DECA MONTH**

1

**HONORARY LIFE MEMBERSHIP AWARD CANDIDATE NOMINATION DUE**

**OUTSTANDING SERVICE AWARD CANDIDATE NOMINATION DUE**

**VIRTUAL BUSINESS CHALLENGE ROUND 1 ENDS**

15

**DECA IDEA CHALLENGE BEGINS**

[deca.org/challenges](http://deca.org/challenges)

18-24

**GLOBAL ENTREPRENEURSHIP WEEK**

[genglobal.org](http://genglobal.org)

15

**INITIAL ONLINE MEMBERSHIP DUES DEADLINE**

[membership.decaregistration.com](http://membership.decaregistration.com)

15-17

**INNOVATIONS + ENTREPRENEURSHIP CONFERENCE**

Washington D.C.  
[deca.org/iec](http://deca.org/iec)

**THE ULTIMATE DECA POWER TRIP**

Washington D.C.  
[deca.org/powertrip](http://deca.org/powertrip)

20-23

**NEW YORK EXPERIENCE I**

New York City, NY  
[deca.org/nye](http://deca.org/nye)

24

**DECA IDEA CHALLENGE ENTRIES DUE**

### DECEMBER

3

**COMMUNITY SERVICE CAMPAIGN DUE**

[deca.org/campaigns](http://deca.org/campaigns)

**GLOBAL ENTREPRENEURSHIP WEEK CAMPAIGN DUE**

[deca.org/campaigns](http://deca.org/campaigns)

**HONORARY LIFE MEMBERSHIP AWARD APPLICATION PACKET DUE**

**MEMBERSHIP CAMPAIGN DUE**

[deca.org/campaigns](http://deca.org/campaigns)

**OUTSTANDING SERVICE AWARD APPLICATION PACKET DUE**

**PROMOTIONAL CAMPAIGN DUE**

[deca.org/campaigns](http://deca.org/campaigns)

4-7

**NEW YORK EXPERIENCE II**

New York City, NY  
[deca.org/nye](http://deca.org/nye)

**ACTE CAREERTECH VISION**

Anaheim, CA  
[acteonline.org/careertech](http://acteonline.org/careertech)

6-8

**CENTRAL REGION LEADERSHIP CONFERENCE**

Minneapolis, MN  
[deca.org/crlc](http://deca.org/crlc)

13

**STOCK MARKET GAME ENDS**

### JANUARY

7

**VIRTUAL BUSINESS CHALLENGE ROUND 2 BEGINS**

[deca.org/compete](http://deca.org/compete)

10

**SCHOOL-BASED ENTERPRISE CERTIFICATION DOCUMENTATION DUE**

[deca.org/sbe](http://deca.org/sbe)

17

**STUDENT SCHOLARSHIP APPLICATIONS DUE ONLINE**

[deca.org/scholarships](http://deca.org/scholarships)

**VIRTUAL BUSINESS CHALLENGE ROUND 2 ENDS**

21

**DECA IDEA CHALLENGE GLOBAL WINNERS ANNOUNCED**

23

**OUTSTANDING NEW DECA CHAPTER ADVISOR AWARD RECIPIENTS DUE**

**OUTSTANDING DECA CHAPTER ADVISOR AWARD RECIPIENTS DUE**

30

**DECA EMERGING LEADER HONOR AWARD APPLICATIONS DEADLINE**

[deca.org/recognition/highschool](http://deca.org/recognition/highschool)

### FEBRUARY

**CTE MONTH**

5-9

**SPORTS + ENTERTAINMENT MARKETING CONFERENCE**

Orlando, FL  
[deca.org/sem](http://deca.org/sem)

17

**PIPER JAFFRAY TAKING STOCK WITH TEENS SPRING SURVEY BEGINS**

[deca.org/piper-jaffray](http://deca.org/piper-jaffray)

### MARCH

1

**ADVOCACY CAMPAIGN DUE**

[deca.org/campaigns](http://deca.org/campaigns)

**ASSOCIATION ADMINISTRATOR OF THE YEAR AWARD RECIPIENTS DUE**

**ASSOCIATION CHAPTER ADVISOR OF THE YEAR AWARD RECIPIENTS DUE**

**ICDC COMPETITORS' FINAL MEMBERSHIP ELIGIBILITY**

[membership.decaregistration.com](http://membership.decaregistration.com)

4

**ADVISOR SCHOLARSHIP APPLICATIONS DEADLINE**

[deca.org/advisorscholarships](http://deca.org/advisorscholarships)

**EXECUTIVE OFFICER CANDIDATE APPLICATIONS DUE**

[deca.org/hsofficers](http://deca.org/hsofficers)

23

**ICDC REGISTRATION + HOTEL ROOMING LIST/DEPOSIT DUE FROM CHARTERED ASSOCIATIONS**

25

**PIPER JAFFRAY TAKING STOCK WITH TEENS SPRING SURVEY ENDS**

### APRIL

29-May 2

**DECA INTERNATIONAL CAREER DEVELOPMENT CONFERENCE**

Nashville, TN  
[deca.org/icdc](http://deca.org/icdc)

# #HEREWEGO



FIND US @DECAINC

Use #HEREWEGO to share  
your DECA stories all year long





# STAY CONNECTED

➤ [DECADIRECT.ORG](https://decadirect.org)



# LEAD4CHANGE

STUDENT LEADERSHIP PROGRAM

WE ARE NOW

MAKING  
**BIG**  
THINGS  
HAPPEN!

*Over 7,500 educators*

*1.5 million  
student participants*

**LEAD2FEED®**  
STUDENT LEADERSHIP PROGRAM

Join the leading,  
fastest-growing  
leadership program  
for grades 6–12.

**Lead4Change.org**

FOUNDATION for IMPACT  
on LITERACY and LEARNING

**Lift a Life**  
FOUNDATION®



# CAMPAIGNS

deca.org/campaigns

CELEBRATE DECA MONTH IN  
**NOVEMBER**

## MEMBERSHIP

Guide your membership efforts by meeting these goals.

# 20

MORE STUDENTS  
THAN LAST YEAR

# 20

ALUMNI

# 20

PROFESSIONALS

## DEADLINE 12.3.19

Earn **ACHIEVEMENT LEVEL** by meeting the requirements in any **ONE** of the categories (students, alumni or professionals) of the Membership Campaign and receive a pennant and certificate.

Earn **THRIVE LEVEL** by meeting the requirements in any **TWO** of the categories of the Membership Campaign and receive a pennant, plaque, flag and **TWO ALLOCATIONS** to attend the **THRIVE ACADEMY** at ICDC!

## GLOBAL ENTREPRENEURSHIP WEEK

Activities must occur during November 18-24, 2019. Submit DECA Idea Challenge entries at [www.deca.org/challenges](http://www.deca.org/challenges).

# 3

IDEA CHALLENGE  
ENTRIES



# 3

SUCCESS STORIES OF  
LOCAL ENTREPRENEURS



# 3

SCHOOL/COMMUNITY  
OUTREACH ACTIVITIES

## PROMOTIONAL

Conduct these activities from the beginning of your school year through DECA Month.

# 3

SCHOOL  
OUTREACH ACTIVITIES



# 3

SUCCESS STORIES  
OF ALUMNI



# 3

COMMUNITY  
OUTREACH ACTIVITIES

## DEADLINE 12.3.19

Earn **ACHIEVEMENT LEVEL** by meeting the requirements in any **ONE** of the DECA Month Chapter Campaigns (Global Entrepreneurship Week Campaign, Promotional Campaign or Community Service Campaign) and receive a pennant and certificate.

Earn **THRIVE LEVEL** by meeting the requirements in any **TWO** of the DECA Month Chapter Campaigns (Global Entrepreneurship Week Campaign, Promotional Campaign and Community Service Campaign) and receive a pennant, plaque, flag and **TWO ALLOCATIONS** to attend the **THRIVE ACADEMY** at ICDC!

## COMMUNITY SERVICE

Conduct a community service activity from the beginning of your school year through DECA Month.

# 1

OR MORE COMMUNITY  
SERVICE ACTIVITIES



# 75%

OR MORE PARTICIPATION  
OF YOUR DECA MEMBERS



# 1

FORM OF PUBLICITY  
OR PROMOTION

## ADVOCACY

Advocate during Career and Technical Education Month in February.

# 3

SCHOOL  
OUTREACH ACTIVITIES



# 3

PUBLIC POLICY  
MAKERS OUTREACH



# 3

COMMUNITY  
OUTREACH ACTIVITIES

## DEADLINE 3.1.20

Meet the requirements in the Advocacy Campaign during February and receive a pennant, special plaque from DECA's Congressional Advisory Board and a letter of recognition sent to your school administrator and government officials.

# WHAT MOVES YOU?

## NAPA is Much More than a Parts Store!

We have opportunities ranging from Retail Sales Associate, Delivery Driver, Human Resources Representative, Parts Manager, Inventory Manager, Executive Management Trainee and everything in between. There is no wrong way to **Join the NAPA Family**.

**Our Employees Bleed NAPA Blue.** It is hard to describe the energy and camaraderie that you feel as a member of the NAPA team, but it is potent and motivational. Comprised of people with diverse backgrounds and skills, our teams collaborate to find solutions for customers and each other.

Although our employees all **Find the Fix**, we recognize that no two people are on the same path. We work with you to make sure your personal and professional goals will be realized. We also offer various leadership training and advancement opportunities, as well as top-notch medical benefits, savings plans, and paid time off.

NAPA is proud to partner with DECA to help students across the country with scholarships, career exploration, internships, and mentorship (national and local).

SERVING  
PEOPLE

FINDING  
THE FIX

CHALLENGES  
THAT FUEL  
YOU

NO TWO  
DAYS THE  
SAME

FINDING  
YOUR 2<sup>ND</sup>  
FAMILY

NAPA

®

**FIND YOUR LANE** | Visit: [NAPAautojobs.com](https://NAPAautojobs.com)





# ULTIMATE DECA POWER TRIP

**WASHINGTON D.C.**  
NOVEMBER 15-17, 2019

➤ [deca.org/power](https://deca.org/power)

# INNOVATIONS + ENTREPRENEURSHIP CONFERENCE

**WASHINGTON D.C.**  
NOVEMBER 15-17, 2019

➤ [deca.org/iec](https://deca.org/iec)

# CENTRAL REGION LEADERSHIP CONFERENCE

**MINNEAPOLIS**  
DECEMBER 6-8, 2019

➤ [deca.org/crlc](https://deca.org/crlc)

# NEW YORK EXPERIENCE

**NEW YORK CITY**  
NOVEMBER 20-23, 2019  
DECEMBER 4-7, 2019

➤ [deca.org/nye](https://deca.org/nye)

# INTERNATIONAL CAREER DEVELOPMENT CONFERENCE

# SPORTS + ENTERTAINMENT MARKETING CONFERENCE

**ORLANDO**  
FEBRUARY 5-9, 2020

➤ [deca.org/sem](https://deca.org/sem)



**NASHVILLE**  
APRIL 29-MAY 2, 2020

➤ [deca.org/icdc](https://deca.org/icdc)



# ELEVATE

DECA's Chapter Strategy provides the framework and resources to develop a chapter in a business-like context, helping members apply learning. DECA's Elevate modules are designed to showcase the core elements of a high-performing DECA chapter and to provide DECA advisors with resources to prepare emerging chapter leaders.

■ [DECA.ORG/ELEVATE](https://deca.org/elevate)

## DECA LEADERSHIP STYLES

Begin your rise as an emerging leader by understanding your leadership style. This tool will help you understand your style and the styles of your fellow leaders so collectively, you can make greater contributions, recognize how to leverage the leadership of others and work cooperatively to positively influence people and situations to achieve value and growth.

## DECA LEADERSHIP TEAM

Learn how to build a leadership team that motivates your chapter members. DECA's mission-based leadership positions reflect a corporate leadership structure. The positions are aligned with the DECA mission to ensure that each aspect of the mission is represented with great leadership.

## DECA CHAPTER STRATEGY

Learn the essentials of an effective chapter strategy. Determine DECA Goals, develop a Program of Leadership and plan and execute EPIC DECA Projects.

## DECA LEADERSHIP TOOLS

Great leaders need great tools to elevate their chapter. Learn how to keep yourself and your team productive and on the rise.





**DECA'S EMERGING LEADER SERIES** is designed to empower DECA members to provide effective leadership through goal setting, consensus building and project implementation.

Aligned with 21<sup>st</sup> Century Skills in the areas of critical thinking and problem solving, communication, collaboration and creativity, and innovation, DECA's Emerging Leader Series prepares members to be effective leaders in college and careers. All of these academies are available during the DECA International Career Development Conference. Elevate and Empower are also available at the DECA Emerging Leader Summit.

 <p>IGNITE</p>	 <p>ELEVATE</p>	 <p>EMPOWER</p>	 <p>ASPIRE</p>	 <p>THRIVE</p>
<p><b>ULTIMATE MEMBER</b></p> <p>Ignite your spark for DECA! As an emerging leader, you have great potential to take advantage of all that DECA offers. Now's your time to gain an edge as you learn how you can take your personal DECA experience to the next level and ignite your passion for DECA.</p>	<p><b>ULTIMATE CHAPTER LEADER</b></p> <p>Elevate your leadership in DECA by becoming the ultimate DECA chapter leader! Discover your personal leadership style and how you can use that to take your chapter to the next level. Now's your time to elevate your DECA status from member to chapter leader.</p>	<p><b>ULTIMATE ASSOCIATION OFFICER</b></p> <p>As a DECA association officer, one of your main responsibilities is to empower the members you serve. Learn how to effectively perform your role as an association leader, design an effective strategic plan and employ empowering communications strategies and methods.</p>	<p><b>ULTIMATE GRADUATE</b></p> <p>As you soon graduate, the sky is the limit for your aspirations. Do you know what to expect in college or how to be successful in your career? Learn how to leverage your DECA experience to your advantage in college, interviews and internships. Aspire to get on the fast track to college and career success.</p>	<p><b>ULTIMATE CHAPTER</b></p> <p>Now it's time to thrive with other high performing chapters and continue to develop your toolbox of collaboration, communications, critical thinking and creativity skills.</p>

Participation in DECA's Emerging Leader Series at ICDC is the primary conference activity for members, except for Empower. Empower is limited to chartered association officers, who may also participate in DECA's Competitive Events Program. Register through your chartered association advisor using the name of the academy.



# FEELING GRADUATION JITTERS WITH **NO** CAREER PATH IN SIGHT?

Discover the rewarding possibilities in residential property management (RPM) and enter a booming industry with competitive salaries, exciting career paths, and a people-centered atmosphere.



# DECA

## SCHOLARSHIP PROGRAM



**DECA's SCHOLARSHIP PROGRAM** provides over \$300,000 in scholarships to DECA members.

Many corporate partners of DECA provide scholarships through the DECA Scholarship Program. DECA Inc. administers the program based on guidelines set by the donor. DECA scholarships are strictly merit based.

Scholarship applications are due online January 17, 2020. Visit [www.deca.org/scholarships](http://www.deca.org/scholarships) to learn more and apply.

## EMERGING LEADER HONOR AWARD

### THE DECA EMERGING LEADER HONOR AWARD

recognizes DECA members for being academically prepared, community oriented, professionally responsible and experienced leaders through their participation in DECA.


### QUALIFICATIONS

To receive the DECA Emerging Leader Honor Award a student must:

1. be a DECA member at the local, chartered association and DECA Inc. levels.
2. be a senior.
3. have an overall cumulative grade point average of at least 3.2 for the seven previous semesters (with 4.0 being equal to an A).
4. complete one course in any one of the following areas:
  - Marketing
  - Business Management & Administration
  - Entrepreneurship
  - Finance
  - Hospitality and Tourism
5. participate in at least three of the areas listed under Community Oriented, Professionally Responsible and Experienced Leader on the online application.

### PROCEDURES

- Applications and a \$5 application fee must be submitted electronically following the directions at [deca.org/honoraward](http://deca.org/honoraward) no later than January 30, 2020.
- Certificates will be mailed directly to the local advisor with suggestions for appropriate presentation.
- Recipients will also be recognized on [decadirect.org](http://decadirect.org).



FEELING LIMITED?  
VECTOR CAN HELP  
YOU DEVELOP

CONFIDENCE

LEADERSHIP  
SKILLS

PRESENTATION  
SKILLS

REAL-WORLD  
EXPERIENCE

VECTORLOVESDECA.COM

Let's work together. #HereWeGo!



# SCHOOL-BASED ENTERPRISES

intuit Education  
Otis Spunkmeyer  
an ARYZTA brand



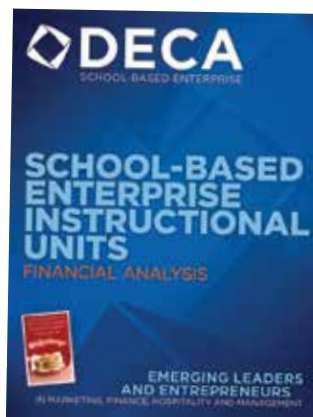
**A SCHOOL-BASED ENTERPRISE (SBE)** is an entrepreneurial operation in a school setting that provides goods and/or services to meet the needs of the market. SBEs are managed and operated by students as hands-on learning laboratories that integrate National Curriculum Standards in marketing, finance, hospitality and management. SBEs provide realistic and practical learning experience that reinforces classroom instruction.

DECA offers SBE certification on two levels: chapter level through a written project and individual level through a comprehensive exam. The certification program reinforces the integration of National Curriculum Standards and 21<sup>st</sup> century skills. Standards covered in both the written project and exam include retail, marketing and entrepreneurship concepts, and a range of business operations standards including financial analysis, operations, marketing-information management, pricing, distribution/channel management, promotion, selling and human resources management.

## GUIDELINES + RESOURCES

Visit [deca.org/sbe](https://deca.org/sbe) for additional information including:

- Chapter certification guidelines
- Instructional units that reinforce the topics covered by the SBE certification standards through learning packets and PowerPoint presentations
- Individual certification exam guidelines, study guides and registration instructions



## CHAPTER CERTIFICATION

SBEs may earn chapter certification at three levels: Gold, Silver or Bronze.

Gold Level SBEs may remain certified at the Gold level for four additional years by meeting the requirements for Gold Re-certification.

Bronze and Silver Level SBEs are recognized at the chartered association level.

Gold Level and Gold Level Re-certified SBEs may be eligible to participate in the SBE Academy and Competition at the 2020 International Career Development Conference in Nashville.



## INDIVIDUAL CERTIFICATION

DECA members involved in their SBE may pursue an Individual Certification through the successful completion of the online certification exam.

The certification exam consists of 100 multiple-choice questions which cover the same 10 key business operations standards also covered in the chapter certification project.

A minimum score of 70% is required to earn individual certification.

The \$15 exam fee includes an exam transcript with instructional area analysis. Certified students receive a certificate of achievement and recognition via [decadirect.org](https://decadirect.org).



# TAKING STOCK WITH TEENS

ONLINE SURVEY



AUGUST 19-SEPTEMBER 18, 2019  
FEBRUARY 17-MARCH 25, 2020  
[www.piperjaffray.com/teens](http://www.piperjaffray.com/teens)

PiperJaffray®

# DECA CHALLENGES

**DECA's CHALLENGES** provide DECA members opportunities to demonstrate the knowledge and skills learned in the classroom through innovative challenges in partnership with several corporate partners. Each challenge has a unique focus and a specific set of required tasks.



## AT&T LATER HATERS CHALLENGE

Join AT&T and DECA to promote online positivity by being a part of a movement to drive awareness around cyberbullying. Here is an opportunity for you to help make a change in online dialogue and address tactics to prevent cyberbullying. Demonstrate your ability to start a conversation in your school and community to drown out the online haters. Begin with the online lessons to increase your knowledge on the topic, then show your creativity and validate the impact by spreading the message through an event and public service announcement, including driving classmates to take the Later Haters pledge. Winners will be eligible for a travel stipend to attend the International Career Development Conference (ICDC) with approval from the chartered association advisor.

## FIDM ENTREPRENEUR OF TOMORROW CHALLENGE

Demonstrate your entrepreneurial spirit by proposing a new product idea for a specific market segment. Pitch your new clothing, beauty, home, health, food or entertainment concept in a four-minute YouTube presentation that describes your target market, product offering and benefits, market potential, and marketing and distribution strategy. Winners will be eligible for a travel stipend to attend the International Career Development Conference (ICDC) with approval from the chartered association advisor.



A premier event of Global Entrepreneurship Week, the **DECA IDEA CHALLENGE** is a fast-paced experiential learning exercise that dares elementary through college students to find an innovative, new use for an everyday item. Competitors form teams, collaborate to generate an original and sustainable use for the challenge item and then pitch their invention in a creative, 3-minute YouTube video. The item to be used in the competition will remain a mystery until revealed by DECA Inc. on November 15, 2019.

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

Evaluated on ingenuity, effective collaboration and sustainability, submissions will be sorted by country and proceed through evaluation rounds comprised of judges from the respective nation. The DECA Idea Challenge global winners will be announced on January 21, 2020.

■ [deca.org/challenges](http://deca.org/challenges)

Intuit Education



# Study in NEW YORK

## Apply Now For DECA Participant Scholarships

"I knew Berkeley was a great school because many of the professors actually had experience within their fields. I've learned to communicate effectively and be more confident. The DECA scholarship made coming to Berkeley possible and I am grateful for the opportunity."

**Anabelle Rodriguez**  
DECA Scholarship



### Apply Today:

- Download and complete the DECA Participation Scholarship Application ([BerkeleyCollege.edu/DECA](https://BerkeleyCollege.edu/DECA)).
- Incoming full-time students who are enrolled in a degree program and have participated in DECA in high school may be eligible for up to a **full-tuition scholarship**.\*
- Scholarships are renewable yearly based on GPA and full-time, continuous, consecutive full-time enrollment.

Berkeley College reserves the right to add, discontinue, or modify its programs and policies at any time. Modifications subsequent to the original publication of this document may not be reflected here. For up-to-date and detailed information, please visit [BerkeleyCollege.edu](https://BerkeleyCollege.edu) and view our catalogs at [BerkeleyCollege.edu/Publications](https://BerkeleyCollege.edu/Publications). For more information about Berkeley College graduation rates, the median debt of students who completed programs, and other important disclosures, please visit [BerkeleyCollege.edu/disclosures](https://BerkeleyCollege.edu/disclosures).

\*Cannot be combined with any other Berkeley College grants or scholarships.

Award amounts applied after all other federal and state grants and scholarships are calculated, and will not exceed the remaining cost of tuition and fees. Cost of books and supplies not included.

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For more information, call **800-446-5400 ext. GDF**  
or email **[info@BerkeleyCollege.edu](mailto:info@BerkeleyCollege.edu)**



**Programs offered in New York, New Jersey, and Online**



THIS IS  
HOW  
*we do*  
▶ DECA



# ADVISOR PROFESSIONAL LEARNING

DECA's **PROFESSIONAL LEARNING SERIES** offers high-quality professional development workshops, seminars and resources to improve performance and fulfill continuing professional development certification requirements.



## EDUCATIONAL PRACTICES

### DECA DIRECT WEEKLY

Delivered directly to your inbox each Tuesday, DECA Direct Weekly informs chapter advisors of the latest DECA happenings and shares articles on classroom and chapter strategies.

### INSIGHT + CHAPTER PACKETS

DECA Insight provides professional development articles to help advisors use components of the DECA Comprehensive Learning Program in the classroom. DECA Insight is delivered two times a year in chapter packets that include tools such as DECA's business partner poster series and classroom resources.

## E-LEARNING

DECA Inc.'s E-Learning component of the Professional Learning Series contains free on-demand webinars, modules from selected face-to-face learning opportunities and other educational materials.

## FACE-TO-FACE LEARNING

### ADVISOR PROFESSIONAL LEARNING AT ICDC

A highlight of the International Career Development Conference, the Advisor Professional Learning Series is designed to help DECA advisors understand their various roles, as well as how DECA's Comprehensive Learning Program integrates into classroom instruction, applies learning, connects to business and promotes competition.



### DECA EDUCATIONAL CONFERENCES

Professional development activities are provided at educational conferences, focusing on building curriculum and instructional content that supports the preparation of students for college and careers.

### TRAIN THE TRAINER CERTIFICATION COURSE

The Train the Trainer Certification Course is designed to prepare key leaders of chartered associations to effectively deliver presentations and new content useful to local chapter advisors. Certified trainers are equipped to facilitate workshops within their associations using best practices, teacher and student learning activities, resource materials and evaluation tools.



## PROFESSIONAL DEVELOPMENT SCHOLARSHIPS

DECA offers professional development scholarships to advisors for use at professional development conferences providing continuing education credit (CEU) in their field. The deadline for applications is March 4, 2020.







# VIRTUAL BUSINESS CHALLENGE

## HOTEL MANAGEMENT

*Sponsored by*

THE J. WILLARD AND ALICE S.  
MARRIOTT FOUNDATION

## TWO ICDC QUALIFYING EVENTS

### CHALLENGE 1

Tuesday, October 22, 2019,  
10:00 a.m. EST through  
Friday, November 1, 2019,  
5:00 p.m. EST

### CHALLENGE 2

Tuesday, January 7, 2020,  
10:00 a.m. EST through  
Friday, January 17, 2020,  
5:00 p.m. EST



**Knowledge  
Matters**  
Virtual Experience Learning





# DECA COMPETITIVE EVENTS PROGRAM



**DECA's COMPETITIVE EVENTS PROGRAM** directly supports our mission of preparing emerging leaders and entrepreneurs in marketing, finance, hospitality and management.

As an integral part of the classroom curriculum, DECA's industry-validated competitive events apply learning, connect to business and promote competition. DECA's competitive events directly contribute to every student being college and career ready when they graduate from high school. The program also strongly supports the development of 21<sup>st</sup> Century Skills.



# COMPETITIVE EVENTS FRAMEWORK AND CONNECTION TO NATIONAL CURRICULUM STANDARDS

**DECA's COMPETITIVE EVENTS PROGRAM** is aligned to National Curriculum Standards in the career clusters of marketing, business management and administration, finance and hospitality and tourism.

The Business Administration Core is the foundation of DECA's Competitive Events Program. As events become more specialized, they are associated with a career cluster and possibly a career pathway. At each tier, content becomes more specialized, as well. Within each tier, each performance indicator is assigned a curriculum planning level on a continuum of instruction ranging from simple to complex. DECA mostly uses performance indicators at the prerequisite, career-sustaining and specialist curriculum planning levels. The tiers do not necessarily indicate levels of rigor, but rather a progression of knowledge and skills from a broad career interest to a very specialized career focus.

## NATIONAL CURRICULUM STANDARDS

### TIER 1 | BUSINESS ADMINISTRATION CORE CURRICULUM STRUCTURE

The business administration core consists of 12 instructional areas each with foundational knowledge and skills common to the four career clusters that DECA supports.

#### COMPETITIVE EVENTS FRAMEWORK

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

### TIER 2 | CAREER CLUSTERS CURRICULUM STRUCTURE

Each Career Cluster has its own set of instructional areas and knowledge and skills unique to careers within that cluster.

#### COMPETITIVE EVENTS FRAMEWORK

Performance indicators in this tier are used in the Career Cluster exams. Performance indicators in this tier are used in case studies for Team Decision Making Events and role-plays for Individual Series Events.





## PERFORMANCE INDICATORS

Performance indicators for **PRINCIPLES OF BUSINESS ADMINISTRATION** role-plays and exams will be selected from the business administration core.

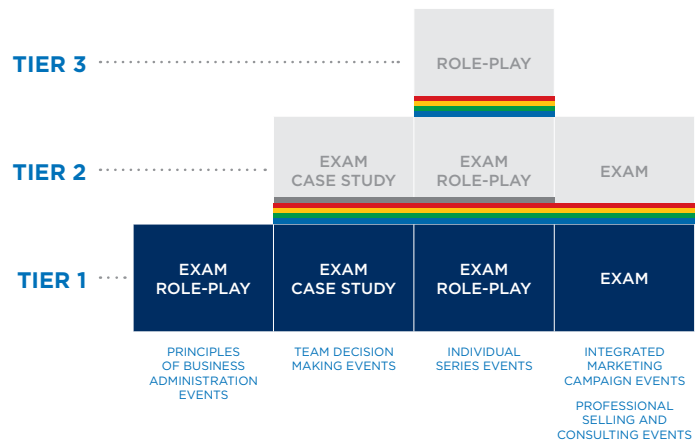
Performance indicators for **TEAM DECISION MAKING** case studies and exams will be selected from the business administration core and appropriate career cluster.

Performance indicators for **INDIVIDUAL SERIES** exams will be selected from the business administration core and appropriate career cluster. Performance indicators for the role-plays will be selected from the business administration core, appropriate career cluster and appropriate pathway.

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

Performance indicators for the exam and role-plays used for the **PERSONAL FINANCIAL LITERACY EVENT** will be selected from the National Standards in K-12 Personal Finance Education, created and maintained by the Jump\$tart Coalition® for Personal Financial Literacy.

Performance indicators for the exams used for **INTEGRATED MARKETING CAMPAIGN EVENTS** and **PROFESSIONAL SELLING AND CONSULTING EVENTS** will be selected from the business administration core and appropriate career cluster.



### TIER 3 | CAREER PATHWAYS

#### CURRICULUM STRUCTURE

Career Clusters are then separated into career pathways, grouping similar careers together in broad based pathways representing knowledge and skills unique to the pathway.

#### COMPETITIVE EVENTS FRAMEWORK

Performance indicators in this tier are not used in exams. The performance indicators in the respective pathway are used in role-plays for Individual Series Events.

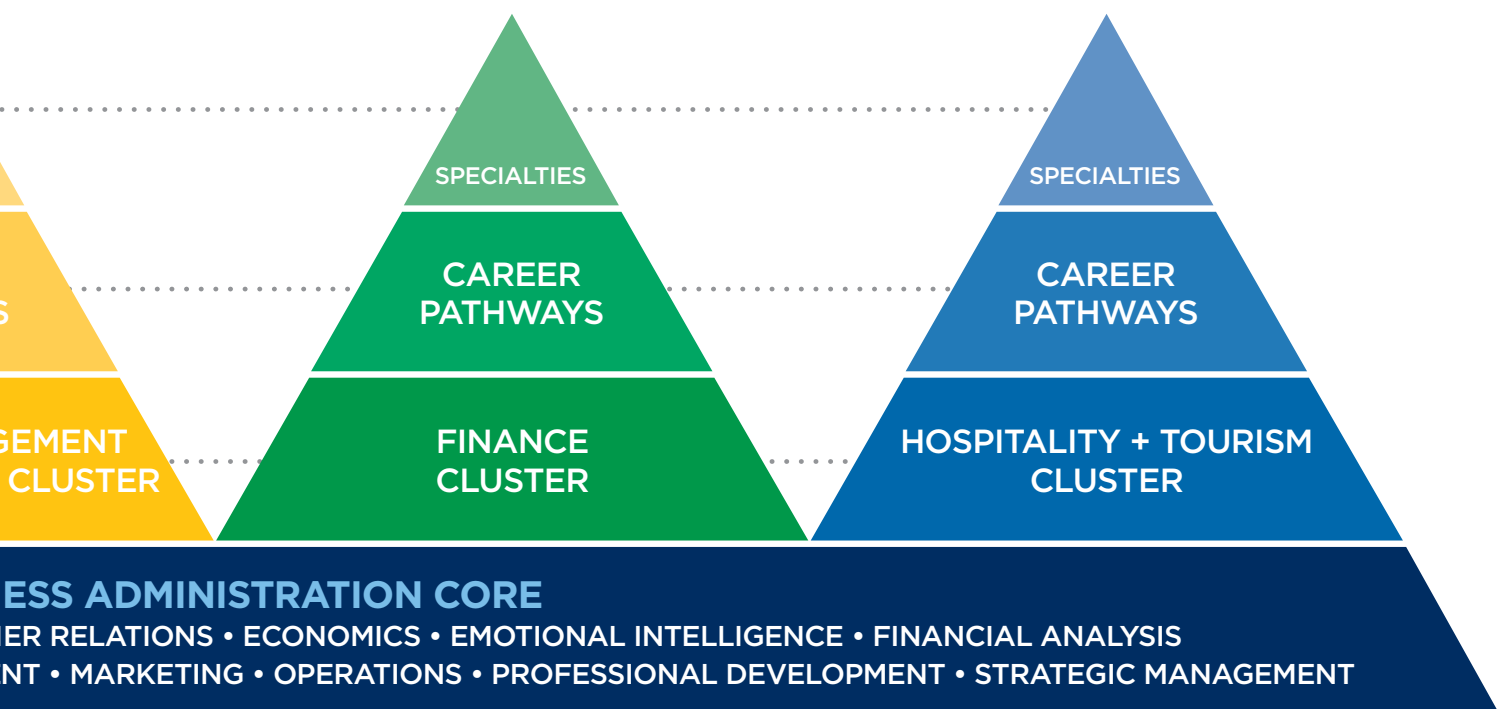
### TIER 4 | SPECIALTIES

#### CURRICULUM STRUCTURE

The specialty level addresses knowledge and skills needed for each specific career within a pathway. For example, in professional selling, some job opportunities are pharmaceutical sales, real estate sales and advertising sales.

#### COMPETITIVE EVENTS FRAMEWORK

Because they are so specialized, performance indicators from this tier are not used in DECA's competitive events.





# MARKETING

Apparel and Accessories Marketing Series **AAM**  
 Automotive Services Marketing Series **ASM**  
 Business Services Marketing Series **BSM**  
 Buying and Merchandising Operations Research **BMOR**  
 Buying and Merchandising Team Decision Making **BTDM**  
 Food Marketing Series **FMS**  
 Integrated Marketing Campaign-Event **IMCE**  
 Integrated Marketing Campaign-Product **IMCP**  
 Integrated Marketing Campaign-Service **IMCS**  
 Marketing Management Team Decision Making **MTDM**  
 Marketing Communications Series **MCS**  
 Principles of Marketing **PMK**  
 Professional Selling **PSE**  
 Retail Merchandising Series **RMS**  
 Sports and Entertainment Marketing Series **SEM**  
 Sports and Entertainment Marketing  
 Operations Research **SEOR**  
 Sports and Entertainment Marketing  
 Team Decision Making **STDM**  
 Virtual Business Challenge-Fashion **VBCFA**  
 Virtual Business Challenge-Retail **VBCRT**  
 Virtual Business Challenge-Sports **VBCSP**

## CAREER PATHWAYS

Marketing Communications • Marketing Management  
 Marketing Research • Merchandising • Professional Selling

## INSTRUCTIONAL AREAS

CHANNEL MANAGEMENT • MARKETING-INFORMATION MANAGEMENT  
 MARKET PLANNING • PRICING • PROMOTION  
 PRODUCT/SERVICE MANAGEMENT • SELLING

ENTREPRENEURSHIP • ENTREPRENEURSHIP  
 21ST CENTURY EMPLOYMENT SKILLS



**BUSINESS AD  
 CORE INSTRU**

Business Law  
 Communication Skills  
 Customer Relations  
 Economics  
 Emotional Intelligence  
 Financial Analysis  
 Human Resources  
 Management

## INSTRUCTIONAL AREAS

MARKET PLANNING • QUALITY MANAGEMENT • SELLING  
 PROMOTION • PRODUCT/SERVICE MANAGEMENT  
 RESTAURANT MANAGEMENT • RISK MANAGEMENT

## CAREER PATHWAYS

Event Management • Lodging  
 Restaurant Management • Travel and Tourism

Hospitality Services Team Decision Making **HTDM**  
 Hospitality and Tourism Operations Research **HTOR**  
 Hospitality and Tourism Professional Selling **HTPS**  
 Hotel and Lodging Management Series **HLM**  
 Principles of Hospitality and Tourism **PHT**  
 Quick Serve Restaurant Management Series **QSRM**  
 Restaurant and Food Service Management Series **RFSM**  
 Travel and Tourism Team Decision Making **TTDM**  
 Virtual Business Challenge-Hotel Management **VBCHM**  
 Virtual Business Challenge-Restaurant **VBCRS**



# HOSPITALITY + TOURISM

# BUSINESS MANAGEMENT + ADMINISTRATION



Business Law and Ethics Team Decision Making **BLTDM**  
 Business Services Operations Research **BOR**  
 Business Solutions Project **PMBS**  
 Career Development Project **PMCD**  
 Community Awareness Project **PMCA**  
 Community Giving Project **PMCG**  
 Financial Literacy Project **PMFL**  
 Human Resources Management Series **HRM**  
 Principles of Business Management and Administration **PBM**  
 Sales Project **PMSP**

## CAREER PATHWAYS

Administrative Services • Business Information Management  
 Corporate/General Management • Human Resources Management  
 Operations Management

## INSTRUCTIONAL AREAS

KNOWLEDGE MANAGEMENT • PROJECT MANAGEMENT  
 QUALITY MANAGEMENT • RISK MANAGEMENT

## ENTREPRENEURSHIP

LOYALTY SKILLS • ENTREPRENEURSHIP • Critical Thinking & Problem Solving • Communication

## ECA

ADMINISTRATION  
 INSTRUCTIONAL AREAS

Information Management  
 Marketing  
 Operations  
 Professional Development  
 Strategic Management



## ENTREPRENEURSHIP

Business Growth Plan **EBG**  
 Entrepreneurship Series **ENT**  
 Entrepreneurship Team Decision Making **ETDM**  
 Franchise Business Plan **EFB**  
 Independent Business Plan **EIB**  
 Innovation Plan **EIP**  
 International Business Plan **IBP**  
 Start-Up Business Plan **ESB**

## INSTRUCTIONAL AREAS

COMPLIANCE • FINANCIAL-INFORMATION • RISK MANAGEMENT  
 PRODUCT/SERVICE MANAGEMENT • RISK MANAGEMENT

Accounting • Insurance • Banking Services and Investments

## CAREER PATHWAYS

Accounting • Insurance • Banking Services and Investments  
 Corporate Finance



## PERSONAL FINANCIAL LITERACY

Personal Financial Literacy **PFL**  
 Virtual Business Challenge  
 Personal Finance **VBCPF**

Accounting Applications Series **ACT**  
 Business Finance Series **BFS**  
 Financial Consulting **FCE**  
 Finance Operations Research **FOR**  
 Financial Services Team Decision Making **FTDM**  
 Principles of Finance **PFN**  
 Stock Market Game **SMG**  
 Virtual Business Challenge-Accounting **VBCAC**

# FINANCE





# DECA EXAMS

DECA currently uses seven industry-validated exams for the following competitive events. Each exam item represents a specific performance indicator from the respective national curriculum standards. Visit [deca.org/competitions/highschool](http://deca.org/competitions/highschool) for an exam blueprint.

## BUSINESS ADMINISTRATION CORE

Principles of Business Management and Administration  
Principles of Finance  
Principles of Hospitality and Tourism  
Principles of Marketing

## BUSINESS MANAGEMENT + ADMINISTRATION

Business Law and Ethics Team Decision Making  
Human Resources Management Series

## ENTREPRENEURSHIP

Entrepreneurship Series  
Entrepreneurship Team Decision Making

## FINANCE

Accounting Applications Series  
Business Finance Series  
Financial Consulting  
Financial Services Team Decision Making

## HOSPITALITY + TOURISM

Hospitality and Tourism Professional Selling  
Hospitality Services Team Decision Making  
Hotel and Lodging Management Series  
Quick Service Restaurant Management Series  
Restaurant and Food Service Management Series  
Travel and Tourism Team Decision Making

## MARKETING

Apparel and Accessories Marketing Series  
Automotive Services Marketing Series  
Business Services Marketing Series  
Buying and Merchandising Team Decision Making  
Food Marketing Series  
Integrated Marketing Campaign–Event  
Integrated Marketing Campaign–Product  
Integrated Marketing Campaign–Service  
Marketing Communications Series  
Marketing Management Team Decision Making  
Professional Selling  
Retail Merchandising Series  
Sports and Entertainment Marketing Series  
Sports and Entertainment Marketing Team Decision Making

## PERSONAL FINANCIAL LITERACY

Personal Financial Literacy

## PERFORMANCE INDICATORS

Specific knowledge and skills students are expected to address and perform during their competition. Performance indicators are national curriculum standards which are taught in the classroom.

## INSTRUCTIONAL AREAS

Broad areas of content knowledge (i.e., promotion, pricing, emotional intelligence, business law) that are comprised of many performance indicators.

## BUSINESS ADMINISTRATION CORE

The Business Administration Core is the foundation for all of DECA's competitive events. Performance indicators in the Business Administration Core are common to all career areas and competitive events.

## CAREER CLUSTERS

There are sixteen (16) career clusters, each representing a distinct grouping of careers and industries based on the knowledge and skills they require. DECA supports four (4) career clusters:

- Business Management and Administration
- Finance
- Hospitality and Tourism
- Marketing

## CAREER PATHWAYS

Each career cluster contains several career pathways, or specialized career areas. For example, the Finance Career Cluster has career pathways such as Accounting, Banking Services, Corporate Finance, Insurance, and Securities and Investments.

# EXAM BLUEPRINTS

DECA's exams are rigorous, industry-validated, multiple-choice, 100-item exams based on National Curriculum Standards. The charts below show the exam blueprint of items by instructional area for the 2019-2020 exams used at the district level, chartered association level and at the International Career Development Conference.

BUSINESS ADMINISTRATION CORE	DISTRICT	ASSOCIATION	ICDC
Business Law	1	1	4
Communications	15	15	11
Customer Relations	5	5	4
Economics	7	7	12
Emotional Intelligence	22	22	19
Entrepreneurship	0	0	1
Financial Analysis	16	16	13
Human Resources Management	1	1	1
Information Management	10	10	11
Marketing	1	1	1
Operations	11	11	13
Professional Development	11	11	9
Strategic Management	0	0	1

BUSINESS MANAGEMENT + ADMINISTRATION	DISTRICT	ASSOCIATION	ICDC
Business Law	4	5	5
Communications	9	7	6
Customer Relations	2	2	2
Economics	7	6	5
Emotional Intelligence	11	9	8
Entrepreneurship	1	1	0
Financial Analysis	8	7	6
Human Resources Management	1	1	0
Information Management	9	7	6
Knowledge Management	4	5	7
Marketing	1	1	1
Operations	20	21	25
Professional Development	6	6	5
Project Management	5	6	7
Quality Management	2	3	3
Risk Management	3	4	5
Strategic Management	7	9	9

ENTREPRENEURSHIP	DISTRICT	ASSOCIATION	ICDC
Business Law	4	4	3
Channel Management	3	3	3
Communications	1	0	1
Customer Relations	1	1	1
Economics	3	3	2
Emotional Intelligence	6	6	4
Entrepreneurship	14	13	14
Financial Analysis	10	9	11
Human Resources Management	5	4	4
Information Management	4	3	2
Market Planning	5	6	6
Marketing	1	1	1
Marketing-Information Management	2	3	2
Operations	13	13	14
Pricing	2	3	2
Product/Service Management	4	4	4
Professional Development	5	5	4
Promotion	6	7	8
Quality Management	1	1	1
Risk Management	2	3	4
Selling	1	1	1
Strategic Management	7	7	8

FINANCE	DISTRICT	ASSOCIATION	ICDC
Business Law	6	7	8
Communications	7	5	4
Customer Relations	4	4	5
Economics	7	6	5
Emotional Intelligence	11	9	8
Entrepreneurship	1	1	0
Financial Analysis	22	25	28
Financial-Information Management	7	9	10
Human Resources Management	1	1	0
Information Management	8	6	5
Marketing	1	1	1
Operations	8	6	5
Professional Development	11	13	14
Risk Management	5	6	7
Strategic Management	1	1	0

HOSPITALITY + TOURISM	DISTRICT	ASSOCIATION	ICDC
Business Law	3	3	3
Communications	7	6	5
Customer Relations	7	8	9
Economics	7	6	6
Emotional Intelligence	11	9	9
Entrepreneurship	1	1	0
Financial Analysis	9	8	7
Human Resources Management	2	2	1
Information Management	14	14	15
Market Planning	1	1	1
Marketing	1	1	1
Operations	13	13	13
Pricing	1	1	1
Product/Service Management	5	6	7
Professional Development	7	7	7
Promotion	2	2	3
Quality Management	1	1	1
Risk Management	1	1	1
Selling	5	7	8
Strategic Management	2	3	2

MARKETING	DISTRICT	ASSOCIATION	ICDC
Business Law	2	2	2
Channel Management	4	5	6
Communications	7	5	4
Customer Relations	2	2	2
Economics	7	6	5
Emotional Intelligence	11	9	8
Entrepreneurship	1	1	0
Financial Analysis	7	6	5
Human Resources Management	1	1	0
Information Management	7	5	4
Market Planning	3	4	4
Marketing	1	1	1
Marketing-Information Management	9	11	14
Operations	8	6	5
Pricing	2	3	3
Product/Service Management	9	11	13
Professional Development	6	6	5
Promotion	7	9	11
Selling	5	6	8
Strategic Management	1	1	0

PERSONAL FINANCIAL LITERACY	DISTRICT	ASSOCIATION	ICDC
Credit and Debt	11	11	11
Employment and Income	19	19	19
Financial Decision Making	28	28	28
Investing	17	17	17
Risk Management and Insurance	10	10	10
Spending and Saving	15	15	15

# EVALUATION

The judge will become familiar with all of the event guidelines before starting to evaluate event components and use the following definitions when completing the scoring.

A maximum score of **“EXCEEDS EXPECTATIONS”** in any category means that, in the judge’s opinion, the information is presented effectively and creatively; nothing more could be expected of a participant.

A **“MEETS EXPECTATIONS”** rating means that the information is presented well. Though there may be a few minor problems or omissions, they are not significant. Creativity, however, is not shown to any great degree.

A **“BELOW EXPECTATIONS”** score means that the information presented does not meet minimum standards of acceptability.

A **“LITTLE/NO VALUE”** score means either that some major flaw has been noted that damages the effectiveness of the information (this may be a major omission, a serious misstatement, poor communications or any other major flaw) or that the information presented is of no value (does not address the problem at all).

A combined total score of 70 or better on the written and presentation sections will earn the participant/team DECA’s Certificate of Excellence at the international conference.



## ROLE-PLAY SCORING

A list of performance indicators specific to the scenario is included in the evaluation. These are distinct tasks the participants must accomplish during the role-play or case study. The judge will evaluate the participants’ performance on these tasks and on several follow-up questions. The judge will complete the Presentation Evaluation Form.

## WRITTEN EVENT SCORING

The Written Entry Evaluation Form follows the outline shown in the section entitled Written Entry Guidelines, which explains in greater detail what should be discussed/included in each section. The judge will complete the Written Entry Evaluation Form. Penalty points (see Penalty Point Checklist) will have already been assessed.

# EVIDENCE OF STUDENT LEARNING

Supporting college and career readiness, DECA’s competitive events transcripts express each member’s performance rated against National Curriculum Standards identified as essential knowledge and skills and 21<sup>st</sup> Century Skills. DECA transcripts provide evidence of student learning and achievement through their participation in DECA’s Competitive Events Program at the International Career Development Conference.

DECA transcripts are an exceptional tool to provide feedback for both advisors and members in helping them assess areas for improvement in course instruction and student learning.

The transcripts provide ranking and performance measures for each instructional area on the career cluster exam and feedback for each performance indicator and/or evaluation criterion that the judge evaluates.

Because of the structure of DECA’s competitive events program, all data is normalized to provide this feedback and should be viewed as a snapshot of performance rather than in terms of final competition rankings.

DECA transcripts are yet another tool in demonstrating DECA’s commitment to integrating DECA into classroom instruction, applying learning, connecting to business and promoting competition. DECA members may wish to use their DECA transcripts as part of their portfolios when applying for scholarships, to college or for jobs.

Category	Normal Score	International Score	Final Score
Comprehensive Exam	100	100	100
Preliminary Case Study	100	100	100
Final Case Study	100	100	100
<b>Total</b>	<b>300</b>	<b>300</b>	<b>300</b>

Category	Final Score	Normal Score	International Score
Comprehensive Exam	100	100	100
Marketing Cluster Exam	100	100	100
Preliminary Case Study	100	100	100
Final Case Study	100	100	100
<b>Total</b>	<b>400</b>	<b>400</b>	<b>400</b>

Category	Final Score	Normal Score	International Score
Comprehensive Exam	100	100	100
Marketing Cluster Exam	100	100	100
Preliminary Case Study	100	100	100
Final Case Study	100	100	100
<b>Total</b>	<b>400</b>	<b>400</b>	<b>400</b>





## COMPETITIVE EVENTS UPDATES

1. **The Chapter Team Events will now be called the Project Management Events, effective for the 2019-2020 school year as approved by the DECA Inc. Board of Directors.** The Project Management Events require participants to use project management skills to initiate, plan, execute, monitor and control and close a project. Participants in the Project Management Events will:
  - identify a problem
  - develop a project management plan related to the problem
  - implement the project using project management skills
  - develop a written report and presentation on the project

The new event names are:

- Business Solutions Project (similar to the Creative Marketing Project)
- Career Development Project (similar to the Entrepreneurship Promotion Project)
- Community Awareness Project (similar to the Public Relations Project)
- Community Giving Project (Similar to the Community Service Project)
- Financial Literacy Project (Similar to the Financial Literacy Promotion Project)
- Sales Project (Similar to the Learn and Earn Project)

There is a common set of guidelines and evaluation rubrics for the Project Management Events.

2. **Performance Indicator lists have been updated at [deca.org](https://deca.org).**
3. **The guidelines for the prepared Entrepreneurship Events have been updated for clarity and consistency.**



## RECOGNITION AND AWARDS

DECA's competitive events provide recognition for competitors in a number of different areas. The following list describes the recognition provided at ICDC:

**CERTIFICATE OF ACHIEVEMENT:** All competitors will receive a Certificate of Achievement recognizing the achievement necessary to qualify to participate at the International Career Development Conference.

**CERTIFICATE OF EXCELLENCE:** Competitors scoring a combined total score of 70% or better on the competitive event components will earn a Certificate of Excellence.

**ACHIEVEMENT AWARDS:** For each event with an exam, the highest ten individual scores on the exam will receive a silver-ribbon medallion. For each Principles of Business Administration Event, Team Decision Making Event, Individual Series Event, Personal Financial Literacy Event, Integrated Marketing Campaign Event and Professional Selling and Consulting Event, participants with top scores in each section of the presentation component will each receive a silver-ribbon medallion. In all events, the top two overall scores in each section will be considered finalists and receive blue-ribbon medallions.

**GRAND AWARDS:** The top ten finalists will be called to the stage and receive red-white-blue ribboned medallions with first, second and third places receiving trophies.

**CASH AWARDS:** All competitive event first place winners will receive a minimum of \$100. Several events provide larger awards based on company sponsorship.

# SPONSORED EVENTS

DECA gratefully acknowledges the competitive events sponsorship of these generous corporations and organizations.

Unless otherwise noted, each sponsoring organization provides the following awards for international competitors:

1<sup>st</sup> Place - \$1,000

3<sup>rd</sup> Place - \$250

2<sup>nd</sup> Place - \$500

4<sup>th</sup>-10<sup>th</sup> Place - \$100 each

APPAREL AND ACCESSORIES  
MARKETING SERIES **AAM**

MEN'S WEARHOUSE®

AUTOMOTIVE SERVICES  
MARKETING SERIES **ASM**



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OPERATIONS RESEARCH **BMOR**

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CAREER DEVELOPMENT  
PROJECT **PMCD**

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COMMUNITY AWARENESS  
PROJECT **PMCA**

**intuit.** Education

COMMUNITY GIVING  
PROJECT **PMCG**



FINANCIAL LITERACY  
PROJECT **PMFL**

**intuit.** Education

HOSPITALITY AND TOURISM  
OPERATIONS RESEARCH **HTOR**

PiperJaffray

HOSPITALITY SERVICES TEAM  
DECISION MAKING **HTDM**



INTEGRATED MARKETING  
CAMPAIGN-PRODUCT **IMCP**



PRINCIPLES OF BUSINESS  
MANAGEMENT AND  
ADMINISTRATION **PBM**



SALES PROJECT **PMSP**

**intuit.** Education

SCHOOL-BASED ENTERPRISE  
FOOD OPERATIONS **SBEF**

**intuit.** Education

SCHOOL-BASED ENTERPRISE  
RETAIL OPERATIONS **SBEF**

**intuit.** Education

SPORTS AND ENTERTAINMENT  
MARKETING OPERATIONS  
RESEARCH **SEOR**

PiperJaffray

DECA HOTEL  
CHALLENGE **VBCHM**



VIRTUAL BUSINESS  
CHALLENGES

ACCOUNTING  
**VBCAC**

FASHION  
**VBCFA**

PERSONAL FINANCE  
**VBCPF**

RESTAURANT  
**VBCRS**

RETAIL  
**VBCRT**

SPORTS  
**VBCSP**



## AWARDS

1<sup>st</sup> Place \$1,000 per team

2<sup>nd</sup> Place \$500 per team

3<sup>rd</sup> Place \$250 per team



# ICDC QUALIFICATIONS

1. All participants must be active members of DECA with the current year's dues on file with DECA Inc. prior to March 1 of the current school year.
2. All participants and written entries must be approved and authorized for entering competition by their chartered association through official competitive events registration forms.
3. All participants and written entries must meet the specifications set forth for each activity.
4. All participants must have participated in chartered association, district and/or local competition, or qualified through online competition.
5. All entry forms and creative entries must be submitted by the chartered association advisor or designee according to announced deadlines.
6. A participant may enter only one of the competitive events with a participatory component during DECA's International Career Development Conference.
7. No additions or substitutions may be registered for competition after the deadline set forth by DECA Inc.
8. A written entry may not be entered in more than one ICDC competitive event during a given year.
9. Once a written entry is entered in ICDC competition, the identical content material may not be entered in ICDC competition again.
10. All participants must attend the briefing sessions scheduled for their competitive event during the ICDC.
11. Participants are required to follow the official DECA dress code outlined on this page.
12. All written entries must include a signed copy of DECA's Written Event Statement of Assurances and Academic Integrity (page 55).
13. Participants must bring a photo ID to all event briefings, testing sessions and presentations. If a photo ID is not available, an advisor must verify the participant's identity.

## DRESS CODE

Professional appearance is an important aspect of the overall preparation of DECA members for the business world. To that end, DECA supports a dress code for its career-based functions that exemplifies the highest standards of professionalism while being non-discriminatory between genders.

DECA's board of directors has developed the following official dress standards for the International Career Development Conference. Students, advisors and chaperones must follow the dress code.

Competitors must wear an official DECA blazer during interaction with the judges. While official DECA blazers are not required during briefing and testing, professional business dress is required. Professional dress should also be worn to all conference sessions including workshops and special meal functions such as luncheons.

For a more polished, professional appearance, it is recommended that attendees wear appropriate hosiery/socks.

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

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

### WHEN APPEARING BEFORE JUDGES AND ON-STAGE

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

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

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

### DECA BUSINESS CASUAL

- Casual slacks (e.g., Dockers), blouse or shirt, socks and casual shoes.
- Jeans, t-shirts and athletic shoes are not included in business casual attire.

### UNACCEPTABLE DURING DECA ACTIVITIES

- Skin-tight or revealing clothing
- Midriff-baring clothing
- Swimwear
- Athletic clothing
- Leggings or graphic designed hosiery/tights
- Clothing with printing that is suggestive, obscene or promotes illegal substances
- Unacceptable types of dress shoes include boat shoes, canvas or fabric shoes, flip flops or casual sandals, athletic shoes, industrial work shoes and hiking boots.

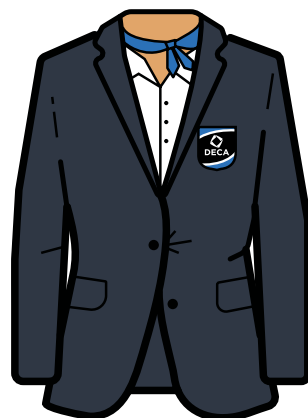
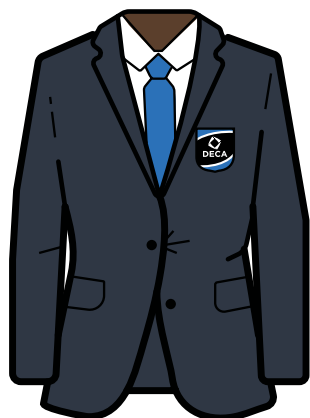
*When judging adherence to the dress code, DECA directs advisors, teachers and chaperones to use observation as the tool for assessing compliance. It is inappropriate to touch a student or their clothing as a means of determining adherence to the dress code. DECA members who are not appropriately dressed will have a reasonable opportunity to meet the dress code prior to seeing a judge or being allowed on stage.*



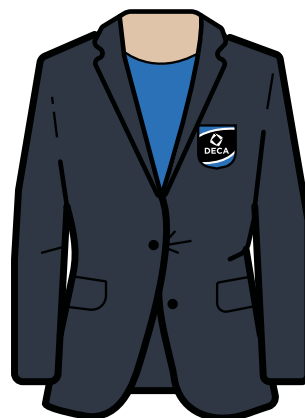
# DRESS TO IMPRESS

DRESS CODE WHEN APPEARING BEFORE JUDGES AND ON-STAGE

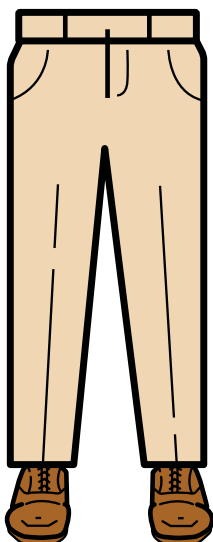
OFFICIAL DECA BLAZER WITH  
COLLARED DRESS SHIRT & APPROPRIATE NECKWEAR (NECKTIE, ASCOT, SCARF)



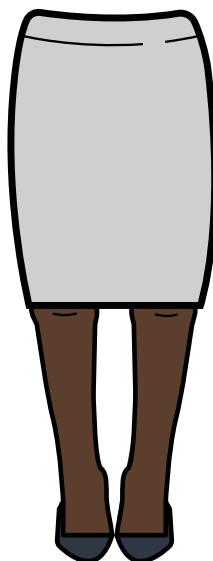
OFFICIAL DECA BLAZER WITH  
DRESS BLOUSE



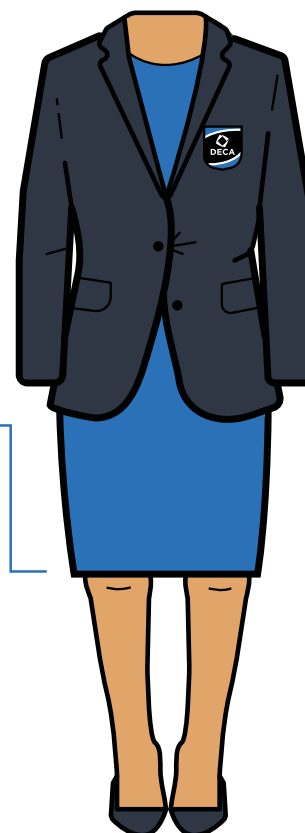
DRESS SLACKS



DRESS SKIRT

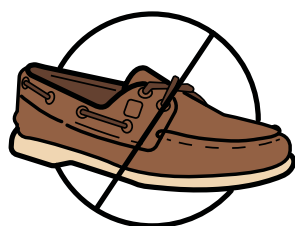


OFFICIAL DECA BLAZER WITH  
BUSINESS DRESS



ALL SKIRTS  
& DRESSES  
MUST BE AT  
OR BELOW  
THE KNEE.

DRESS SHOES



BOAT SHOES ARE UNACCEPTABLE  
FOOTWEAR.



# INTEGRATE DECA'S COMPETITIVE EVENTS PROGRAM INTO YOUR CLASSROOM

With its connection to National Curriculum Standards, DECA's Competitive Events Program is designed to be integrated into classroom instruction to help members apply learning and connect to business.

## WRITTEN AND PREPARED EVENTS

DECA's written and prepared events increase relevance of learning by providing practical experiences for students. They also provide rigor by requiring high-level critical thinking and problem solving skills. Through the written entry and presentation, students also develop both academic skills and 21<sup>st</sup> Century Skills.

Many DECA advisors use written and prepared events to facilitate learning through a written classroom project that can then become a DECA written entry. For example, advisors have used the Business Operations Research Events as a major project in an advanced business or marketing class or the Integrated Marketing Campaign Events when teaching marketing communications. Here are some suggestions to integrating DECA's prepared events into classroom instruction:

- Introduce the project early in the semester and make the final product due at the end of the semester. Match the event's objectives with course competencies (performance indicators) and the appropriate section of the written entry.
- Design the development of the written entry into micro learning activities, with timelines, that align with daily lessons, rather than just giving students a set of competitive event guidelines. Together, these assignments can then be developed into the written entry.
- Provide students with feedback at each critical point or section during the project by developing more specific grading rubrics corresponding to each section of the project. This feedback will help students improve their project as they move forward and prepare the final written entry.



# ROLE-PLAYS AND CASE STUDIES

As teaching tools, DECA's role-plays and case studies provide relevant, meaningful problems for students to solve, provide a standards-based evaluation, increase rigor of the instruction, result in evidence of student learning and expose students to DECA – all as part of classroom instruction. Here are a few steps.

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

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

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

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

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

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

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

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

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

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

## STEP 3: START ORGANIZING SAMPLE EVENTS.

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

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

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

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

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

# ADDITIONAL RESOURCES

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

Shop DECA sells many items to assist advisors with integrating DECA into curriculum at [www.shopdeca.org](http://www.shopdeca.org).

# DECA COMPETITIVE EVENTS

## PRINCIPLES OF BUSINESS ADMINISTRATION EVENTS

Principles of Business Management and Administration **PBM**

Principles of Finance **PFN**

Principles of Hospitality and Tourism **PHT**

Principles of Marketing **PMK**

## TEAM DECISION MAKING EVENTS

Business Law and Ethics Team Decision Making **BLTDM**

Buying and Merchandising Team Decision Making **BTDM**

Entrepreneurship Team Decision Making **ETDM**

Financial Services Team Decision Making **FTDM**

Hospitality Services Team Decision Making **HTDM**

Marketing Management Team Decision Making **MTDM**

Sports and Entertainment Marketing Team Decision Making **STDM**

Travel and Tourism Team Decision Making **TTDM**

## INDIVIDUAL SERIES EVENTS

Accounting Applications Series **ACT**

Apparel and Accessories Marketing Series **AAM**

Automotive Services Marketing Series **ASM**

Business Finance Series **BFS**

Business Services Marketing Series **BSM**

Entrepreneurship Series **ENT**

Food Marketing Series **FMS**

Hotel and Lodging Management Series **HLM**

Human Resources Management Series **HRM**

Marketing Communications Series **MCS**

Quick Serve Restaurant Management Series **QSRM**

Restaurant and Food Service Management Series **RFSM**

Retail Merchandising Series **RMS**

Sports and Entertainment Marketing Series **SEM**

## PERSONAL FINANCIAL LITERACY EVENT

Personal Financial Literacy **PFL**

## BUSINESS OPERATIONS RESEARCH EVENTS

Business Services Operations Research **BOR**

Buying and Merchandising Operations Research **BMOR**

Finance Operations Research **FOR**

Hospitality and Tourism Operations Research **HTOR**

Sports and Entertainment Marketing Operations Research **SEOR**

## PROJECT MANAGEMENT EVENTS

Business Solutions Project **PMBS**

Career Development Project **PMCD**

Community Awareness Project **PMCA**

Community Giving Project **PMCG**

Financial Literacy Project **PMFL**

Sales Project **PMSP**

## ENTREPRENEURSHIP EVENTS

Innovation Plan **EIP**

Start-Up Business Plan **ESB**

Independent Business Plan **EIB**

International Business Plan **IBP**

Business Growth Plan **EBG**

Franchise Business Plan **EFB**

## INTEGRATED MARKETING CAMPAIGN EVENTS

Integrated Marketing Campaign-Event **IMCE**

Integrated Marketing Campaign-Product **IMCP**

Integrated Marketing Campaign-Service **IMCS**

## PROFESSIONAL SELLING AND CONSULTING EVENTS

Financial Consulting **FCE**

Hospitality and Tourism Professional Selling **HTPS**

Professional Selling **PSE**

## ONLINE EVENTS

Stock Market Game **SMG**

Virtual Business Challenge-Accounting **VBCAC**

Virtual Business Challenge-Fashion **VBCFA**

Virtual Business Challenge-Hotel Management **VBCHEM**

Virtual Business Challenge-Personal Finance **VBCPF**

Virtual Business Challenge-Restaurant **VBCRS**

Virtual Business Challenge-Retail **VBCRT**

Virtual Business Challenge-Sports **VBCSP**

*Not all chartered associations offer all events. Please check with your chartered association advisor for events offered in your chartered association.*



# PRINCIPLES OF BUSINESS ADMINISTRATION EVENTS

PRINCIPLES OF BUSINESS MANAGEMENT AND ADMINISTRATION **PBM**

*Sponsored by AT&T Aspire*

PRINCIPLES OF FINANCE **PFN**

PRINCIPLES OF HOSPITALITY AND TOURISM **PHT**

PRINCIPLES OF MARKETING **PMK**



DECA's **Principles of Business Administration Events** measure the student's proficiency in those knowledge and skills identified by career practitioners as common academic and technical content across marketing, finance, hospitality, and business management and administration.

The Principles of Business Administration Events are designed for **first-year DECA members** who are enrolled in introductory-level principles of marketing/business courses. Advanced students with multiple course credits in this area are better served in more advanced competitive events. **Students who were previously members of DECA are not eligible for these events.**

The guidelines for each of the Principles of Business Administration Events have been consolidated to facilitate coordination of participant activities in each career category. This means the guidelines are exactly the same for each career category. However, each career category's role-play will be career specific and will be different and distinct from the role-plays of the other career categories.

## CAREER CLUSTERS + DEFINITIONS

The following definitions are used to determine the activities and careers that are included in each of the Principles of Business Administration Events.

### BUSINESS MANAGEMENT + ADMINISTRATION

**Principles of Business Management and Administration:** The role-plays will use concepts associated with careers in administrative services, business information management, general management, human resources management, and operations management.

### FINANCE

**Principles of Finance:** The role-plays will use concepts associated with careers in accounting, banking services, business finance, insurance and securities, and investments.

### HOSPITALITY + TOURISM

**Principles of Hospitality and Tourism:** The role-plays will use concepts associated with careers in hotels, restaurants, and tourism and travel.

### MARKETING

**Principles of Marketing:** The role-plays will use concepts associated with careers in marketing communications, marketing management, marketing research, merchandising and professional selling.

## KNOWLEDGE AND SKILLS DEVELOPED

Participants will demonstrate knowledge and skills described by selected business administration core performance indicators that are aligned with National Curriculum Standards and industry validated. Complete lists of performance indicators are available at [deca.org](http://deca.org). Participants in these competitive events are not informed in advance of the performance indicators to be evaluated.

Participants will also develop many 21<sup>st</sup> Century Skills, in the following categories, desired by today's employers:

- Communication and Collaboration
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Flexibility and Adaptability
- Information Literacy
- Initiative and Self-direction
- Leadership and Responsibility
- Productivity and Accountability
- Social and Cross-cultural Skills

Many Common Core Standards for Mathematics and English Language Arts & Literacy are supported by participation in DECA's competitive events.

Crosswalks that show which 21<sup>st</sup> Century Skills are developed and which common core standards are supported by participating in each competitive event are available at [deca.org](http://deca.org).



## EVENT OVERVIEW

- Principles of Business Administration Events consist of two major parts: a **business administration core exam** and a **role-play** with a business executive. A second role-play event will be given to finalists. The business administration core exam items and the role-play situations are selected from a list of performance indicators identified in the National Curriculum Standards for Business Administration developed by MBAResearch for the Career Clusters® Framework and validated by industry representatives.
- The participant will be given a 100-question, multiple-choice, **business administration core exam**.
- The participant will be given a business situation to review. In the **role-play**, the participant must respond to the business situation by translating what he/she has learned into effective, efficient and spontaneous action.
- A list of four performance indicators specific to the business situation is included in the participant's instructions. These are distinct tasks the participant must accomplish during the role-play. The judge will evaluate the participant's performance on these tasks, follow-up questions and 21<sup>st</sup> Century Skills.
- The participant will have **10 minutes** to review and to develop a professional approach to the business situation. Participants may use notes made during the preparation time during the role-play.
- Up to **10 minutes** are then allowed for the participant to interact with a judge and explain the designated concepts. The judge is a qualified business executive. Following the role-play, the judge evaluates the participant's responses and records the results on an evaluation form developed especially for each role-play event.
- The participant may not bring printed reference materials, visual aids, etc., to the competitive event. The participant may use a four-function calculator during the exam and preparation period. Scientific/graphing calculators, cell phones/smartphones, iPods/MP3 players and iPads/tablets may not be used.
- Materials appropriate for the situation may be handed to or left with the judge. Materials handed to the judge must be created using materials provided during the designated preparation period.
- If any of these rules are violated, the adult assistant must be notified by the judge.
- The maximum score for the evaluation is 100 points. The presentation will be weighed twice (2 times) the value of the exam score. The exam score carries forward into the final round of competition.

## PRESENTATION JUDGING

The participant will be evaluated according to the Evaluation Form associated with the role-play.

The participant will have a 10-minute preparation period and may make notes to use during the role-play.

After introductions, the judge will begin the 10-minute role-play. Following the participant's response to the business situation, the judge will ask the questions related to the role-play that are provided in the event. These questions will cause the participant to think and respond beyond the performance indicators provided.

The judge will close the role-play by thanking the participant for his/her work. Then the judge will complete the Evaluation Form, making sure to record a score for all categories. The maximum score for the evaluation is 100 points.



1 PARTICIPANT



BUSINESS ADMIN  
CORE EXAM



1 ROLE-PLAY



PREPARATION  
TIME



PRESENTATION  
TIME



# TEAM DECISION MAKING EVENTS

BUSINESS LAW AND ETHICS TEAM DECISION MAKING **BLTDM**

BUYING AND MERCHANDISING TEAM DECISION MAKING **BTDM**

ENTREPRENEURSHIP TEAM DECISION MAKING **ETDM**

FINANCIAL SERVICES TEAM DECISION MAKING **FTDM**

HOSPITALITY SERVICES TEAM DECISION MAKING **HTDM**

*Sponsored by Marriott International*

MARKETING MANAGEMENT TEAM DECISION MAKING **MTDM**

SPORTS AND ENTERTAINMENT MARKETING TEAM DECISION MAKING **STDM**

TRAVEL AND TOURISM TEAM DECISION MAKING **TTDM**



DECA's **Team Decision Making Events** measure students' ability to analyze one or a combination of elements essential to the effective operation of a business in the specific career area. The business situation to be analyzed will be presented as a case study.

The guidelines for each of the Team Decision Making Events have been consolidated to facilitate coordination of the participant activities in each career category. This means the guidelines will be exactly the same for each career category. However, each career category's case study will be career specific and will be different and distinct from the case studies of the other career categories.

## CAREER CLUSTERS + DEFINITIONS

The following definitions are used to determine the activities and careers that are included in each of the Team Decision Making Events.

### BUSINESS MANAGEMENT + ADMINISTRATION

**Business Law and Ethics:** Business law is U.S. law and will include contracts, product liability, employment and types of business ownership. The ethics component involves evaluating competing social values that may reasonably be argued from either side.

### ENTREPRENEURSHIP

**Entrepreneurship:** Entrepreneurship includes the ability to recognize opportunities and to act on them, determine needs, identify markets, utilize marketing research, identify sources of capital and use management skills.

### FINANCE

**Financial Services:** Financial services refer to services offered in the finance industry by financial institutions. Concepts include understanding the source and purpose of financial statements, the impact of management decisions on statements, and the analysis and interpretation of data for planning purposes.

### HOSPITALITY + TOURISM

**Hospitality Services:** Hospitality services include marketing and management functions and tasks that can be applied in hotels, motels, lodging services, convention services, and food and beverage services.

**Travel and Tourism:** Travel and tourism includes marketing and management functions and tasks that can be applied in enterprises engaged in passenger transportation, travel service, attracting and serving the traveling public, arranging tours or acting as independent ticket agencies, and other services incidental to the travel or tourism industry.

## KNOWLEDGE AND SKILLS DEVELOPED

Participants will demonstrate knowledge and skills described by selected business administration core and career cluster performance indicators that are aligned with National Curriculum Standards and industry validated. Complete lists of performance indicators are available at [deca.org](http://deca.org). Participants in these competitive events are not informed in advance of the performance indicators to be evaluated.

Participants will also develop many 21<sup>st</sup> Century Skills, in the following categories, desired by today's employers:

- Communication and Collaboration
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Flexibility and Adaptability
- Information Literacy
- Initiative and Self-direction
- Leadership and Responsibility
- Productivity and Accountability
- Social and Cross-cultural Skills

Many Common Core Standards for Mathematics and English Language Arts & Literacy are supported by participation in DECA's competitive events.

Crosswalks that show which 21<sup>st</sup> Century Skills are developed and which common core standards are supported by participating in each competitive event are available at [deca.org](http://deca.org).

**Buying and Merchandising:** Buying and merchandising positions get the product into the hands of the customer through forecasting, planning, buying, displaying, selling and providing customer service.

**Marketing Management:** Marketing management includes marketing and management functions and tasks that can be applied broadly in a non-retail marketing environment.

**Sports and Entertainment Marketing:** Sports and entertainment marketing includes marketing functions and tasks that can be applied in amateur or professional sports or sporting events, entertainment or entertainment events, selling or renting of supplies and equipment (other than vehicles) used for recreational or sporting purposes or products and services related to hobbies, leisure or cultural events.

## EVENT OVERVIEW

- Team Decision Making Events consist of two major parts: a written **cluster exam** and one **case study situation**. A second case study situation will be given to finalists.
- Each team must be composed of **two members** of the DECA chapter.
- Each team member will be given a 100-question, multiple-choice, **cluster exam**. The scores will be averaged to produce a single team score.
- Team members will be given a decision-making **case study situation** involving a problem in a business in the career area.
- A list of seven performance indicators specific to the scenario is included in the participants' instructions. These are distinct tasks the participants must accomplish during the role-play. The judge will evaluate the participants' role-play performance on these tasks, follow-up questions and 21<sup>st</sup> Century Skills.
- Each team will have **30 minutes** to study the situation and organize its analysis using a team decision making format. During the preparation period, teams may consult only with one another about the situation. Participants may use notes made during the preparation time during the presentation.
- Participant teams will meet with the judge for a **15-minute presentation**. The judge is a qualified business executive. The team will spend no more than 10 minutes, at the beginning of the interview, describing the team's analysis of the situation given. Both members of the team must participate in the presentation. The judge will spend the remaining 5 minutes questioning the participants. Each participant must respond to at least one question posed by the judge.
- Participants may not bring printed reference materials, audio or visual aids, etc., to the competitive event. Participants may use a four-function calculator during the exam and preparation period. Scientific/graphing calculators, cell phones/smartphones, iPods/MP3 players and iPads/tablets may not be used.
- Materials appropriate for the situation may be handed to or left with the judge. Materials handed to the judge must be created using materials provided during the designated preparation period.
- If any of these rules are violated, the adult assistant must be notified by the judge.
- The maximum score for the evaluation is 100 points. The presentation will be weighted twice (2 times) the value of the averaged exam score. The exam score carries forward into the final round of competition.

## PRESENTATION JUDGING

Participants will be evaluated according to the Evaluation Form associated with the case study.

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

During the first 10 minutes of the presentation (after introductions), the team will present its analysis, its decisions and the rationale behind the decisions. The judge will allow the team to complete this portion without interruption, unless asked to respond.

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

After the questioning period, the judge will close the role-play by thanking the team for its work. Then the judge completes the Evaluation Form, making sure to record a score for all categories. The maximum score for the evaluation is 100 points.



2 PARTICIPANTS



CLUSTER  
SPECIFIC EXAM



1 CASE STUDY



PREPARATION  
TIME



PRESENTATION  
TIME





# INDIVIDUAL SERIES EVENTS

ACCOUNTING APPLICATIONS SERIES **ACT**

APPAREL AND ACCESSORIES MARKETING SERIES **AAM**  
*Sponsored by Men's Wearhouse*

AUTOMOTIVE SERVICES MARKETING SERIES **ASM**  
*Sponsored by National Automotive Parts Association*

BUSINESS FINANCE SERIES **BFS**

BUSINESS SERVICES MARKETING SERIES **BSM**

ENTREPRENEURSHIP SERIES **ENT**

FOOD MARKETING SERIES **FMS**

HOTEL AND LODGING MANAGEMENT SERIES **HLM**

HUMAN RESOURCES MANAGEMENT SERIES **HRM**

MARKETING COMMUNICATIONS SERIES **MCS**

QUICK SERVE RESTAURANT MANAGEMENT **QSRM**

RESTAURANT AND FOOD SERVICE MANAGEMENT SERIES **RFSM**

RETAIL MERCHANDISING SERIES **RMS**

SPORTS AND ENTERTAINMENT MARKETING SERIES **SEM**

MEN'S WEARHOUSE®



DECA's **Individual Series Events** effectively measure the student's proficiency in the knowledge and skills identified by occupational practitioners as essential to success in a given career. The student is given a description of a specific situation that measures skills, knowledge and attitudes in a given career. Roles in these events could be content area expert, client, customer, employee, supervisor, manager or entrepreneur.

The guidelines for each of the Individual Series Events have been consolidated to facilitate coordination of participant activities in each career category. This means the guidelines are exactly the same for each career category. However, each career category's role-play will be career specific and will be different and distinct from the role-plays of the other career categories.

## CAREER CLUSTERS + DEFINITIONS

The following definitions are used to determine the activities and careers that are included in each of the Individual Series Events.

### BUSINESS MANAGEMENT + ADMINISTRATION

**Human Resources Management:** (Human Resources Management Pathway) Students will be challenged to perform management functions and tasks focusing on staffing, recruitment, selection, training, performance appraisal, compensation and safety training.

### ENTREPRENEURSHIP

**Entrepreneurship:** Students will be challenged to perform the ability to recognize opportunities and to act on them, determine needs, identify markets, utilize marketing research, identify sources of capital and use management skills.

## KNOWLEDGE AND SKILLS DEVELOPED

Participants will demonstrate knowledge and skills described by the business administration core, the appropriate career cluster core, and the appropriate career pathway performance indicators that are aligned with National Curriculum Standards and industry validated. Complete lists of performance indicators are available at [deca.org](http://deca.org). Participants in these competitive events are not informed in advance of the performance indicators to be evaluated.

Participants will also develop many 21<sup>st</sup> Century Skills, in the following categories, desired by today's employers:

- Communication and Collaboration
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Flexibility and Adaptability
- Information Literacy
- Initiative and Self-direction
- Leadership and Responsibility
- Productivity and Accountability
- Social and Cross-cultural Skills

Many Common Core Standards for Mathematics and English Language Arts & Literacy are supported by participation in DECA's competitive events.

Crosswalks that show which 21<sup>st</sup> Century Skills are developed and which common core standards are supported by participating in each competitive event are available at [deca.org](http://deca.org).

## \$ FINANCE

**Accounting Applications:** (Accounting Pathway) Students will be challenged to perform management functions and tasks focusing on the application of financial data to business planning, including collection and organization of data, development and use of reports, and analysis of data to make business decisions. Concepts include understanding the source and purpose of financial statements, the impact of management decisions on statements, and the analysis and interpretation of data for planning.

**Business Finance:** (Corporate Finance Pathway) Students will be challenged to perform management functions and tasks focusing on high-level financial and business planning, including collection and organization of data, development and use of reports, and analysis of data to make business decisions. Concepts include understanding the source and purpose of financial statements, the impact of management decisions on statements, and the analysis and interpretation of data for corporate planning.

## HOSPITALITY + TOURISM

**Hotel and Lodging Management:** (Lodging Pathway) Students will be challenged to perform marketing and management functions and tasks in hotels, motels, lodging services, convention services, and food and beverage services.

**Quick Serve Restaurant Management:** (Restaurant Management Pathway) Students will be challenged to perform marketing and management functions and tasks in retail establishments, wholesale establishments and manufacturing firms primarily engaged in the quick-serve restaurant industry.

**Restaurant and Food Service Management:** (Restaurant and Food and Beverage Services Pathway) Students will be challenged to perform marketing and management functions and tasks in a full-service restaurant or a food-service business.

## MARKETING

**Apparel and Accessories Marketing:** (Merchandising Pathway) Students will be challenged to perform marketing and management functions and tasks in retail establishments, wholesale establishments and/or manufacturing firms primarily engaged in the marketing of clothing and related articles for personal wear and adornment.

**Automotive Services Marketing:** (Marketing Management Pathway) Students will be challenged to perform marketing and management functions and tasks related to auto dealers, service stations and related businesses or auto parts stores.

**Business Services Marketing:** (Marketing Management Pathway) Students will be challenged to perform marketing functions and tasks involved in providing services to businesses on a fee or contract basis or providing services to consumers.

**Food Marketing:** (Marketing Management Pathway) Students will be challenged to perform marketing and management functions and tasks in retail establishments, wholesale establishments and manufacturing firms resulting in the sale of food.

**Marketing Communications:** (Marketing Communications Pathway) Students will be challenged to perform in marketing communications and marketing functions and tasks that inform, persuade, or remind a target market of ideas, experiences, goods or services.

**Retail Merchandising:** (Merchandising Pathway) Students will be challenged to perform marketing and management functions and tasks that can be applied in any retail establishment.

**Sports and Entertainment Marketing:** (Marketing Management Pathway) Students will be challenged to perform marketing and management functions and tasks related to amateur or professional sports or sporting events, entertainment or entertainment events, selling or renting of supplies and equipment (other than vehicles) used for recreational or sporting purposes, products and services related to hobbies or cultural events, or businesses primarily engaged in satisfying the desire to make productive or enjoyable use of leisure time.

## EVENT OVERVIEW

- Individual Series Events consist of two major parts: a written **cluster exam** and two preliminary **role-playing events**. A third role-play event will be given to finalists.
- The participant will be given a 100-question, multiple-choice, **cluster exam**.
- The participant will be given a written scenario to review. It may indicate a product or service to sell; a merchandising decision; a situation involving communications, human relations, economics or professional development; or a business management consideration. The event description will inform the participant of the role he/she will play and the role the judge will play.
- In the **role-play**, the participant must accomplish a task by translating what they have learned into effective, efficient and spontaneous action.
- A list of five performance indicators specific to the scenario is included in the participant's instructions. These are distinct tasks the participant must accomplish during the role-play. The judge will evaluate the participant's role-play performance on these tasks, follow-up questions and 21<sup>st</sup> Century Skills.
- The participant will have **10 minutes** to review the situation and to develop a professional approach to solving the problem. Participants may use notes made during the preparation time during the presentation.
- Up to **10 minutes** are then allowed for the participant to interact with a judge and demonstrate how he/she would solve the situation or problem. The judge is a qualified business executive playing the role of a second party in the situation. Following the role-play, the judge evaluates the participant's responses and records the results on an evaluation form developed especially for each role-play event.
- The participant may not bring printed reference materials, visual aids, etc., to the competitive event. The participant may use a four-function calculator during the exam and preparation period. Scientific/graphing calculators, cell phones/smartphones, iPods/MP3 players and iPads/tablets may not be used.
- Materials appropriate for the situation may be handed to or left with the judge. Materials handed to the judge must be created using materials provided during the designated preparation period.
- If any of these rules are violated, the adult assistant must be notified by the judge.
- The maximum score for the evaluation is 100 points. The cluster exam and each role-play presentation will be valued at one-third (1/3) of the total score. In the final round of competition, the role-play presentation will be weighted twice (2 times) the value of the exam score. The exam score carries forward into the final round of competition.

## PRESENTATION JUDGING

The participant will be evaluated according to the Evaluation Form associated with the role-play.

The participant will have a 10-minute preparation period and may make notes to use during the role-play.

After introductions, the judge will begin the 10-minute role-play. Following the participant's explanation of the solution to the role-play, the judge will ask the questions related to the scenario that are provided in the event. These questions will cause the participant to think and respond beyond the performance indicators provided.

The judge will close the role-play by thanking the participant for his/her work. Then the judge will complete the Evaluation Form, making sure to record a score for all categories. The maximum score for the evaluation is 100 points.



1 PARTICIPANT



CLUSTER  
SPECIFIC EXAM



2 ROLE-PLAYS



PREPARATION  
TIME



PRESENTATION  
TIME





# PERSONAL FINANCIAL LITERACY

## PERSONAL FINANCIAL LITERACY PFL

DECA's **Personal Financial Literacy Event** measures the personal finance knowledge and skills that K–12 students should possess. The Personal Financial Literacy Event is designed to measure the student's ability to apply reliable information and systematic decision making to personal financial decisions.

The Personal Financial Literacy Event is designed for DECA members who are enrolled in personal finance and financial literacy courses.

Many organizations have defined “personal finance” and “financial literacy.” The following, a distillation of the views of several sources, are the definitions underlying the National Standards:

- Personal finance describes the principles and methods that individuals use to acquire and manage income and assets.
- Financial literacy is the ability to use knowledge and skills to manage one's financial resources effectively for lifetime financial security.

## PERSONAL FINANCIAL LITERACY

## KNOWLEDGE AND SKILLS DEVELOPED

Participants will demonstrate knowledge and skills described by the National Standards in K–12 Personal Finance Education which were created and are maintained by the Jump\$tart Coalition® for Personal Financial Literacy. Broadly, students will be assessed on their knowledge of areas such as:

- Spending and Saving
- Investing
- Credit and Debt
- Risk and Insurance
- Employment and Income
- Financial Decision Making

Complete lists of performance indicators are available at [deca.org](http://deca.org). Participants in these competitive events are not informed in advance of the performance indicators to be evaluated.

Participants will also develop many 21<sup>st</sup> Century Skills, in the following categories, desired by today's employers:

- Communication and Collaboration
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Flexibility and Adaptability
- Information Literacy
- Initiative and Self-direction
- Leadership and Responsibility
- Media Literacy
- Productivity and Accountability
- Social and Cross-cultural Skills

Many Common Core Standards for Mathematics and English Language Arts & Literacy are supported by participation in DECA's competitive events.

Crosswalks that show which 21<sup>st</sup> Century Skills are developed and which common core standards are supported by participating in each competitive event are available at [deca.org](http://deca.org).

## EVENT OVERVIEW

- The Personal Financial Literacy Event consists of two major parts: a **financial literacy exam** and a **role-play scenario** with a business executive. A second role-play event will be given to finalists. The financial literacy exam items and the content interview situations are selected from a list of performance indicators identified in the National Standards in K-12 Personal Finance Education which were created and are maintained by the Jump\$tart Coalition® for Personal Financial Literacy.
- The participant will be given a 100-question, multiple-choice, **financial literacy exam**.
- The participant will be given a written scenario to review. In the **role-play**, the participant must accomplish a task by translating what they have learned into effective, efficient and spontaneous action.
- A list of three performance indicators specific to the role-play is included in the participant's instructions. These are distinct tasks the participant must accomplish during the role-play. The judge will evaluate the participant's performance on these tasks, follow-up questions and 21<sup>st</sup> Century Skills.
- The participant will have **10 minutes** to review the scenario and to develop a professional approach to the role-play scenario. Participants may use notes made during the preparation time during the role-play.
- Up to **10 minutes** are then allowed for the participant to interact with a judge and explain the designated concepts. The judge is a qualified business executive. Following the role-play, the judge evaluates the participant's responses and records the results on an evaluation form developed especially for each role-play event.
- The participant may not bring printed reference materials, visual aids, etc., to the competitive event. The participant may use a four-function calculator during the exam and preparation period. Scientific/graphing calculators, cell phones/smartphones, iPods/MP3 players and iPads/tablets may not be used.
- Materials appropriate for the situation may be handed to or left with the judge. Materials handed to the judge must be created using materials provided during the designated preparation period.
- If any of these rules are violated, the adult assistant must be notified by the judge.
- The maximum score for the evaluation is 100 points. The presentation will be weighed at twice (2 times) the value of the exam score. The exam score carries forward into the final round of competition.

## PRESENTATION JUDGING

The participant will be evaluated according to the Evaluation Form associated with the role-play.

The participant will have a 10-minute preparation period and may make notes to use during the role-play.

After introductions, the judge will begin the 10-minute role-play. Following the participant's response to the role-play, the judge will ask the questions related to the scenario that are provided in the event. These questions will cause the participant to think and respond beyond the performance indicators provided.

The judge will close the role-play by thanking the participant for his/her work. Then the judge will complete the Evaluation Form, making sure to record a score for all categories. The maximum score for the evaluation is 100 points.



1 PARTICIPANT



FINANCIAL  
LITERACY EXAM



1 ROLE-PLAY



PREPARATION  
TIME



INTERVIEW  
TIME



## PENALTY POINT CHECKLIST

	CHECKED	PENALTY POINTS ASSESSED	PAGE NUMBER
1. The Written Statement of Assurances and Academic Integrity must be signed by all participants and the chapter advisor and placed in front of the written entry.	_____	15	_____
2. Entries submitted in an official DECA written event folio. Folios are available from Shop DECA. No markings, tape or other material should be attached to the folio. One photocopy or the original typed document must be submitted. Participants may keep a copy for use in the presentation.	_____	5	_____
3. Sheet protectors may not be used.	_____	5	_____
4. Limited to the number of pages specified in the guidelines (plus the title page and the table of contents).	_____	5 (per page)	_____
5. All pages are numbered in sequence starting with the executive summary and ending with the final page of the appendix. Do not use separate sheets between sections or as title pages for sections.	_____	5	_____
6. Entry must be typed. Handwritten corrections, notes, charts and graphs will be penalized.	_____	5	_____
7. Paper is 8½ inches x 11 inches. No fold-outs, attachments or tabs used.	_____	5	_____
8. The written entry follows the outline in the Written Entry Guidelines for the event. Additional subsections are permitted in the body of the written entry.	_____	5	_____
9. Written entry must be printed single-sided.	_____	5	_____

**TOTAL PENALTY POINTS ASSESSED**

\_\_\_\_\_

*A check indicates that the item has been examined.  
A circled number indicates that an infraction has been noted.  
A page number indicates the location of the infraction.*



## WRITTEN EVENT STATEMENT OF ASSURANCES AND ACADEMIC INTEGRITY

Research and report writing are important elements of modern business activities. Great care must be taken to assure that the highest ethical standards are maintained by those engaging in research and report writing. To reinforce the importance of these standards, all written entries in DECA's Competitive Events Program must submit this statement as part of the entry. The statement **must** be signed by the DECA member(s) and the chapter advisor.

I understand the following requirements are set forth by DECA Inc. for all Competitive Event entries containing a written component. These requirements are additional to the general rules and regulations published by DECA Inc. By signing this statement, I certify that all are true and accurate as they relate to this entry.

1. The contents of this entry are the results of my work or, in the case of a team project, the work of current members of this DECA chapter.
2. No part of this entry has previously been entered in competition.
3. This entry has not been submitted in another DECA competitive event.
4. Credit for all secondary research has been given to the original author through the project's bibliography, footnotes or endnotes.
5. All activities or original research procedures described in this entry are accurate depictions of my efforts or, in the case of team projects, the efforts of my team.
6. All activities or original research described in this entry took place between the 2019 Chartered Association Career Development Conference and the 2020 Chartered Association Career Development Conference.
7. I understand that DECA has the right to publish all or part of this entry. Should DECA elect to publish the entire entry, I will receive an honorarium from DECA. Chapters or individuals with extenuating circumstances may appeal the right to publish the entry to the executive committee of the board of directors prior to April 1.

*This statement of assurances must be signed by all participants and the chapter advisor, and submitted with the entry, or the entry will be given 15 penalty points.*

*Hole punch and place in front of the written entry. Do not count as a page.*

_____ Participant's Signature	_____ Participant's Signature	_____ Participant's Signature
_____ Participant's Name	_____ Participant's Name	_____ Participant's Name
_____ Competitive Event	_____ School	_____ Chartered Association (State/Province)

To the best of my knowledge, I verify that the above statements are true and that the student's (students') work does not constitute plagiarism.

_____ Chapter Advisor's Name	_____ Chapter Advisor's Signature
_____ Chapter Advisor's Email	





# BUSINESS OPERATIONS RESEARCH EVENTS

BUSINESS SERVICES OPERATIONS RESEARCH **BOR**

BUYING AND MERCHANDISING OPERATIONS RESEARCH **BMOR**

*Sponsored by Piper Jaffray*

FINANCE OPERATIONS RESEARCH **FOR**

HOSPITALITY AND TOURISM OPERATIONS RESEARCH **HTOR**

*Sponsored by Piper Jaffray*

SPORTS AND ENTERTAINMENT MARKETING OPERATIONS RESEARCH **SEOR**

*Sponsored by Piper Jaffray*

PiperJaffray

PiperJaffray

PiperJaffray

The **Business Operations Research Events** provide an opportunity for participants to demonstrate knowledge and skills needed by management personnel through the preparation of a detailed written strategic plan and presentation based on the results of a research study.

Participants in the Business Operations Research Events will:

- select an actual local business operation
- design a research study
- conduct a research study
- analyze the results of the research study
- prepare a strategic plan
- prepare a proposed budget
- present in a role-play situation
  - the design of the research study
  - the findings and conclusions of the research study
  - the proposed strategic plan
  - the proposed budget to enact the suggested strategies

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

## CAREER CLUSTERS + DEFINITIONS

The following definitions are used to determine the activities or careers that are included in each of the Business Operations Research Events. These career categories are connected to career clusters.

### BUSINESS MANAGEMENT + ADMINISTRATION

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

### FINANCE

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

### HOSPITALITY + TOURISM

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

### MARKETING

**Buying and Merchandising** includes retail and wholesale businesses that provide consumer goods.

**Sports and Entertainment Marketing** includes businesses that conduct sporting and/or entertainment events.

## KNOWLEDGE AND SKILLS DEVELOPED

Participants will demonstrate knowledge and skills needed to address the components of the project as described in the content outline and evaluation forms.

Participants will also develop many 21<sup>st</sup> Century Skills, in the following categories, desired by today's employers:

- Communication and Collaboration
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Flexibility and Adaptability
- Information Literacy
- Initiative and Self-direction
- Leadership and Responsibility
- Media Literacy
- Productivity and Accountability
- Social and Cross-cultural Skills

Many Common Core Standards for Mathematics and English Language Arts & Literacy are supported by participation in DECA's competitive events.

Crosswalks that show which 21<sup>st</sup> Century Skills are developed and which common core standards are supported by participating in each competitive event are available at [deca.org](http://deca.org).

## EVENT OVERVIEW

- The Business Operations Research Events consist of two major parts: the **written document** and the **oral presentation** by the participants. The written document will account for 60 points and the oral presentation will account for the remaining 40 of the total 100 points.
- Each Business Operations Research entry will be composed of **one to three members** of the DECA chapter. All participants must present the project to the judges.
- The body of the written entry must be limited to **20 numbered pages**, including the appendix (if an appendix is attached), but excluding the title page and the table of contents.
- The **Written Event Statement of Assurances and Academic Integrity** must be signed and submitted with the entry. Do not include it in the page numbering.
- The oral presentation may be a maximum **15 minutes** in length, including time for the judge's questions.
- For the presentation, the participants are to assume the role of hired consultants. The judge will assume the role of the owner/manager of the business/organization and will evaluate the presentation, focusing on the effectiveness of public speaking and presentation skills and how well the participants respond to questions that the judge may ask during the presentation.

## 2020 TOPIC

The 2019-2020 topic for each career category is the development of a strategy to improve a company's reputation and online brand presence. Participants will collaborate with a local business or organization to analyze current perceptions of the company or organization as well as its online brand presence. Participants will then present a strategic plan to enhance the company's reputation and online brand presence.



1 to 3  
PARTICIPANTS



PAGES  
ALLOWED



PRESENTATION  
TIME

## WRITTEN ENTRY GUIDELINES

The written entry must follow these specifications. Refer also to the Penalty Point Checklist and the Written Entry Evaluation Form.

**WRITTEN EVENT STATEMENT OF ASSURANCES AND ACADEMIC INTEGRITY.** This must be signed and submitted with the entry. Do **not** include it in the page numbering.

**TITLE PAGE.** The first page of the written entry is the title page. It must include in any order, but is not limited to, the following:

NAME OF THE EVENT (one of the following):

- BUSINESS SERVICES OPERATIONS RESEARCH EVENT
- BUYING AND MERCHANDISING OPERATIONS RESEARCH EVENT
- FINANCE OPERATIONS RESEARCH EVENT
- HOSPITALITY AND TOURISM OPERATIONS RESEARCH EVENT
- SPORTS AND ENTERTAINMENT MARKETING OPERATIONS RESEARCH EVENT

Name of high school

School address

City, State/Province, ZIP/Postal Code

Names of participants

Date

Title page will **not** be numbered.

**TABLE OF CONTENTS.** The table of contents should follow the title page. The table of contents may be single-spaced and may be one or more pages long. The table of contents page(s) will **not** be numbered.

**BODY OF THE WRITTEN ENTRY.** The body of the written entry begins with Section I, Executive Summary, and continues in the sequence outlined here. The first page of the body is numbered “1” and all following pages are numbered in sequence. Page numbers continue through the bibliography (required) and the appendix (optional).

This outline must be followed. Points for each section are included on the Written Entry Evaluation Form. Each section must be titled, including the bibliography and the appendix.

### I. EXECUTIVE SUMMARY

One- to three-page description of the project

### II. INTRODUCTION

- A. Description of the business or organization
- B. Description of the community (economic, geographic, demographic and socioeconomic factors)
- C. Overview of the business or organization’s current reputation and online brand presence

### III. RESEARCH METHODS USED IN THE STUDY

- A. Description and rationale of research methodologies selected to conduct the research study
- B. Process used to conduct the selected research methods

### IV. FINDINGS AND CONCLUSIONS OF THE STUDY

- A. Findings of the research study
- B. Conclusions based on the findings

### V. PROPOSED STRATEGIC PLAN

- A. Objectives and rationale of the proposed strategic plan
- B. Proposed activities and timelines
- C. Proposed metrics or key performance indicators to measure plan effectiveness

### VI. PROPOSED BUDGET

Costs associated with proposed strategies

### VII. BIBLIOGRAPHY

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

### VIII. APPENDIX

An appendix is optional. If additional material is appended, all pages must be numbered as noted previously. Include in an appendix any exhibits appropriate to the written entry, but not important enough to include in the body. These might include sample questionnaires used, letters sent and received, general background data, minutes of meetings, etc.

## PENALTY POINT CHECKLIST

In addition to the Written Entry Guidelines, participants must observe all of the standards on the Penalty Point Checklist on page 54. These standards are designed to make competition as fair as possible.

## PRESENTATION GUIDELINES

- Prior to the presentation, the judge will evaluate the written portion of the entry. The major emphasis of the written entry is on the content. Drawings, illustrations and graphic presentations (where allowed) will be judged for clarity, not artistic value.
- The participants have assumed the roles of hired consultants. The judge is to assume the role of the business's/organization's owner/manager.
- The participants will present the plan to the judge in a 15-minute presentation worth 40 points. (See Presentation Judging.)
- The presentation begins immediately after the introduction of the participants to the judge by the adult assistant. Each participant must take part in the presentation.
- Each participant may bring a copy of the written entry or note cards pertaining to the written entry to use as reference during the presentation.
- Only visual aids that can be easily hand carried to the presentation by the actual participant(s) will be permitted. The participants themselves must set up the visuals. Wheeled carts, moving straps or similar items may not be used to bring visuals into the area. Set up time is included in the total presentation time. Participants must furnish their own materials and equipment. No electrical power or internet connection will be supplied. Alternate power sources such as small generators are not allowed. Sound may be used, as long as the volume is kept at a conversational level.
- Materials appropriate to the situation may be handed to or left with judges in all competitive events. Items of monetary value may be handed to but may not be left with judges. Items such as flyers, brochures, pamphlets and business cards may be handed to or left with the judge. No food or drinks allowed.
- If any of these rules are violated, the adult assistant must be notified by the judge.

## PRESENTATION JUDGING

Participants will make a 15-minute presentation to you. Remember, you are taking on the role of the owner/manager of the business/organization. You may refer to the written entry, or to notes, during the presentation.

At the beginning of the presentation (after introductions), the participants will explain the proposed strategic plan. Allow the participants to complete this portion without interruption, unless you are asked to respond. Each participant must take part in the presentation.

If time remains, you may ask questions that seem appropriate, based on your notes or on the written entry itself (to which you may refer during the presentation).

At the conclusion of the presentation, thank the participant(s). Then complete the Presentation Evaluation Form, making sure to record a score for all categories. The maximum score for the presentation is 40 points.





# BUSINESS OPERATIONS RESEARCH EVENTS

BUSINESS SERVICES OPERATIONS RESEARCH **BOR**

BUYING AND MERCHANDISING OPERATIONS RESEARCH **BMOR**

FINANCE OPERATIONS RESEARCH **FOR**

HOSPITALITY AND TOURISM OPERATIONS RESEARCH **HTOR**

SPORTS AND ENTERTAINMENT MARKETING OPERATIONS RESEARCH **SEOR**

## WRITTEN ENTRY EVALUATION FORM

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

EXECUTIVE SUMMARY	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
1. One- to three-page description of the project	0-1-2-3	4-5-6	7-8	9-10	

INTRODUCTION	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
2. Description of the business or organization	0	1	2	3	
3. Description of the community (economic, geographic, demographic and socioeconomic factors)	0	1	2	3	
4. Overview of the business or organization's current reputation and online brand presence	0	1	2	3	

RESEARCH METHODS USED IN THE STUDY	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
5. Description and rationale of research methodologies selected to conduct the research study	0-1	2	3	4	
6. Process used to conduct the selected research methods	0-1	2	3	4	

FINDINGS AND CONCLUSIONS OF THE STUDY	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
7. Findings of the research study	0-1	2	3	4	
8. Conclusions based on the findings	0-1	2	3	4	

PROPOSED STRATEGIC PLAN	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
9. Objectives and rationale of the proposed strategic plan	0-1	2-3	4-5	6	
10. Proposed activities and timelines	0-1	2-3	4-5	6	
11. Proposed metrics or key performance indicators to measure plan effectiveness	0-1	2-3	4-5	6	

PROPOSED BUDGET	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
12. Costs associated with proposed strategies	0-1	2	3	4	

APPEARANCE AND WORD USAGE	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
13. Professional layout, neatness, proper grammar, spelling and word usage	0	1	2	3	

WRITTEN ENTRY TOTAL POINTS (60)

JUDGE \_\_\_\_\_



# BUSINESS OPERATIONS RESEARCH EVENTS

BUSINESS SERVICES OPERATIONS RESEARCH **BOR**

BUYING AND MERCHANDISING OPERATIONS RESEARCH **BMOR**

FINANCE OPERATIONS RESEARCH **FOR**

HOSPITALITY AND TOURISM OPERATIONS RESEARCH **HTOR**

SPORTS AND ENTERTAINMENT MARKETING OPERATIONS RESEARCH **SEOR**

## PRESENTATION EVALUATION FORM

PRESENTATION	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
1. Opening presentation; description of the plan; organization, clarity and effectiveness of the presentation	0-1-2-3	4-5-6	7-8	9-10	

TO WHAT EXTENT DID THE PARTICIPANTS:	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
2. Describe methods used to the design research study?	0-1	2-3	4-5	6	
3. Interpret the research data into information for decision-making?	0-1	2-3	4-5	6	
4. Describe strategies and approaches for leading change?	0-1	2-3	4-5	6	
5. Describe the nature of budgets?	0-1	2-3	4-5	6	

GENERAL	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
6. Professional standards (appearance, poise, confidence), presentation technique, effective use of visuals and participation of all	0-1	2-3	4-5	6	

PRESENTATION TOTAL POINTS (40)	
WRITTEN ENTRY (60)	
PRESENTATION (40)	
SUBTOTAL (100)	
LESS PENALTY POINTS	
TOTAL SCORE	

JUDGE \_\_\_\_\_



# PROJECT MANAGEMENT EVENTS

BUSINESS SOLUTIONS PROJECT **PMBS**

*Sponsored by Intuit*

CAREER DEVELOPMENT PROJECT **PMCD**

*Sponsored by Intuit*

COMMUNITY AWARENESS PROJECT **PMCA**

*Sponsored by Intuit*

COMMUNITY GIVING PROJECT **PMCG**

*Sponsored by Lead4Change*

FINANCIAL LITERACY PROJECT **PMFL**

*Sponsored by Intuit*

SALES PROJECT **PMSP**

*Sponsored by Intuit*

intuit Education

intuit Education

intuit Education



intuit Education

intuit Education

The **Project Management Events** require participants to use project management skills to initiate, plan, execute, monitor and control, and close a project.

Participants in the Project Management Events will:

- identify a problem
- develop a project management plan related to the problem
- implement the project using project management skills
- develop a written report and presentation on the project

The project may begin at any time after the close of the previous year's chartered association conference and run to the beginning of the next chartered association conference.

The guidelines for each of the Project Management Events are consolidated to facilitate coordination of participant activities in each of the categories. This means the guidelines will be exactly the same for each category. However, each category will be treated separately as a competitive event. **Projects can only be submitted in one event category.**

## CAREER CLUSTERS + DEFINITIONS

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

### BUSINESS MANAGEMENT + ADMINISTRATION

**Business Solutions** uses the project management process to work with a local business or organization to identify a specific problem with the current business operations and implement a solution. Examples include talent acquisition, employee on-boarding, policies and procedures, technology integration, customer service improvement, safety operations, marketing and promotion activities, and productivity and output enhancement.

**Career Development** uses the project management process to promote/educate the knowledge and skills needed for careers in marketing, finance, hospitality, management and entrepreneurship. Examples include career fairs, summer boot camps, professional dress seminars, résumé development workshops, career exploration initiatives, mock interviews, educational paths, career paths, workplace re-entry and mentor programs.

**Community Awareness** uses the project management process to raise awareness for a community issue or cause. Examples include day of service, distracted driving, driving under the influence, bullying, disease awareness, mental health awareness, drug awareness, ethics, environmental and green issues, and vaping.

**Community Giving** uses the project management process to raise funds or collect donations to be given to a cause/charity. Examples include food bank donations, homeless shelter donations, 5K's, sports tournaments, auctions, banquets, item collections, holiday drives, adopt a families, etc.

**Financial Literacy** uses the project management process to promote the importance of financial literacy, including spending and saving, credit and debt, employment and income, investing, risk and insurance and financial decision making. Examples include organizing and implementing seminars for students (elementary, middle, high and post-secondary), tax preparation assistance, retirement planning, and student loan workshops.

**Sales Project** uses the project management process to raise funds for the local DECA chapter. Examples include sports tournaments, t-shirt sales, 5K's, school merchandise sales, catalog sales, sponsorship development initiatives, fashion shows, pageants, restaurant nights, value cards, and yearbook sales.

## KNOWLEDGE AND SKILLS DEVELOPED

Participants will demonstrate knowledge and skills needed to address the components of the project as described in the content outline and evaluation forms.

Participants will also develop many 21<sup>st</sup> Century Skills, in the following categories, desired by today's employers:

- Communication and Collaboration
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Flexibility and Adaptability
- Information Literacy
- Initiative and Self-direction
- Leadership and Responsibility
- Media Literacy
- Productivity and Accountability
- Social and Cross-cultural Skills

Many Common Core Standards for Mathematics and English Language Arts & Literacy are supported by participation in DECA's competitive events.

Crosswalks that show which 21<sup>st</sup> Century Skills are developed and which common core standards are supported by participating in each competitive event are available at [deca.org](http://deca.org).

## EVENT OVERVIEW

- The project consists of two major parts: the **written document** and the **oral presentation**. The written document will account for 60 points, and the oral presentation will account for the remaining 40 of the total 100 points.
- **One to three participants** may participate in the oral presentation. All participants must present the project to the judges.
- The body of the written entry must be limited to **20 numbered pages**, including the appendix (if an appendix is attached), but excluding the title page and the table of contents.
- The **Written Event Statement of Assurances and Academic Integrity** must be signed and submitted with the entry. Do not include it in the page numbering.
- The oral presentation may be a maximum **15 minutes** in length, including time for the judge's questions.
- The judge will evaluate the presentation, focusing on how the participants explain the use of project management skills, the effectiveness of public speaking and presentation skills and how well the participants respond to questions that the judge may ask during the presentation.

## PROJECT ORIGINALITY

In many Project Management Events, chapters have settled on a strategy that uses the same well-developed projects year after year. Succeeding teams often take the previous year's successful project and seek to improve it. If that strategy works in achieving a chapter's goals and the experience teaches the principles of DECA, then the strategy serves the chapter, the community and DECA well.

Teams submitting entries for Project Management Events, however, should be challenged to do more than update the previous year's written project. Project committees should avoid even reviewing the previous year's entry. Judges (whose assignment is to evaluate a project according to established guidelines) will be impressed by the originality of a chapter's project.

Plagiarism of projects judged previously will automatically disqualify a chapter from competition and eligibility for awards.



1 to 3  
PARTICIPANTS



PAGES  
ALLOWED



PRESENTATION  
TIME



## WRITTEN ENTRY GUIDELINES

The written entry must follow these specifications. Refer also to the Penalty Point Checklist and the Written Entry Evaluation Form.

**WRITTEN EVENT STATEMENT OF ASSURANCES AND ACADEMIC INTEGRITY.** This must be signed and submitted with the entry. Do **not** include it in the page numbering.

**TITLE PAGE.** The first page of the written entry is the title page. It must include in any order, but is not limited to, the following:

NAME OF THE EVENT (one of the following):

- BUSINESS SOLUTIONS PROJECT
- CAREER DEVELOPMENT PROJECT
- COMMUNITY AWARENESS PROJECT
- COMMUNITY GIVING PROJECT
- FINANCIAL LITERACY PROJECT
- SALES PROJECT

Name of high school

School address

City, State/Province, ZIP/Postal Code

Names of participants

Date

Title page will **not** be numbered.

**TABLE OF CONTENTS.** The table of contents should follow the title page. The table of contents may be single-spaced and may be one or more pages long. The table of contents page(s) will **not** be numbered.

**BODY OF THE WRITTEN ENTRY.** The body of the written entry begins with Section I, Executive Summary, and continues in the sequence outlined here. The first page of the body is numbered “1” and all following pages are numbered in sequence. Page numbers continue through the bibliography (required) and the appendix (optional).

This outline must be followed. Points for each section are included on the Written Entry Evaluation Form. Each section must be titled, including the bibliography and the appendix.

### I. EXECUTIVE SUMMARY

One- to three-page description of the project

### II. INITIATING

- A. Statement of the problem
- B. Project scope — brief description of the project (purpose, rationale and expected benefits)

### III. PLANNING AND ORGANIZING

- A. Project goals
- B. Human resource management plan — team member roles, skills and strengths and responsibilities
- C. Schedule
  - i. Milestone — describe the 2-4 major milestones (activities) needed to accomplish
  - ii. Timeline to reach each milestone
- D. Quality management plan — key metrics
- E. Risk management plan — potential issues, potential impact of the issue and response strategy
- F. Proposed project budget — include both monetary and in-kind donations when applicable

### IV. EXECUTION

Description and documentation of the project plan implementation

### V. MONITORING AND CONTROLLING

- A. Monitoring — describe how you monitored your schedule, budget and project quality
- B. Controlling — list issues encountered and how you dealt with them

### VI. CLOSING THE PROJECT

- A. Evaluation of key metrics
- B. Lessons learned — describe what worked well and what didn't work well for each of the project management processes: initiating, planning and organizing, execution, monitoring and controlling
- C. Recommendations for future projects

### VII. BIBLIOGRAPHY

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

### VIII. APPENDIX

An appendix is optional. If additional material is appended, all pages must be numbered as noted previously. Include in an appendix any exhibits appropriate to the written entry, but not important enough to include in the body. These might include sample questionnaires used, letters sent and received, general background data, minutes of meetings, etc.

## PENALTY POINT CHECKLIST

In addition to the Written Entry Guidelines, participants must observe all of the standards on the Penalty Point Checklist on page 54. These standards are designed to make competition as fair as possible.

## PRESENTATION GUIDELINES

- Prior to the presentation, the judge will evaluate the written portion of the entry. The major emphasis of the written entry is on the content. Drawings, illustrations and graphic presentations (where allowed) will be judged for clarity, not artistic value.
- The participants have assumed the roles of hired consultants. The judge is to assume the role of the business's/organization's owner/manager.
- The participants will present the plan to the judge in a 15-minute presentation worth 40 points. (See Presentation Judging.)
- The presentation begins immediately after the introduction of the participants to the judge by the adult assistant. Each participant must take part in the presentation.
- Each participant may bring a copy of the written entry or note cards pertaining to the written entry to use as reference during the presentation.
- Only visual aids that can be easily hand carried to the presentation by the actual participant(s) will be permitted. The participants themselves must set up the visuals. Wheeled carts, moving straps or similar items may not be used to bring visuals into the area. Set up time is included in the total presentation time. Participants must furnish their own materials and equipment. No electrical power or internet connection will be supplied. Alternate power sources such as small generators are not allowed. Sound may be used, as long as the volume is kept at a conversational level.
- Materials appropriate to the situation may be handed to or left with judges in all competitive events. Items of monetary value may be handed to but may not be left with judges. Items such as flyers, brochures, pamphlets and business cards may be handed to or left with the judge. No food or drinks allowed.
- If any of these rules are violated, the adult assistant must be notified by the judge.

## PRESENTATION JUDGING

Participants will make a 15-minute presentation to you. You may refer to the written entry, or to your notes, during the presentation.

At the beginning of the presentation (after introductions), the participants will describe the project. Allow the participants to complete this portion without interruption, unless you are asked to respond. Each participant must take part in the presentation.

If time remains, you may ask questions that seem appropriate, based on your notes or on the written entry itself (to which you may refer during the presentation).

At the conclusion of the presentation, thank the participants. Then complete the Presentation Evaluation Form, making sure to record a score for all categories. The maximum score for the presentation is 40 points.



# PROJECT MANAGEMENT EVENTS

BUSINESS SOLUTIONS PROJECT **PMBS**

CAREER DEVELOPMENT PROJECT **PMCD**

COMMUNITY AWARENESS PROJECT **PMCA**

COMMUNITY GIVING PROJECT **PMCG**

FINANCIAL LITERACY PROJECT **PMFL**

SALES PROJECT **PMSP**

## WRITTEN ENTRY EVALUATION FORM

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

EXECUTIVE SUMMARY	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
1. One- to three-page description of the project	0-1-2-3	4-5-6	7-8	9-10	
INITIATING	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
2. Statement of the problem and project scope	0-1	2-3	4	5	
PLANNING AND ORGANIZING	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
3. Project goals, human resource management plan, schedule, quality management plan, risk management plan, proposed project budget	0-1-2-3-4	5-6-7-8	9-10-11-12	13-14-15-16	
EXECUTION	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
4. Description and documentation of the project plan implementation	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
MONITORING AND CONTROLLING	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
5. Monitoring schedule, budget and project quality; issues and how you dealt with them	0-1	2	3	4	
CLOSING THE PROJECT	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
6. Evaluation of key metrics, lessons learned, recommendations for future projects	0-1-2	3-4	5-6	7-8	
APPEARANCE AND WORD USAGE	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
7. Professional layout, neatness, proper grammar, spelling and word usage	0	1	2	3	

WRITTEN ENTRY TOTAL POINTS (60)

JUDGE \_\_\_\_\_



# PROJECT MANAGEMENT EVENTS

BUSINESS SOLUTIONS PROJECT **PMBS**

CAREER DEVELOPMENT PROJECT **PMCD**

COMMUNITY AWARENESS PROJECT **PMCA**

COMMUNITY GIVING PROJECT **PMCG**

FINANCIAL LITERACY PROJECT **PMFL**

SALES PROJECT **PMSP**

## PRESENTATION EVALUATION FORM

TO WHAT EXTENT DID THE PARTICIPANTS:	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
1. Explain the project?	0-1	2-3	4	5	
2. Provide rationale for the project?	0-1	2-3	4	5	
3. Apply project management tools to complete the project?	0-1-2-3	4-5-6	7-8	9-10	
4. Evaluate project results?	0-1-2-3	4-5-6	7-8	9-10	

GENERAL	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
5. Professional standards (organization, clarity and effectiveness of the presentation); effective use of visuals, appearance, poise, confidence, participation of all	0-1-2-3	4-5-6	7-8	9-10	

PRESENTATION TOTAL POINTS (40)	
WRITTEN ENTRY (60)	
PRESENTATION (40)	
SUBTOTAL (100)	
LESS PENALTY POINTS	
TOTAL SCORE	

JUDGE \_\_\_\_\_



# DECA

## INNOVATION PLAN

### INNOVATION PLAN EIP

The **Innovation Plan** involves the idea generation and opportunity recognition needed to take advantage of market opportunities to introduce a new business, product or service. Any type of business, product or service may be used.

Participants in the Innovation Plan will:

- prepare a brief concept paper
- present the opportunity that exists in the marketplace and how their innovation will meet the needs of consumers

### ENTREPRENEURSHIP

## EVENT OVERVIEW

- This event consists of a **concept paper** and the **oral presentation**.
- Each event entry will be composed of **one to three members** of a DECA chapter. All participants must present the project to the judges. All participants present must respond to questions.
- The body of the written entry must be limited to **10 numbered pages**, including the appendix (if an appendix is attached), but excluding the title page and the table of contents.
- The **Written Event Statement of Assurances and Academic Integrity** must be signed and submitted with the entry. Do not include it in the page numbering.
- The oral presentation may be a maximum of **15 minutes** in length, including time for judge's questions.
- The judge will evaluate the presentation, focusing on the effectiveness of public speaking and presentation skills and how well the participant responds to questions that the judge may ask during the presentation.

## KNOWLEDGE AND SKILLS DEVELOPED

Participants will demonstrate knowledge and skills needed to address the components of the project as described in the content outline and evaluation forms.

Participants will also develop many 21<sup>st</sup> Century Skills, in the following categories, desired by today's employers:

- Communication and Collaboration
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Flexibility and Adaptability
- Information Literacy
- Initiative and Self-direction
- Leadership and Responsibility
- Media Literacy
- Productivity and Accountability
- Social and Cross-cultural Skills

Many Common Core Standards for Mathematics and English Language Arts & Literacy are supported by participation in DECA's competitive events.

Crosswalks that show which 21<sup>st</sup> Century Skills are developed and which common core standards are supported by participating in each competitive event are available at [deca.org](http://deca.org).

## WRITTEN ENTRY GUIDELINES

The written entry must follow these specifications. Refer also to the Penalty Point Checklist and the Written Entry Evaluation Form.

**WRITTEN EVENT STATEMENT OF ASSURANCES AND ACADEMIC INTEGRITY.** This must be signed and submitted with the entry. Do **not** include it in the page numbering.

**TITLE PAGE.** The first page of the written entry is the title page. It must include in any order, but is not limited to, the following:

INNOVATION PLAN  
Name of high school  
School address  
City, State/Province, ZIP/Postal Code  
Names of participants  
Date

Title page will **not** be numbered.

**TABLE OF CONTENTS.** The table of contents should follow the title page. The table of contents may be single-spaced and may be one or more pages long. The table of contents page(s) will **not** be numbered.

**BODY OF THE WRITTEN ENTRY.** The body of the written entry begins with Section I, Executive Summary, and continues in the sequence outlined here. The first page of the body is numbered “1” and all following pages are numbered in sequence. Page numbers continue through the bibliography (required) and the appendix (optional).

This outline must be followed. Points for each section are included on the Written Entry Evaluation Form. Each section must be titled, including the bibliography and the appendix.

### I. EXECUTIVE SUMMARY

One-page summary of the business model

### II. PROBLEM

Describe the top problems the product/service is addressing.

### III. CUSTOMER SEGMENTS

Who are the target customers?

### IV. UNIQUE VALUE PROPOSITION

What is the single, clear, compelling message that states why the product/service is innovative and satisfies a market need?

### V. SOLUTION

Describe the top features of your product/service that solve the problem.

### VI. CONCLUSION

Summary of key points and feasibility of the business venture.

### VII. BIBLIOGRAPHY

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

### VIII. APPENDIX

An appendix is optional. If additional material is appended, all pages must be numbered as noted previously. Include in an appendix any exhibits appropriate to the written entry, but not important enough to include in the body. These might include sample questionnaires used, letters sent and received, general background data, minutes of meetings, etc.



1 to 3  
PARTICIPANTS



10  
PAGES  
ALLOWED



15  
PRESENTATION  
TIME

## PENALTY POINT CHECKLIST

In addition to the Written Entry Guidelines, participants must observe all of the standards on the Penalty Point Checklist on page 54. These standards are designed to make competition as fair as possible.

## PRESENTATION GUIDELINES

- Prior to the presentation, the judge will evaluate the written portion of the entry. The major emphasis of the written entry is on the content. Drawings, illustrations and graphic presentations (where allowed) will be judged for clarity, not artistic value.
- The participants will present the project to the judge in a 15-minute presentation worth 100 points. (See Presentation Judging.)
- The presentation begins immediately after the introduction of the participants to the judge by the adult assistant. Each participant must take part in the presentation.
- Each participant may bring a copy of the written entry or note cards pertaining to the written entry and use as reference during the presentation.
- If time remains, the judge may ask questions pertaining to the project.
- Only visual aids that can be easily hand carried to the presentation by the actual participant(s) will be permitted. The participants themselves must set up the visuals. Wheeled carts, moving straps or similar items may not be used to bring visuals into the area. Set up time is included in the total presentation time. Participants must furnish their own materials and equipment. No electrical power or internet connection will be supplied. Alternate power sources such as small generators are not allowed. Sound may be used, as long as the volume is kept at a conversational level.
- Materials appropriate to the situation may be handed to or left with judges in all competitive events. Items of monetary value may be handed to but may not be left with judges. Items such as flyers, brochures, pamphlets and business cards may be handed to or left with the judge. No food or drinks allowed.
- If any of these rules are violated, the adult assistant must be notified by the judge.

## PRESENTATION JUDGING

Participants will make a 15-minute presentation to you. You are role-playing a venture capitalist who is determining if the concept is viable to satisfy a market need and is worthy of further exploration for feasibility. You may refer to the written entry, or to notes, during the presentation.

At the beginning of the presentation (after introductions), the participants will describe the proposal and the feasibility of the business venture. Allow the participants to complete this portion without interruption, unless you are asked to respond. Each participant must take part in the presentation.

If time remains, you may ask questions that seem appropriate, based on your notes or on the written entry itself (to which you may refer during the presentation).

At the conclusion of the presentation, thank the participants. Then complete the Presentation Evaluation Form, making sure to record a score for all categories. The maximum score for the presentation is 100 points.



# DECA

## INNOVATION PLAN

INNOVATION PLAN EIP

### CONCEPT PAPER AND PRESENTATION EVALUATION FORM

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

EXECUTIVE SUMMARY	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
1. One-page summary of the business model	0-1-2-3-4-5	6-7-8-9-10	11-12-13-14-15	16-17-18-19-20	
PROBLEM	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
2. Description of the top problems the product/service is addressing	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
CUSTOMER SEGMENTS	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
3. Description of target customers	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
UNIQUE VALUE PROPOSITION	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
4. Description of the single, clear, compelling message that states why the product/service is innovative and satisfies a market need	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
SOLUTION	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
5. Description of the top features of the product/service that solve the problem	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
CONCLUSION	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
6. Summary of key points and feasibility of the business venture	0-1-2-3-4	5-6-7-8	9-10-11	12-13-14	
GENERAL	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
7. Professional standards (appearance, poise, confidence), presentation technique, effective use of visuals and participation of all	0-1-2-3	4-5-6	7-8	9-10	

PRESENTATION TOTAL POINTS (100)

LESS PENALTY POINTS

TOTAL SCORE

JUDGE \_\_\_\_\_





# START-UP BUSINESS PLAN

START-UP BUSINESS PLAN ESB

The **Start-Up Business Plan** involves the development of a proposal to form a business. Any type of business may be used.

Participants in the Start-Up Business Plan will:

- prepare a business plan proposal
- present the proposal as a pitch to a potential source of capital in a role-playing interview

## ENTREPRENEURSHIP

### EVENT OVERVIEW

- This event consists of the **business plan proposal** describing a business the participants want to develop and the **oral presentation**.
- Each event entry will be composed of **one to three members** of a DECA chapter. All participants must present the project to the judges. All participants present must respond to questions.
- The body of the written entry must be limited to **10 numbered pages**, including the appendix (if an appendix is attached), but excluding the title page and the table of contents.
- The **Written Event Statement of Assurances and Academic Integrity** must be signed and submitted with the entry. Do not include it in the page numbering.
- The oral presentation may be a maximum of **15 minutes** in length, including time for judge's questions.
- The judge will evaluate the presentation, focusing on the effectiveness of public speaking and presentation skills and how well the participants respond to questions that the judge may ask during the presentation.

## KNOWLEDGE AND SKILLS DEVELOPED

Participants will demonstrate knowledge and skills needed to address the components of the project as described in the content outline and evaluation forms.

Participants will also develop many 21<sup>st</sup> Century Skills, in the following categories, desired by today's employers:

- Communication and Collaboration
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Flexibility and Adaptability
- Information Literacy
- Initiative and Self-direction
- Leadership and Responsibility
- Media Literacy
- Productivity and Accountability
- Social and Cross-cultural Skills

Many Common Core Standards for Mathematics and English Language Arts & Literacy are supported by participation in DECA's competitive events.

Crosswalks that show which 21<sup>st</sup> Century Skills are developed and which common core standards are supported by participating in each competitive event are available at [deca.org](http://deca.org).

## WRITTEN ENTRY GUIDELINES

The written entry must follow these specifications. Refer also to the Penalty Point Checklist and the Written Entry Evaluation Form.

**WRITTEN EVENT STATEMENT OF ASSURANCES AND ACADEMIC INTEGRITY.** This must be signed and submitted with the entry. Do **not** include it in the page numbering.

**TITLE PAGE.** The first page of the written entry is the title page. It must include in any order, but is not limited to, the following:

START-UP BUSINESS PLAN

Name of high school

School address

City, State/Province, ZIP/Postal Code

Name of participants

Date

Title page will **not** be numbered.

**TABLE OF CONTENTS.** The table of contents should follow the title page. The table of contents may be single-spaced and may be one or more pages long. The table of contents page(s) will **not** be numbered.

**BODY OF THE WRITTEN ENTRY.** The body of the written entry begins with Section I, Executive Summary, and continues in the sequence outlined here. The first page of the body is numbered “1” and all following pages are numbered in sequence. Page numbers continue through the bibliography (required) and the appendix (optional).

This outline must be followed. Points for each section are included on the Written Entry Evaluation Form. Each section must be titled, including the bibliography and the appendix.

### I. EXECUTIVE SUMMARY

One-page summary of the business model

### II. PROBLEM

Describe the top problems the product/service is addressing.

### III. CUSTOMER SEGMENTS

Who are the target customers?

### IV. UNIQUE VALUE PROPOSITION

What is the single, clear, compelling message that states why the product/service is different and worth buying?

### V. SOLUTIONS

Describe the top features of the product/service that solve the problem.

### VI. CHANNELS

What are the pathways to customers?

### VII. REVENUE STREAMS

What is the revenue model and what are the lifetime values? What is the revenue and the gross margin?

### VIII. COST STRUCTURE

What are the customer acquisition costs, distribution costs, human resources costs and other additional costs?

### IX. KEY METRICS

What are the key activities that must be measured?

### X. COMPETITIVE ADVANTAGE

What about the product/service means that it cannot be easily copied or bought?

### XI. CONCLUSION

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

### XII. BIBLIOGRAPHY

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

### XIII. APPENDIX

An appendix is optional. If additional material is appended, all pages must be numbered as noted previously. Include in an appendix any exhibits appropriate to the written entry, but not important enough to include in the body. These might include sample questionnaires used, letters sent and received, general background data, minutes of meetings, etc.



1 to 3  
PARTICIPANTS



10  
PAGES  
ALLOWED



15  
PRESENTATION  
TIME

## PENALTY POINT CHECKLIST

In addition to the Written Entry Guidelines, participants must observe all of the standards on the Penalty Point Checklist on page 54. These standards are designed to make competition as fair as possible.

## PRESENTATION GUIDELINES

- The major emphasis of the proposal is on the content. Drawings, illustrations and graphic presentations (where allowed) will be judged for clarity, not artistic value.
- The participants will present the business plan proposal to the judge in a 15-minute presentation worth 100 points. (See Presentation Judging.)
- The presentation begins immediately after the introduction of the participants to the judge by the adult assistant.
- Each participant may bring a copy of the business plan proposal or note cards pertaining to the proposal and use as reference during the presentation.
- If time remains, the judge may ask questions pertaining to the proposal.
- Only visual aids that can be easily hand carried to the presentation by the actual participant(s) will be permitted. The participants themselves must set up the visuals. Wheeled carts, moving straps or similar items may not be used to bring visuals into the area. Set up time is included in the total presentation time. Participants must furnish their own materials and equipment. No electrical power or internet connection will be supplied. Alternate power sources such as small generators are not allowed. Sound may be used, as long as the volume is kept at a conversational level.
- Materials appropriate to the situation may be handed to or left with judges in all competitive events. Items of monetary value may be handed to but may not be left with judges. Items such as flyers, brochures, pamphlets and business cards may be handed to or left with the judge. No food or drinks allowed.
- If any of these rules are violated, the adult assistant must be notified by the judge.

## PRESENTATION JUDGING

The participants will make a 15-minute presentation to you. As the judge, you are to assume the role of a potential source of capital for the business. You may refer to the written entry, or to notes, during the presentation.

At the beginning of the presentation (after introductions), the participants will present the proposal. Allow the participants to complete this portion without interruption, unless you are asked to respond.

If time remains, you may ask questions that seem appropriate, based on your notes or on the written entry itself (to which you may refer during the presentation).

At the conclusion of the presentation, thank the participants. Then complete the Presentation Evaluation Form, making sure to record a score for all categories. The maximum score for the evaluation is 100 points.



# START-UP BUSINESS PLAN

START-UP BUSINESS PLAN ESB

## BUSINESS PLAN PROPOSAL AND PRESENTATION EVALUATION FORM

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

EXECUTIVE SUMMARY	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
1. One-page summary of the business model	0-1-2-3-4-5	6-7-8-9-10	11-12-13-14-15	16-17-18-19-20	
PROBLEM	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
2. Description of the top problems the product/service is addressing	0-1-2	3-4-5	6-7-8	9	
CUSTOMER SEGMENTS	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
3. Description of target customers	0-1-2	3-4-5	6-7	8	
UNIQUE VALUE PROPOSITION	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
4. Description of the single, clear, compelling message that states the unique value proposition	0-1-2	3-4-5	6-7	8	
SOLUTIONS	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
5. Description of the top features of the product/service that solve the problem	0-1-2	3-4-5	6-7-8	9	
CHANNELS	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
6. Descriptions of the pathways to customers	0-1-2	3-4-5	6-7	8	
REVENUE STREAMS	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
7. Description of the revenue model and life time values; explanation of the revenue and gross margin	0-1-2	3-4-5	6-7-8	9	
COST STRUCTURE	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
8. Explanation of the customer acquisition costs, distribution costs, human resources costs and other additional costs	0-1-2	3-4-5	6-7-8	9	
KEY METRICS	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
9. Explanation of the key activities that must be measured	0-1-2	3-4-5	6-7	8	
COMPETITIVE ADVANTAGE	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
10. Explanation of why the product/service cannot be easily copied or bought	0-1-2	3-4-5	6-7-8	9	
CONCLUSION	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
11. Specific request for financing, summary of key points supporting the financial request	0	1	2	3	

TOTAL POINTS (100)

LESS PENALTY POINTS

TOTAL SCORE

JUDGE \_\_\_\_\_





# INDEPENDENT BUSINESS PLAN

## INDEPENDENT BUSINESS PLAN EIB

The **Independent Business Plan** involves the development of a comprehensive proposal to start a new business. Any type of business may be used.

Participants in the Independent Business Plan will:

- prepare a written proposal for a new business
- request financing for the proposal in a role-playing interview with a bank or venture capital official

## ENTREPRENEURSHIP

### EVENT OVERVIEW

- This event consists of two major parts: the **written document** and the **oral presentation**. The written document will account for 60 points, and the oral presentation will account for the remaining 40 of the total 100 points.
- Each event entry will be composed of **one to three members** of a DECA chapter. All participants must present the project to the judge. All participants present must respond to questions.
- The body of the written entry must be limited to **20 numbered pages**, including the appendix (if an appendix is attached), but excluding the title page and the table of contents.
- The **Written Event Statement of Assurances and Academic Integrity** must be signed and submitted with the entry. Do not include it in the page numbering.
- The oral presentation may be a maximum **15 minutes** in length, including time for the judge's questions.
- The judge will evaluate the presentation, focusing on the effectiveness of public speaking and presentation skills and how well the participants respond to questions that the judge may ask during the presentation.

## KNOWLEDGE AND SKILLS DEVELOPED

Participants will demonstrate knowledge and skills needed to address the components of the project as described in the content outline and evaluation forms.

Participants will also develop many 21<sup>st</sup> Century Skills, in the following categories, desired by today's employers:

- Communication and Collaboration
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Flexibility and Adaptability
- Information Literacy
- Initiative and Self-direction
- Leadership and Responsibility
- Media Literacy
- Productivity and Accountability
- Social and Cross-cultural Skills

Many Common Core Standards for Mathematics and English Language Arts & Literacy are supported by participation in DECA's competitive events.

Crosswalks that show which 21<sup>st</sup> Century Skills are developed and which common core standards are supported by participating in each competitive event are available at [deca.org](http://deca.org).

## WRITTEN ENTRY GUIDELINES

The written entry must follow these specifications. Refer also to the Penalty Point Checklist and the Written Entry Evaluation Form.

**WRITTEN EVENT STATEMENT OF ASSURANCES AND ACADEMIC INTEGRITY.** This must be signed and submitted with the entry. Do **not** include it in the page numbering.

**TITLE PAGE.** The first page of the written entry is the title page. It must include in any order, but is not limited to, the following:

**INDEPENDENT BUSINESS PLAN**

Name of high school  
School address  
City, State/Province, ZIP/Postal Code  
Names of participants  
Date

Title page will **not** be numbered.

**TABLE OF CONTENTS.** The table of contents should follow the title page. The table of contents may be single-spaced and may be one or more pages long. The table of contents page(s) will **not** be numbered.

**BODY OF THE WRITTEN ENTRY.** The body of the written entry begins with Section I, Executive Summary, and continues in the sequence outlined here. The first page of the body is numbered “1” and all following pages are numbered in sequence. Page numbers continue through the bibliography (required) and the appendix (optional).

This outline must be followed. Points for each section are included on the Written Entry Evaluation Form. Each section must be titled, including the bibliography and the appendix.

**I. EXECUTIVE SUMMARY**

One- to three-page description of the business model

**II. PROBLEM**

Describe the top problems the product/service is addressing.

**III. CUSTOMER SEGMENTS**

Who are the target customers?

**IV. UNIQUE VALUE PROPOSITION**

What is the single, clear, compelling message that states why the product/service is different and worth buying?

**V. SOLUTION**

Describe the top features of the product/service that solve the problem.

**VI. CHANNELS**

What are the pathways to customers?

**VII. REVENUE STREAMS**

What is the revenue model and what are the lifetime values?

**VIII. COST STRUCTURE**

What are the customer acquisition costs, distribution costs, human resources costs and other additional costs?

**IX. DETAILED FINANCIALS**

- A. Projected income and expenses (The following items are recommended for inclusion. You may select the appropriate items for your business.)
- Projected income statements by month for the first year’s operation (sales, expenses, profit loss)
  - Projected cash flow by month for the first year’s operation
  - Projected balance sheet, end of first year
  - Projected three-year plan
  - A brief narrative description of the planned growth of the proposed business, including financial resources and needs
- B. Proposed plan to meet capital needs (The following are recommended for inclusion. You may select the appropriate items for your business.)
- Personal and internal sources
  - Earnings, short-term and long-term borrowing, long-term equity
  - External sources
  - Plan to repay borrowed funds or provide return on investment to equity funds



1 to 3  
PARTICIPANTS



PAGES  
ALLOWED



PRESENTATION  
TIME

**X. KEY METRICS**

What are the key activities that must be measured?

**XI. COMPETITIVE ADVANTAGE**

What about the product/service means that it cannot be easily copied or bought?

**XII. CONCLUSION**

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

**XIII. BIBLIOGRAPHY**

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

**XIV. APPENDIX**

An appendix is optional. If additional material is appended, all pages must be numbered as noted previously. Include in an appendix any exhibits appropriate to the written entry, but not important enough to include in the body. These might include sample questionnaires used, letters sent and received, general background data, minutes of meetings, etc.

## PENALTY POINT CHECKLIST

In addition to the Written Entry Guidelines, participants must observe all of the standards on the Penalty Point Checklist on page 54. These standards are designed to make competition as fair as possible.

## PRESENTATION GUIDELINES

- Prior to the presentation, the judge will evaluate the written portion of the entry. The major emphasis of the written entry is on the content. Drawings, illustrations and graphic presentations (where allowed) will be judged for clarity, not artistic value.
- The participants, assuming the role of entrepreneurs, will have prepared a detailed comprehensive proposal to start a new business. The role of the judge is that of a potential source of capital for the business who evaluates as if actually going to approve (or disapprove) the request for financing.
- The participants will present the business plan proposal to the judge in a 15-minute presentation worth 40 points. (See Presentation Judging.)
- The presentation begins immediately after the introduction of the participants to the judge by the adult assistant. Each participant must take part in the presentation.
- Each participant may bring a copy of the written entry or note cards pertaining to the written entry and use as reference during the presentation.
- If time remains, the judge may ask questions pertaining to the proposal.
- Only visual aids that can be easily hand carried to the presentation by the actual participant(s) will be permitted. The participants themselves must set up the visuals. Wheeled carts, moving straps or similar items may not be used to bring visuals into the area. Set up time is included in the total presentation time. Participants must furnish their own materials and equipment. No electrical power or internet connection will be supplied. Alternate power sources such as small generators are not allowed. Sound may be used, as long as the volume is kept at a conversational level.
- Materials appropriate to the situation may be handed to or left with judges in all competitive events. Items of monetary value may be handed to but may not be left with judges. Items such as flyers, brochures, pamphlets and business cards may be handed to or left with the judge. No food or drinks allowed.
- If any of these rules are violated, the adult assistant must be notified by the judge.

## PRESENTATION JUDGING

Participants will make a 15-minute presentation to you. You are role-playing a loan officer or venture capitalist. You may refer to the written entry, or to notes, during the presentation.

At the beginning of the presentation (after introduction), the participants will describe the proposal and make the request for financing. Allow the participants to complete this portion without interruption, unless you are asked to respond. Each participant must take part in the presentation.

If time remains, you may ask questions that seem appropriate, based on your notes or on the written entry itself (to which you may refer during the presentation).

At the conclusion of the presentation, thank the participants. Then complete the Presentation Evaluation Form, making sure to record a score for all categories. The maximum score for the presentation is 40 points.



# INDEPENDENT BUSINESS PLAN

INDEPENDENT BUSINESS PLAN EIB

## WRITTEN ENTRY EVALUATION FORM

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

EXECUTIVE SUMMARY	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
1. One- to three-page description of the business model	0-1-2-3	4-5-6	7-8	9-10	
PROBLEM	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
2. Description of the top problems the product/service is addressing	0-1	2	3	4	
CUSTOMER SEGMENTS	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
3. Description of target customers	0-1	2	3	4	
UNIQUE VALUE PROPOSITION	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
4. Description of the single, clear, compelling message that states the unique value proposition	0-1	2	3	4	
SOLUTION	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
5. Description of the top features of the product/service that solve the problem	0-1	2	3	4	
CHANNELS	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
6. Descriptions of the pathways to customers	0-1	2	3	4	
REVENUE STREAM	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
7. Description of the revenue model and life time values	0-1	2	3	4	
COST STRUCTURE	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
8. Explanation of the customer acquisition costs, distribution costs, human resources costs and any additional costs	0-1	2	3	4	
DETAILED FINANCIALS	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
9. Projected income and expenses and proposed plan to meet capital needs	0-1-2-3	4-5-6	7-8	9-10	
KEY METRICS	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
10. Explanation of the key activities that must be measured	0-1	2	3	4	
COMPETITIVE ADVANTAGE	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
11. Explanation of why the product/service cannot be easily copied or bought	0-1	2	3	4	
CONCLUSION	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
12. Specific request for financing, summary of key points supporting the financial request	0-1	2	3	4	

WRITTEN ENTRY TOTAL POINTS (60)

JUDGE \_\_\_\_\_





# INDEPENDENT BUSINESS PLAN

INDEPENDENT BUSINESS PLAN EIB

## PRESENTATION EVALUATION FORM

PRESENTATION	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
1. Opening presentation and request: description of the business model; organization, clarity and effectiveness of the presentation	0-1	2-3	4	5	

TO WHAT EXTENT DID THE PARTICIPANTS:	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
2. Assess opportunities for venture creation	0-1	2-3	4	5	
3. Determine feasibility of venture ideas	0-1	2-3	4	5	
4. Assess start-up requirements	0-1	2-3	4	5	
5. Evaluate risk-taking opportunities	0-1	2-3	4	5	
6. Explain the complexity of business operations	0-1	2-3	4	5	
7. Determine relationships among total revenue, marginal revenue, output and profit	0-1	2-3	4	5	
8. Describe marketing functions and related activities	0-1	2-3	4	5	

PRESENTATION TOTAL POINTS (40)	
WRITTEN ENTRY (60)	
PRESENTATION (40)	
SUBTOTAL (100)	
LESS PENALTY POINTS	
TOTAL SCORE	

JUDGE \_\_\_\_\_



# INTERNATIONAL BUSINESS PLAN

## INTERNATIONAL BUSINESS PLAN IBP

The **International Business Plan** involves the development of a proposal to start a new business venture in an international setting. It may be a new business or a new product or service of an existing business. Any type of business may be used.

Participants in the International Business Plan will:

- apply entrepreneurship knowledge and skills in an international setting
- prepare a written proposal for a new business venture
- present the proposal in a role-playing interview

## ENTREPRENEURSHIP

### EVENT OVERVIEW

- This event consists of two major parts: the **written document** and the **oral presentation**. The written document will account for 60 points, and the oral presentation will account for the remaining 40 of the total 100 points.
- Each event entry will be composed of **one to three members** of the DECA chapter. All participants must present the project to the judge. All participants must respond to questions.
- The body of the written entry must be limited to **20 numbered pages**, including the appendix (if an appendix is attached), but excluding the title page and the table of contents.
- The **Written Event Statement of Assurances and Academic Integrity** must be signed and submitted with the entry. Do not include it in the page numbering.
- The oral presentation may be a maximum **15 minutes** in length, including time for judge's questions.
- The judge will evaluate the presentation, focusing on the effectiveness of public speaking and presentation skills and how well the participants respond to questions that the judge may ask during the presentation.

## KNOWLEDGE AND SKILLS DEVELOPED

Participants will demonstrate knowledge and skills needed to address the components of the project as described in the content outline and evaluation forms.

Participants will also develop many 21<sup>st</sup> Century Skills, in the following categories, desired by today's employers:

- Communication and Collaboration
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Flexibility and Adaptability
- Information Literacy
- Initiative and Self-direction
- Leadership and Responsibility
- Media Literacy
- Productivity and Accountability
- Social and Cross-cultural Skills

Many Common Core Standards for Mathematics and English Language Arts & Literacy are supported by participation in DECA's competitive events.

Crosswalks that show which 21<sup>st</sup> Century Skills are developed and which common core standards are supported by participating in each competitive event are available at [deca.org](http://deca.org).

## WRITTEN ENTRY GUIDELINES

The written entry must follow these specifications. Refer also to the Penalty Point Checklist and the Written Entry Evaluation Form.

**WRITTEN EVENT STATEMENT OF ASSURANCES AND ACADEMIC INTEGRITY.** This must be signed and submitted with the entry. Do **not** include it in the page numbering.

**TITLE PAGE.** The first page of the written entry is the title page. It must include in any order, but is not limited to, the following:

INTERNATIONAL BUSINESS PLAN  
Name of high school  
School address  
City, State/Province, ZIP/Postal Code  
Names of participants  
Date

Title page will **not** be numbered.

**TABLE OF CONTENTS.** The table of contents should follow the title page. The table of contents may be single-spaced and may be one or more pages long. The table of contents page(s) will **not** be numbered.

**BODY OF THE WRITTEN ENTRY.** The body of the written entry begins with Section I, Executive Summary, and continues in the sequence outlined here. The first page of the body is numbered “1” and all following pages are numbered in sequence. Page numbers continue through the bibliography (required) and the appendix (optional).

This outline must be followed. Points for each section are included on the Written Entry Evaluation Form. Each section must be titled, including the bibliography and the appendix.

### I. EXECUTIVE SUMMARY

One- to three-page summary of the business model

### II. ANALYSIS OF THE INTERNATIONAL BUSINESS SITUATION

- A. Economic, governmental and legal analysis of the trading country
  - 1. Describe the trading country’s economic system, economic information important to your proposed business/product/service, the level of foreign investment in that country
  - 2. Describe the trading country’s governmental structure and stability, how the government controls trade and private business
  - 3. Describe laws and/or governmental agencies that affect your business/product/service [i.e., labor laws, trade laws (origin country and the country of choice)]
- B. Trade area and cultural analysis
  - 1. Geographic and demographic information, important customs and traditions, other pertinent cultural information, competitive advantages and disadvantages of the proposed product and/or service
  - 2. Analysis of the potential location—importance and requirements of each trade document required by the origin country and the country of choice

### III. PROBLEM

Describe the top problems the product/service is addressing.

### IV. CUSTOMER SEGMENTS

Who are the target customers? Describe the target market (age, income level, population estimate, other specific demographic and economic information), customer buying behavior related to the proposed product and/or service

### V. UNIQUE VALUE PROPOSITION

What is the single, clear, compelling message that states why your product/service is different and worth buying?

### VI. SOLUTION

What are the top features of the product/service that solve the problem?

### VII. CHANNELS

What are the pathways to customers?

### VIII. REVENUE STREAMS

What is the revenue model and what are the lifetime values?

### IX. COST STRUCTURE

What are the customer acquisition costs, distribution costs, human resources costs, and other additional costs?



1 to 3  
PARTICIPANTS



PAGES  
ALLOWED



PRESENTATION  
TIME

## **X. DETAILED FINANCIALS**

- A. Projected income and expenses (The following items are recommended for inclusion. You may select the appropriate items for your business.)
- Projected income statements by month for the first year's operation (sales, expenses, profit/loss)
  - Projected cash flow for the first year
  - Projected cash flow by month for the first year's operation
  - Projected balance sheet, end of first year
  - Projected three-year plan
  - A brief narrative description of the planned growth of the proposed business, including financial resources and needs
- B. Proposed plan to meet capital needs (The following are recommended items for inclusion. You may select the appropriate items for your business.)
- Personal and internal sources
  - Earnings, short-term and long-term borrowing, long-term equity
  - External sources
  - Plan to repay borrowed funds or provide return on investment to equity funds

## **XI. KEY METRICS**

What are the key activities that must be measured?

## **XII. COMPETITIVE ADVANTAGE**

What about the product/service means that it cannot be easily copied or bought?

## **XIII. CONCLUSION**

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

## **XIV. BIBLIOGRAPHY**

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

## **XV. APPENDIX**

An appendix is optional. If additional material is appended, all pages must be numbered as noted previously. Include in an appendix any exhibits appropriate to the written entry, but not important enough to include in the body. These might include sample questionnaires used, letters sent and received, general background data, minutes of meetings, etc.

## PENALTY POINT CHECKLIST

In addition to the Written Entry Guidelines, participants must observe all of the standards on the Penalty Point Checklist on page 54. These standards are designed to make competition as fair as possible.

## PRESENTATION GUIDELINES

- Prior to the presentation, the judge will evaluate the written portion of the entry. The major emphasis of the written entry is on the content. Drawings, illustrations and graphic presentations (where allowed) will be judged for clarity, not artistic value.
- The participants have been asked to prepare a proposal for a new business venture in an international setting.
- Playing the role of a business executive, the judge will evaluate the written document and then interview the participants, as if he/she were actually going to approve (or disapprove) the proposal.
- The participants will present the plan to the judge in a 15-minute presentation worth 40 points. (See Presentation Judging.)
- The presentation begins immediately after the introduction of the participants to the judge by the adult assistant. Each participant must take part in the presentation.
- Each participant may bring a copy of the written entry or note cards pertaining to the written entry and use as reference during the presentation.
- If time remains, the judge may ask questions pertaining to the project.
- Only visual aids that can be easily hand carried to the presentation by the actual participant(s) will be permitted. The participants themselves must set up the visuals. Wheeled carts, moving straps or similar items may not be used to bring visuals into the area. Set up time is included in the total presentation time. Participants must furnish their own materials and equipment. No electrical power or internet connection will be supplied. Alternate power sources such as small generators are not allowed. Sound may be used, as long as the volume is kept at a conversational level.
- Materials appropriate to the situation may be handed to or left with judges in all competitive events. Items of monetary value may be handed to but may not be left with judges. Items such as flyers, brochures, pamphlets and business cards may be handed to or left with the judge. No food or drinks allowed.
- If any of these rules are violated, the adult assistant must be notified by the judge.

## PRESENTATION JUDGING

Participants will make a 15-minute presentation to you. You are role-playing a business executive. You may refer to the written entry, or to notes, during the presentation.

At the beginning of the presentation (after introductions), the participants will describe the proposal and make the request for approval. Allow the participants to complete this portion without interruption, unless you are asked to respond. Each participant must take part in the presentation.

If time remains, you may ask questions that seem appropriate, based on your notes or on the written entry itself (to which you may refer during the presentation).

At the conclusion of the presentation, thank the participants. Then complete the Presentation Evaluation Form, making sure to record a score for all categories. The maximum score for the presentation is 40 points.





# INTERNATIONAL BUSINESS PLAN

INTERNATIONAL BUSINESS PLAN IBP

## WRITTEN ENTRY EVALUATION FORM

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

EXECUTIVE SUMMARY	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
1. One- to three-page description of the business model	0-1-2-3	4-5-6	7-8	9-10	
ANALYSIS OF THE INTERNATIONAL BUSINESS SITUATION	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
2. Description of economic, political and legal analysis; trade area and cultural analysis	0-1	2	3	4	
PROBLEM	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
3. Description of the problems the product/service is addressing	0-1	2	3	4	
CUSTOMER SEGMENTS	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
4. Description of target customers	0-1	2	3	4	
UNIQUE VALUE PROPOSITION	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
5. Description of the single, clear, compelling message that states the unique value proposition	0-1	2	3	4	
SOLUTION	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
6. Description of the top features of the product/service that solve the problem	0-1	2	3	4	
CHANNELS	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
7. Descriptions of the pathways to customers	0-1	2	3	4	
REVENUE STREAM	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
8. Description of the revenue model and lifetime values	0-1	2	3	4	
COST STRUCTURE	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
9. Explanation of the customer acquisition costs, distribution costs, human resources costs and any additional costs	0-1	2-3	4	5	
DETAILED FINANCIALS	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
10. Projected income and expenses and proposed plan to meet capital needs	0-1	2-3	4	5	
KEY METRICS	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
11. Explanation of the key activities that must be measured	0-1	2	3	4	
COMPETITIVE ADVANTAGE	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
12. Explanation of why the product/service cannot be easily copied or bought	0-1	2	3	4	
CONCLUSION	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
13. Specific request for financing, summary of key points supporting the financial request	0-1	2	3	4	

WRITTEN ENTRY TOTAL POINTS (60)

JUDGE \_\_\_\_\_



# INTERNATIONAL BUSINESS PLAN

INTERNATIONAL BUSINESS PLAN IBP

## PRESENTATION EVALUATION FORM

PRESENTATION	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
1. Opening presentation and request: description of the business model; organization, clarity and effectiveness of the presentation	0-1	2-3	4	5	

TO WHAT EXTENT DID THE PARTICIPANTS:	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
2. Assess opportunities for venture creation	0-1	2-3	4	5	
3. Determine feasibility of venture ideas	0-1	2-3	4	5	
4. Describe market-entry strategies for conducting business internationally	0-1	2-3	4	5	
5. Evaluate risk-taking opportunities	0-1	2-3	4	5	
6. Explain the complexity of business operations	0-1	2-3	4	5	
7. Determine relationships among total revenue, marginal revenue, output and profit	0-1	2-3	4	5	
8. Describe marketing functions and related activities	0-1	2-3	4	5	

PRESENTATION TOTAL POINTS (40)	
WRITTEN ENTRY (60)	
PRESENTATION (40)	
SUBTOTAL (100)	
LESS PENALTY POINTS	
TOTAL SCORE	

JUDGE \_\_\_\_\_



# BUSINESS GROWTH PLAN

## BUSINESS GROWTH PLAN EBG

The **Business Growth Plan** involves strategy development needed to grow an existing business owned by a current DECA member. Options may include franchising, expanding into new markets, opening a second location, licensing agreements, merging with or acquiring another business, diversifying product lines, forming strategic alliances with other businesses, expanding to the internet, etc.

Participants in the Business Growth Plan will:

- analyze their current business operations
- prepare a written proposal identifying opportunities to grow and expand the business
- present the proposal in a role-playing interview

**All participants must be documented owners/operators of the business.** A parents' business does not qualify.

Examples of sufficient documentation of ownership include items that clearly list the name(s) of the owner(s)/operator(s) such as:

- notarized affidavit of ownership
- business licenses
- certificates of insurance
- tax filings
- local business permits

Examples of insufficient documentation of ownership include items that are less official such as:

- webpages
- business cards
- promotional materials

## ENTREPRENEURSHIP

### EVENT OVERVIEW

- This event consists of two major parts: the **written document** and the **oral presentation**. The written document will account for 60 points, and the oral presentation will account for the remaining 40 of the total 100 points.
- Each event entry will be composed of **one to three members** of the DECA chapter. All participants must present the project to the judge. All participants present must respond to questions. **All participants must be documented owners/operators of the business.**
- The body of the written entry must be limited to **20 numbered pages**, including the appendix (if an appendix is attached), but excluding the proof of ownership documentation, title page and the table of contents.
- The **Written Event Statement of Assurances and Academic Integrity** must be signed and submitted with the entry. Do not include it in the page numbering.
- The oral presentation may be a maximum **15 minutes** in length, including time for judge's questions.
- The judge will evaluate the presentation, focusing on the effectiveness of public speaking and presentation skills and how well the participants respond to questions that the judge may ask during the presentation.

## KNOWLEDGE AND SKILLS DEVELOPED

Participants will demonstrate knowledge and skills needed to address the components of the project as described in the content outline and evaluation forms.

Participants will also develop many 21<sup>st</sup> Century Skills, in the following categories, desired by today's employers:

- Communication and Collaboration
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Flexibility and Adaptability
- Information Literacy
- Initiative and Self-direction
- Leadership and Responsibility
- Media Literacy
- Productivity and Accountability
- Social and Cross-cultural Skills

Many Common Core Standards for Mathematics and English Language Arts & Literacy are supported by participation in DECA's competitive events.

Crosswalks that show which 21<sup>st</sup> Century Skills are developed and which common core standards are supported by participating in each competitive event are available at [deca.org](http://deca.org).

## WRITTEN ENTRY GUIDELINES

The written entry must follow these specifications. Refer also to the Penalty Point Checklist and the Written Entry Evaluation Form.

**WRITTEN EVENT STATEMENT OF ASSURANCES AND ACADEMIC INTEGRITY.** This must be signed and submitted with the entry. Do **not** include it in the page numbering.

**TITLE PAGE.** The first page of the written entry is the title page. It must include in any order, but is not limited to, the following:

BUSINESS GROWTH PLAN  
Name of high school  
School address  
City, State/Province, ZIP/Postal Code  
Names of participants  
Date

Title page will **not** be numbered.

**TABLE OF CONTENTS.** The table of contents should follow the title page. The table of contents may be single-spaced and may be one or more pages long. The table of contents page(s) will **not** be numbered.

**BODY OF THE WRITTEN ENTRY.** The body of the written entry begins with Section I, Executive Summary, and continues in the sequence outlined here. The first page of the body is numbered “1” and all following pages are numbered in sequence. Page numbers continue through the bibliography (required) and the appendix (optional).

This outline must be followed. Points for each section are included on the Written Entry Evaluation Form. Each section must be titled, including the bibliography and the appendix.

### I. EXECUTIVE SUMMARY

One- to three-page description of the plan

### II. INTRODUCTION

- A. Type of business owned and operated and a description of the current business operations
- B. Products and/or services offered
- C. Unique characteristics of the business

### III. SWOT ANALYSIS

- A. Strengths of the business
- B. Weaknesses of the business
- C. Opportunities available for the business
- D. Threats to the business

### IV. FIVE YEAR PLAN TO GROW AND EXPAND THE BUSINESS

- A. Expansion opportunities
- B. New market analysis
- C. Marketing plan

### V. FINANCING PLAN

- A. Current financial situation, including financial documents
- B. Fixed overhead and cost of operations
- C. Capital needed for expansion opportunities
- D. Time to achieve profitability

### VI. CONCLUSION

Summary of key points

### VII. BIBLIOGRAPHY

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

### VIII. APPENDIX

An appendix is optional. If additional material is appended, all pages must be numbered as noted previously. Include in an appendix any exhibits appropriate to the written entry, but not important enough to include in the body. These might include sample questionnaires used, letters sent and received, general background data, minutes of meetings, etc.

#### PROOF OF OWNERSHIP DOCUMENT (REQUIRED)

Documentation to verify student ownership/operation. Pages in this section do not count towards the 20 numbered pages. Do not number these pages. **All participants must be documented owners/operators of the business.**



1 to 3  
PARTICIPANTS



PAGES  
ALLOWED  
PLUS PROOF OF  
OWNERSHIP



PRESENTATION  
TIME

## PENALTY POINT CHECKLIST

In addition to the Written Entry Guidelines, participants must observe all of the standards on the Penalty Point Checklist on page 54. These standards are designed to make competition as fair as possible.

## PRESENTATION GUIDELINES

- Prior to the presentation, the judge will evaluate the written portion of the entry. The major emphasis of the written entry is on the content. Drawings, illustrations and graphic presentations (where allowed) will be judged for clarity, not artistic value.
- The participants will present the project to the judge in a 15-minute presentation worth 40 points. (See Presentation Judging.)
- The presentation begins immediately after the introduction of the participants to the judge by the adult assistant. Each participant must take part in the presentation.
- Each participant may bring a copy of the written entry or note cards pertaining to the written entry and use as reference during the presentation.
- If time remains, the judge may ask questions pertaining to the proposal.
- Only visual aids that can be easily hand carried to the presentation by the actual participant(s) will be permitted. The participants themselves must set up the visuals. Wheeled carts, moving straps or similar items may not be used to bring visuals into the area. Set up time is included in the total presentation time. Participants must furnish their own materials and equipment. No electrical power or internet connection will be supplied. Alternate power sources such as small generators are not allowed. Sound may be used, as long as the volume is kept at a conversational level.
- Materials appropriate to the situation may be handed to or left with judges in all competitive events. Items of monetary value may be handed to but may not be left with judges. Items such as flyers, brochures, pamphlets and business cards may be handed to or left with the judge. No food or drinks allowed.
- If any of these rules are violated, the adult assistant must be notified by the judge.

## PRESENTATION JUDGING

Participants will make a 15-minute presentation to you. You may refer to the written entry, or to notes, during the presentation.

At the beginning of the presentation (after introduction), the participant will describe the proposal and make the request for financing. Allow the participants to complete this portion without interruption, unless you are asked to respond. Each participant must take part in the presentation.

If time remains, you may ask questions that seem appropriate, based on your notes or on the written entry itself (to which you may refer during the presentation).

At the conclusion of the presentation, thank the participants. Then complete the Presentation Evaluation Form, making sure to record a score for all categories. The maximum score for the presentation is 40 points.





# DECA

## BUSINESS GROWTH PLAN

BUSINESS GROWTH PLAN EBG

### WRITTEN ENTRY EVALUATION FORM

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

EXECUTIVE SUMMARY	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
1. One- to three-page description of the plan	0-1-2-3	4-5-6	7-8	9-10	

INTRODUCTION	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
2. Type of business owned and operated and description of the current business operations	0	1	2	3	
3. Description of the products and/or services offered	0	1	2	3	
4. Unique characteristics of the business	0	1	2	3	

SWOT ANALYSIS	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
5. Strengths of the business	0	1	2	3	
6. Weaknesses of the business	0	1	2	3	
7. Opportunities available for the business	0	1	2	3	
8. Threats to the business	0	1	2	3	

FIVE YEAR PLAN TO GROW & EXPAND THE BUSINESS	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
9. Expansion opportunities	0-1	2	3	4	
10. New market analysis	0-1	2	3	4	
11. Marketing plan	0	1	2	3	

FINANCING PLAN	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
12. Current financial situation	0	1	2	3	
13. Fixed overhead and cost of operations	0	1	2	3	
14. Capital needed for expansion opportunities	0	1	2	3	
15. Time to achieve profitability	0	1	2	3	

CONCLUSION	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
16. Summary of key points	0	1	2	3	

APPEARANCE AND WORD USAGE	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
17. Professional layout, neatness, proper grammar, spelling and word usage	0	1	2	3	

WRITTEN ENTRY TOTAL POINTS (60)

JUDGE \_\_\_\_\_



# BUSINESS GROWTH PLAN

BUSINESS GROWTH PLAN EBG

## PRESENTATION EVALUATION FORM

PRESENTATION	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
1. Opening presentation; description of the plan; organization, clarity and effectiveness of the presentation	0-1-2	3-4	5-6	7-8	

TO WHAT EXTENT DID THE PARTICIPANTS:	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
2. Create processes for ongoing opportunity recognition	0-1-2	3-4	5-6	7-8	
3. Develop plan to invest resources into improving current products or creating new ones	0-1-2	3-4	5-6	7-8	
4. Assess risks associated with the venture	0-1-2	3-4	5-6	7-8	
5. Determine relationships among total revenue, marginal revenue, output and profit	0-1-2	3-4	5-6	7-8	

PRESENTATION TOTAL POINTS (40)	
WRITTEN ENTRY (60)	
PRESENTATION (40)	
SUBTOTAL (100)	
LESS PENALTY POINTS	
TOTAL SCORE	

JUDGE: \_\_\_\_\_



# FRANCHISE BUSINESS PLAN

## FRANCHISE BUSINESS PLAN EFB

The **Franchise Business Plan** involves the development of a comprehensive business plan proposal to buy into an existing franchise.

Participants in the Franchise Business Plan will:

- prepare a written proposal for becoming a franchisee
- present the proposal in a role-playing interview



## ENTREPRENEURSHIP

### EVENT OVERVIEW

- This event consists of two major parts: the **written document** and the **oral presentation**. The written document will account for 60 points, and the oral presentation will account for the remaining 40 of the total 100 points.
- Each event entry will be composed of **one to three members** of the DECA chapter. All participants must present the project to the judge. All participants must respond to questions.
- The body of the written entry must be limited to **20 numbered pages**, including the appendix (if an appendix is attached), but excluding the title page and the table of contents.
- The **Written Event Statement of Assurances and Academic Integrity** must be signed and submitted with the entry. Do not include it in the page numbering.
- The oral presentation may be a maximum of **15 minutes** in length, including time for judge's questions.
- The judge will evaluate the presentation, focusing on the effectiveness of public speaking and presentation skills and how well the participants respond to questions that the judge may ask during the presentation.

## KNOWLEDGE AND SKILLS DEVELOPED

Participants will demonstrate knowledge and skills needed to address the components of the project as described in the content outline and evaluation forms.

Participants will also develop many 21<sup>st</sup> Century Skills, in the following categories, desired by today's employers:

- Communication and Collaboration
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Flexibility and Adaptability
- Information Literacy
- Initiative and Self-direction
- Leadership and Responsibility
- Media Literacy
- Productivity and Accountability
- Social and Cross-cultural Skills

Many Common Core Standards for Mathematics and English Language Arts & Literacy are supported by participation in DECA's competitive events.

Crosswalks that show which 21<sup>st</sup> Century Skills are developed and which common core standards are supported by participating in each competitive event are available at [deca.org](http://deca.org).

## WRITTEN ENTRY GUIDELINES

The written entry must follow these specifications. Refer also to the Penalty Point Checklist and the Written Entry Evaluation Form.

**WRITTEN EVENT STATEMENT OF ASSURANCES AND ACADEMIC INTEGRITY.** This must be signed and submitted with the entry. Do **not** include it in the page numbering.

**TITLE PAGE.** The first page of the written entry is the title page. It must include in any order, but is not limited to, the following:

FRANCHISE BUSINESS PLAN

Name of high school

School address

City, State/Province, ZIP/Postal Code

Names of participants

Date

Title page will **not** be numbered.

**TABLE OF CONTENTS.** The table of contents should follow the title page. The table of contents may be single-spaced and may be one or more pages long. The table of contents page(s) will **not** be numbered.

**BODY OF THE WRITTEN ENTRY.** The body of the written entry begins with Section I, Executive Summary, and continues in the sequence outlined here. The first page of the body is numbered “1” and all following pages are numbered in sequence. Page numbers continue through the bibliography (required) and the appendix (optional).

This outline must be followed. Points for each section are included on the Written Entry Evaluation Form. Each section must be titled, including the bibliography and the appendix.

### I. EXECUTIVE SUMMARY

One- to three-page summary of the business model

### II. BUSINESS HISTORY, BACKGROUND AND OBJECTIVES

- A. Describe the company you wish to purchase franchise rights for
- B. List your short-term (next 12 months) and long term objectives
- C. Describe the company’s major successes and achievements to date
- D. Describe the company’s challenges and obstacles
- E. Describe the requirements to franchise

### III. BUSINESS ENVIRONMENT

Describe how environmental factors such as the local, national, or international economy, changes in population, interest rates, changes in levels of employment, etc. may affect your business

### IV. PRODUCTS AND/OR SERVICES

- A. List and describe the products and/or services offered

### V. PRESENT MARKET

- A. Describe the present market (geographic location of your potential customers, types of customers)
- B. Describe the growth potential in your market
- C. Describe the current pricing policy
- D. If the business is seasonal, explain how the company adjusts to seasonal factors

### VI. COMPETITION

- A. List the company’s primary competitors in your market. Identify their strengths and weaknesses
- B. List the advantages the company has compared to its primary competitors
- C. List the disadvantages the company has compared to its primary competitors

### VII. MARKETING PLAN

- A. Describe the company’s existing marketing techniques, strategies and tools
- B. Describe the marketing techniques, strategies, and tools you will use in the future to promote the business



1 to 3  
PARTICIPANTS



PAGES  
ALLOWED



PRESENTATION  
TIME

**VIII. MANAGEMENT AND ORGANIZATION**

- A. Describe your management team and its strengths and weaknesses
- B. Describe your plan to further develop your management team
- C. Describe your management succession plan—who will take over in the event of the incapacity or continued absence of any owner or key employee?
- D. Describe the need for, and how you will obtain, additional management personnel based on present and projected sales

**IX. BUSINESS RESOURCES**

- A. List the major operating equipment that you will purchase or lease
- B. List major suppliers, location and payment terms
- C. Identify other outside resources used or needed to fulfill customer requirements
- D. Describe quality control procedures
- E. Describe the availability of skilled labor to meet your company needs
- F. Describe the type and extent of necessary training that will be required to upgrade the skills of labor and administrative employees and the estimated cost
- G. Projected number of full-time and part-time employees
- H. Organizational chart

**X. FINANCIAL PLAN AND DATA**

- A. Describe the company's sales and profit trends
- B. Outline your strategy and timing for obtaining capital
- C. Two-year projected operating statement
- D. One-year projected cash flow statement

**XI. CONCLUSION**

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

**XII. BIBLIOGRAPHY**

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

**XIII. APPENDIX**

An appendix is optional. Include in the appendix any exhibits appropriate to the written entry but not important enough to include in the body; these might include sample questionnaires used, letters sent and received, general background data, minutes of meetings, etc.



## PENALTY POINT CHECKLIST

In addition to the Written Entry Guidelines, participants must observe all of the standards on the Penalty Point Checklist on page 54. These standards are designed to make competition as fair as possible.

## PRESENTATION GUIDELINES

- Prior to the presentation, the judge will evaluate the written portion of the entry. The major emphasis of the written entry is on the content. Drawings, illustrations and graphic presentations (where allowed) will be judged for clarity, not artistic value.
- The participants will present the project to the judge in a 15-minute presentation worth 40 points. (See Presentation Judging.)
- The presentation begins immediately after the introduction of the participants to the judge by the adult assistant. Each participant must take part in the presentation.
- Each participant may bring a copy of the written entry or note cards pertaining to the written entry and use as reference during the presentation.
- If time remains, the judge may ask questions pertaining to the proposal.
- Only visual aids that can be easily hand carried to the presentation by the actual participant(s) will be permitted. The participants themselves must set up the visuals. Wheeled carts, moving straps or similar items may not be used to bring visuals into the area. Set up time is included in the total presentation time. Participants must furnish their own materials and equipment. No electrical power or internet connection will be supplied. Alternate power sources such as small generators are not allowed. Sound may be used, as long as the volume is kept at a conversational level.
- Materials appropriate to the situation may be handed to or left with judges in all competitive events. Items of monetary value may be handed to but may not be left with judges. Items such as flyers, brochures, pamphlets and business cards may be handed to or left with the judge. No food or drinks allowed.
- If any of these rules are violated, the adult assistant must be notified by the judge.

## PRESENTATION JUDGING

Participants will make a 15-minute presentation to you. As the judge, you are to assume the role of a potential source of capital for the business. You may refer to the written entry, or to notes, during the presentation.

At the beginning of the presentation (after introductions), the participants will present the proposal. Allow the participants to complete this portion without interruption, unless you are asked to respond. Each participant must take part in the presentation.

If time remains, you may ask questions that seem appropriate, based on your notes or on the written entry itself (to which you may refer during the presentation).

At the conclusion of the presentation, thank the participants. Then complete the Presentation Evaluation Form, making sure to record a score for all categories. The maximum score for the evaluation is 40 points.



# FRANCHISE BUSINESS PLAN

FRANCHISE BUSINESS PLAN EFB

## WRITTEN ENTRY EVALUATION FORM

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

<b>EXECUTIVE SUMMARY</b>	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
1. One- to three-page description of the business model	0-1-2-3	4-5-6	7-8	9-10	
<b>BUSINESS HISTORY, BACKGROUND AND OBJECTIVE</b>	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
2. Description of the company, objectives, company successes and challenges and requirements to franchise	0-1	2-3	4	5	
<b>BUSINESS ENVIRONMENT</b>	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
3. Description of how environmental factors may affect the business	0-1	2-3	4	5	
<b>PRODUCTS AND/OR SERVICES</b>	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
4. List of and descriptions of the products and/or services offered	0-1	2-3	4	5	
<b>PRESENT MARKET</b>	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
5. Description of the present market, growth potential and pricing policy	0-1	2-3	4	5	
<b>COMPETITION</b>	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
6. List of the company's primary competitors in the market and identification of their strengths and weaknesses	0-1	2-3	4	5	
<b>MARKETING PLAN</b>	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
7. Description of existing and future marketing techniques and strategies	0-1	2-3	4	5	
<b>MANAGEMENT AND ORGANIZATION</b>	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
8. Description of the management team, management team development plan, succession plan, and the need for additional personnel	0-1	2-3	4	5	
<b>BUSINESS RESOURCES</b>	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
9. Identified major operating equipment, major suppliers, payment terms, outside resources, quality control procedures, availability of skilled labor, training needs, number of full-time and part-time employees, and developed an organizational chart	0-1	2-3	4	5	
<b>FINANCIAL PLAN AND DATA</b>	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
10. • Description of the company's sales and profit trends • Outline of strategy and timing for obtaining capital • Two-year projected operating statement • One-year projected cash flow statement	0-1	2-3	4	5	
<b>CONCLUSION</b>	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
11. Specific request for financing, summary of key points supporting the financial request	0-1	2-3	4	5	

WRITTEN ENTRY TOTAL POINTS (60)

JUDGE \_\_\_\_\_



# FRANCHISE BUSINESS PLAN

FRANCHISE BUSINESS PLAN EFB

## PRESENTATION EVALUATION FORM

PRESENTATION	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
1. Opening presentation; description of the plan; organization, clarity and effectiveness of the presentation	0-1	2-3	4	5	

TO WHAT EXTENT DID THE PARTICIPANTS:	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
2. Assess opportunities for venture creation	0-1	2-3	4	5	
3. Determine feasibility of venture ideas	0-1	2-3	4	5	
4. Assess start-up requirements	0-1	2-3	4	5	
5. Evaluate risk-taking opportunities	0-1	2-3	4	5	
6. Explain the complexity of business operations	0-1	2-3	4	5	
7. Determine relationships among total revenue, marginal revenue, output and profit	0-1	2-3	4	5	
8. Describe marketing functions and related activities	0-1	2-3	4	5	

PRESENTATION TOTAL POINTS (40)	
WRITTEN ENTRY (60)	
PRESENTATION (40)	
SUBTOTAL (100)	
LESS PENALTY POINTS	
TOTAL SCORE	

JUDGE: \_\_\_\_\_



# INTEGRATED MARKETING CAMPAIGN EVENTS

INTEGRATED MARKETING CAMPAIGN—EVENT **IMCE**

INTEGRATED MARKETING CAMPAIGN—PRODUCT **IMCP**

*Sponsored by Fashion Institute of Design and Merchandising*

INTEGRATED MARKETING CAMPAIGN—SERVICE **IMCS**

FIDM

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

Participants in the Integrated Marketing Campaign Events will:

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

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

## CAREER CLUSTERS + DEFINITIONS

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

### MARKETING

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

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

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

## EVENT OVERVIEW

- This event consists of the **written document**, the **cluster exam** and the **oral presentation**. The maximum score for the written entry and presentation evaluation is 100 points. The combined written entry and presentation score will be weighted twice (2 times) the value of the exam score. The exam score carries forward into the final round of competition.
- Each event entry will be composed of **one to three members** of the DECA chapter. All participants must present the campaign to the judge. All participants must respond to questions.
- Each participant will be given a 100-question, multiple-choice, **cluster exam** testing knowledge of the Business Administration Core performance indicators and the Marketing Cluster performance indicators. In the case of team entries, the scores of each participant will be averaged to produce a single team score.
- The body of the written entry must be limited to **10 numbered pages**, including the appendix (if an appendix is attached), but excluding the title page and the table of contents.
- The **Written Event Statement of Assurances and Academic Integrity** must be signed and submitted with the entry. Do not include it in the page numbering.
- The oral presentation may be a maximum of **15 minutes** in length, including time for judge's questions.
- The judge will evaluate the presentation focusing on the effectiveness of public speaking and presentation skills, how well the participants respond to questions that the judge may ask during the presentation.

## KNOWLEDGE AND SKILLS DEVELOPED

Participants will demonstrate knowledge and skills needed to address the components of the project as described in the content outline and evaluation forms.

Participants will also develop many 21<sup>st</sup> Century Skills, in the following categories, desired by today's employers:

- Communication and Collaboration
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Flexibility and Adaptability
- Information Literacy
- Initiative and Self-direction
- Leadership and Responsibility
- Media Literacy
- Productivity and Accountability
- Social and Cross-cultural Skills

Many Common Core Standards for Mathematics and English Language Arts & Literacy are supported by participation in DECA's competitive events.

Crosswalks that show which 21<sup>st</sup> Century Skills are developed and which common core standards are supported by participating in each competitive event are available at [deca.org](http://deca.org).

## WRITTEN ENTRY GUIDELINES

The written entry must follow these specifications. Refer also to the Penalty Point Checklist and the Written Entry Evaluation Form.

**WRITTEN EVENT STATEMENT OF ASSURANCES AND ACADEMIC INTEGRITY.** This must be signed and submitted with the entry. Do **not** include it in the page numbering.

**TITLE PAGE.** The first page of the written entry is the title page. It must include in any order, but is not limited to, the following:

NAME OF THE EVENT (one of the following):

- INTEGRATED MARKETING CAMPAIGN–EVENT
- INTEGRATED MARKETING CAMPAIGN–PRODUCT
- INTEGRATED MARKETING CAMPAIGN–SERVICE

Name of high school

School address

City, State/Province, ZIP/Postal Code

Names of participants

Date

Title page will **not** be numbered.

**TABLE OF CONTENTS.** The table of contents should follow the title page. The table of contents may be single-spaced and may be one or more pages long. The table of contents page(s) will **not** be numbered.

**BODY OF THE WRITTEN ENTRY.** The body of the written entry begins with Section I, Executive Summary, and continues in the sequence outlined here. The first page of the body is numbered “1” and all following pages are numbered in sequence. Page numbers continue through the bibliography (required) and the appendix (optional).

This outline must be followed. Points for each section are included on the Written Entry Evaluation Form. Each section must be titled, including the bibliography and the appendix.

### I. EXECUTIVE SUMMARY

One-page description of the campaign which should be no more than 45 days in length

### II. DESCRIPTION OF THE EVENT, PRODUCT OR SERVICE

### III. CAMPAIGN OBJECTIVES

### IV. CAMPAIGN TARGET MARKET

### V. CAMPAIGN ACTIVITIES AND SCHEDULE

Include creative samples of marketing pieces suggested

### VI. BUDGET

Detailed projections of actual cost

### VII. KEY METRICS

### VIII. BIBLIOGRAPHY

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

### IX. APPENDIX

An appendix is optional. Include in an appendix any exhibits appropriate to the written entry but not important enough to include in the body.



1 to 3  
PARTICIPANTS



MARKETING  
CLUSTER EXAM



PAGES  
ALLOWED



PRESENTATION  
TIME



## PENALTY POINT CHECKLIST

In addition to the Written Entry Guidelines, participants must observe all of the standards on the Penalty Point Checklist on page 54. These standards are designed to make competition as fair as possible.

## PRESENTATION GUIDELINES

- The major emphasis of the written entry is on the content. Drawings, illustrations and graphic presentations (where allowed) will be judged for clarity, not artistic value.
- The participants will present to the judge in a 15-minute presentation worth 100 points. (See Presentation Judging.)
- The presentation begins immediately after the introduction of the participants to the judge by the adult assistant. Each participant must take part in the presentation.
- Each participant may bring a copy of the written entry or note cards pertaining to the written entry and use as reference during the presentation.
- If time remains, the judge may ask questions pertaining to the campaign.
- Only visual aids that can be easily hand carried to the presentation by the actual participant(s) will be permitted. The participants themselves must set up the visuals. Wheeled carts, moving straps or similar items may not be used to bring visuals into the area. Set up time is included in the total presentation time. Participants must furnish their own materials and equipment. No electrical power or internet connection will be supplied. Alternate power sources such as small generators are not allowed. Sound may be used, as long as the volume is kept at a conversational level.
- Materials appropriate to the situation may be handed to or left with judges in all competitive events. Items of monetary value may be handed to but may not be left with judges. Items such as flyers, brochures, pamphlets and business cards may be handed to or left with the judge. No food or drinks allowed.
- If any of these rules are violated, the adult assistant must be notified by the judge.

## PRESENTATION JUDGING

Participants will make a 15-minute presentation to you. As the judge, you are to assume the role of a client who will assess the participants' campaign proposals. You may refer to the written entry, or to your notes, during the presentation.

At the beginning of the presentation (after introductions), the participants will present the proposal. Allow the participants to complete this portion without interruption, unless you are asked to respond. Each participant must take part in the presentation.

If time remains, you may ask questions that seem appropriate, based on your notes or on the written entry itself (to which you may refer during the presentation).

At the conclusion of the presentation, thank the participants. Then complete the Presentation Evaluation Form, making sure to record a score for all categories. The maximum score for the evaluation is 100 points.



# INTEGRATED MARKETING CAMPAIGN EVENTS

INTEGRATED MARKETING CAMPAIGN—EVENT **IMCE**

INTEGRATED MARKETING CAMPAIGN—PRODUCT **IMCP**

INTEGRATED MARKETING CAMPAIGN—SERVICE **IMCS**

## WRITTEN ENTRY AND PRESENTATION EVALUATION FORM

	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
1. Executive Summary: One-page description provides a clear overview of the campaign	0-1-2-3	4-5-6	7-8	9-10	
2. The description of the event, product or service, and business is clearly defined	0-1	2-3	4-5	6	
3. Objectives are defined and referenced throughout the campaign	0-1-2	3-4-5	6	7-8	
4. The target market is clearly analyzed	0-1	2-3	4-5	6	
5. The campaign activities are realistic, show evidence of marketing knowledge, and are research based	0-1-2-3	4-5-6-7	8-9-10	11-12	
6. Unifying theme is evident in all campaign activities	0-1	2-3	4-5	6	
7. Provides high-quality appropriate and creative samples of key marketing pieces suggested	0-1-2-3	4-5-6	7-8	9-10	
8. Campaign schedule is cohesive and plan is no more than 45 days long	0-1-2	3-4-5	6	7-8	
9. The budget is realistic for the campaign and all costs that would be incurred have been considered	0-1-2	3-4-5	6	7-8	
10. Key metrics are well thought out and appropriate for the campaign	0-1-2	3-4-5	6	7-8	
11. The campaign shows evidence of creativity and originality	0-1-2	3-4-5	6	7-8	
12. The written entry is well-organized, professional, and presented in a logical manner	0-1	2-3	4	5	
13. Overall performance: professional appearance, poise, confidence, presentation technique, effective use of visuals, professionalism of participants, participation by each participant	0-1	2-3	4	5	

TOTAL POINTS (100)

LESS PENALTY POINTS

TOTAL SCORE

JUDGE \_\_\_\_\_



# PROFESSIONAL SELLING AND CONSULTING EVENTS

FINANCIAL CONSULTING FCE

HOSPITALITY AND TOURISM PROFESSIONAL SELLING HTPS

PROFESSIONAL SELLING PSE

The **Professional Selling and Consulting Events** provide an opportunity for participants to demonstrate skills needed for a career in sales and/or consulting. Participants will organize and deliver a sales presentation or consultation for one or more products/services/customers.

The guidelines for each of the Professional Selling and Consulting Events have been consolidated to facilitate coordination of participant activities in each of the career categories. This means the evaluation form will be the same for each career category. However, each career category will deliver a sales presentation or consultation for a different product or customer described below in the “Products/Services and Target Customer Descriptions” section.

## 2020 PRODUCTS/SERVICES AND TARGET CUSTOMER DESCRIPTIONS

New products, services, and target market customers (prospects) will be identified annually. The participant will research an actual company that he/she represents and real product(s)/service(s) to be presented. The participant will also research the target customer that the product/service will be presented to. Then the participant will present the product(s)/service(s) using the steps in the selling/consulting process to meet the needs of the customer (prospect).

### \$ FINANCE

**Financial Consulting:** For 2019-2020 you will assume the role of a financial consultant. A client has scheduled a meeting with you because he/she would like to learn more about the online features available from your organization for financial management. The client would like for you to share and explain different online customization tools for banking and portfolio management.

### 🌐 HOSPITALITY + TOURISM

**Hospitality and Tourism Professional Selling:** For 2019-2020 you will assume the role of director of sponsorships for a local event taking place within your community. You are meeting with a local business that has interest in becoming a sponsor of the event. In the meeting, you should explain the sponsorship program, various sponsorship packages available and recommend the sponsorship level appropriate to the business.

### 📱 MARKETING

**Professional Selling:** For 2019-2020 you will assume the role of a sales representative of a cloud-based technology firm that specializes in workplace collaboration, productivity and project management. The chief operations officer of a new startup has scheduled a meeting with you because he/she has a desire to implement this technology within the startup, which has 25 employees. The chief operations officer wants to learn about your technology solution's features and why your solution is superior to its competitors.

## KNOWLEDGE AND SKILLS DEVELOPED

Participants will demonstrate knowledge and skills needed to address the components of the project as described in the content outline and evaluation forms.

Participants will also develop many 21<sup>st</sup> Century Skills, in the following categories, desired by today's employers:

- Communication and Collaboration
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Flexibility and Adaptability
- Information Literacy
- Initiative and Self-direction
- Leadership and Responsibility
- Media Literacy
- Productivity and Accountability
- Social and Cross-cultural Skills

Many Common Core Standards for Mathematics and English Language Arts & Literacy are supported by participation in DECA's competitive events.

Crosswalks that show which 21<sup>st</sup> Century Skills are developed and which common core standards are supported by participating in each competitive event are available at [deca.org](http://deca.org).

## EVENT OVERVIEW

- These events consist of two major parts: **the cluster exam** and the **oral presentation**. The maximum score for the presentation evaluation is 100 points. The presentation will be weighted at twice (2 times) the value of the exam score. The exam score carries forward into the final round of competition.
- These events are for **individual participants** only.
- The participant will be given a 100-question, multiple-choice, **cluster exam** testing knowledge of the Business Administration Core performance indicators and the Cluster Core performance indicators.
  - Participants in the Financial Consulting Event will take the Finance Cluster Exam.
  - Participants in the Hospitality and Tourism Professional Selling Event will take the Hospitality and Tourism Cluster Exam.
  - Participants in the Professional Selling Event will take the Marketing Cluster Exam.Complete lists of performance indicators are available at [www.deca.org](http://www.deca.org).
- The participant will organize appropriate information and present a sales presentation or provide consultation to a potential buyer or client.
- The oral presentation may be a maximum of **15 minutes** in length, including time for judge's questions.
- The judge will evaluate the presentation, focusing on the effectiveness of public speaking and presentation skills and how well the participant responds to questions that the judge may ask during the presentation.

## PRESENTATION GUIDELINES

- The objective for the sales presentation or consultation is for the participant to assume the role of salesperson or consultant making a presentation to a potential buyer or client (judge). Prior to ICDC, the participant will prepare a sales presentation or consultation presentation for the product/service and target market customers described in the appropriate categories.
- The participant will make a 15-minute sales presentation or consultation presentation to the judge worth 100 points. (See Presentation Judging.)
- The presentation begins immediately after the introduction of the participant to the judge by the adult assistant.
- The participant may bring presentation notes to use during the sales presentation or consultation.
- If time remains, the judge may ask questions pertaining to the project.
- Only visual aids that can be easily hand carried to the presentation by the actual participant(s) will be permitted. The participants themselves must set up the visuals. Wheeled carts, moving straps or similar items may not be used to bring visuals into the area. Set up time is included in the total presentation time. Participants must furnish their own materials and equipment. No electrical power or internet connection will be supplied. Alternate power sources such as small generators are not allowed. Sound may be used, as long as the volume is kept at a conversational level.
- Materials appropriate to the situation may be handed to or left with judges in all competitive events. Items of monetary value may be handed to but may not be left with judges. Items such as flyers, brochures, pamphlets and business cards may be handed to or left with the judge. No food or drinks allowed.
- If any of these rules are violated, the adult assistant must be notified by the judge.

## PRESENTATION JUDGING

The participant will make a 15-minute presentation or consultation to you. As the judge, you are to assume the role of a potential buy for the product(s) and/or service(s) or a client seeking consultation. You may refer to the written entry, or to your notes, during the presentation.

At the beginning of the presentation (after introductions), the participant will make the presentation or consultation. Allow the participant to complete this portion without interruption, unless you are asked to respond.

If time remains, you may ask questions that seem appropriate, based on your notes or on the written entry itself (to which you may refer during the presentation).

At the conclusion of the presentation, thank the participant. Then complete the Presentation Evaluation Form, making sure to record a score for all categories. The maximum score for the evaluation is 100 points.



1 PARTICIPANT



CLUSTER  
SPECIFIC EXAM



PRESENTATION  
TIME



# PROFESSIONAL SELLING AND CONSULTING EVENTS

FINANCIAL CONSULTING FCE

HOSPITALITY AND TOURISM PROFESSIONAL SELLING HTPS

PROFESSIONAL SELLING PSE

## PRESENTATION EVALUATION FORM

	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
1. Presented an effective and engaging opening	0-1	2-3	4-5	6-7	
2. Established relationship with customer/client	0-1	2-3-4	5-6	7-8	
3. Communicated understanding of customer/client needs	0-1	2-3-4	5-6	7-8	
4. Facilitated customer/client buying decisions	0-1	2-3-4	5-6	7-8	
5. Recommended specific product(s)/service(s)/action(s)	0-1	2-3-4	5-6	7-8	
6. Demonstrated or explained product(s)/service(s)/action(s)	0-1	2-3-4	5-6	7-8	
7. Properly stated features and benefits of product(s)/service(s)/action(s)	0-1	2-3	4-5	6-7	
8. Prescribed a solution(s) to meet customer/client needs	0-1	2-3-4	5-6	7-8	
9. Effectively answered customer/client questions and concerns	0-1	2-3-4	5-6	7-8	
10. Effectively closed the sale or ended the consultation	0-1-2	3-4-5	6-7-8	9-10	
11. The presentation was well-organized and clearly presented; used professional grammar and vocabulary, words were enunciated and pronounced clearly, voice conveyed enthusiasm and volume was appropriate for the situation.	0-1-2	3-4-5	6-7-8	9-10	
12. Professional appearance, poise and confidence	0-1	2-3	4	5	
13. Overall impression	0-1	2-3	4	5	

TOTAL POINTS (100)

TOTAL SCORE

JUDGE \_\_\_\_\_



# DECA

## STOCK MARKET GAME

### STOCK MARKET GAME SMG

Participants in the SIFMA Foundation **Stock Market Game** develop and manage a virtual investment portfolio of stocks, bonds, and mutual funds. The Stock Market Game is conducted via the internet and allows DECA members to test their knowledge and skills against other DECA members in an online competition. Each participating team manages all aspects of the portfolio including asset selection, buying and selling. The goal of the competition is to increase the value of the portfolio.

During the course of the Stock Market Game, participants will:

- develop investment strategies based on expectations of growth, diversification and stability
- attempt to avoid the pitfalls of market decline, mergers and overextension

### ONLINE EVENT OVERVIEW

It is the responsibility of the advisor and participating teams to familiarize themselves with the *Rules of The Stock Market Game*. Rules are accessible through a link on the home pages of the team portfolio and in the Teacher Support Center.

- The Stock Market Game will contain one (1) ICDC qualifying event to take place from September 3 through December 13, 2019.
- The last day for making transactions in Stock Market Game team portfolios is the last day of the session: December 13, 2019.
- Teams may not invest more than 20% of their total equity multiplied by 1.5 in any one company. If a stock in a team portfolio increases in value and places the investment beyond 20% of their total equity multiplied by 1.5, they will be able to retain their shares but unable to purchase additional shares of that stock. This rule is the Maximum Equity Rule. The Stock Market Game system will automatically enforce this rule.
- Each team must invest in at least \$10,000 in each of the three asset classes (stocks, bonds, and mutual funds) by the close of market (4PM ET), Friday, October 25, 2019. Exchange-Traded Funds (ETFs) are classified as stocks. The \$10,000 minimum per asset class must be maintained at all times for the duration of the competition. Teams may change the stocks, bonds, and mutual funds they are invested in but must maintain a minimum investment of \$10,000 in each asset class. Team portfolios will be subject to periodic random review to confirm teams are meeting the diversification requirement.
- Each team must complete their own research and trades. Each team's portfolio must be distinct and reflect their individual contributions. Teams that do not follow this rule will be disqualified.
- Portfolios will be available for retrieval until February 14, 2020. After that date, portfolios **will not** be accessible.
- Rankings will be based on the percentage growth above or below the value of the S&P 500.
- The top 25 teams from each region will qualify to present their portfolio at ICDC. Students competing at ICDC in the Stock Market Game may not compete in another ICDC event. Only original team members may compete at ICDC. No substitutions will be allowed to the original team.
- Teams must comprise of no more than three students. All advisors and students must be registered with DECA in order to participate. Students are not allowed to be listed as the advisor. Otherwise they will be disqualified.
- All student names must be submitted by the advisor to the DECA Stock Market Game Coordinator by Friday, October 18, 2019.

### ICDC QUALIFIER EVENT OVERVIEW

In addition to the general rules of the Stock Market Game, DECA advisors and their teams should be aware of the following:

- This event consists of a **written document** describing the investment project and the **oral presentation**.
- Each event entry will be composed of **one to three members** of the DECA chapter. A team member cannot be on more than one team at a time. No additional team members may be added once a team has registered.

### KNOWLEDGE AND SKILLS DEVELOPED

Participants will demonstrate knowledge and skills needed to address the components of the project as described in the content outline and evaluation forms.

Participants will also develop many 21<sup>st</sup> Century Skills, in the following categories, desired by today's employers:

- Communication and Collaboration
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Flexibility and Adaptability
- Information Literacy
- Initiative and Self-direction
- Leadership and Responsibility
- Media Literacy
- Productivity and Accountability
- Social and Cross-cultural Skills

Many Common Core Standards for Mathematics and English Language Arts & Literacy are supported by participation in DECA's competitive events.

Crosswalks that show which 21<sup>st</sup> Century Skills are developed and which common core standards are supported by participating in each competitive event are available at [deca.org](http://deca.org).

- The body of the written entry must be limited to **10 numbered pages**, including the appendix (if an appendix is attached), but excluding the title page and the table of contents.
- The **Written Event Statement of Assurances and Academic Integrity** must be signed and submitted with the entry. Do not include it in the page numbering.
- The oral presentation may be a maximum of **15 minutes** in length, including time for judge's questions.
- The judge will evaluate the presentation of and defense for the investment project, focusing on the effectiveness of public speaking and presentation skills.
- Eligibility to attend the international conference is determined by the chartered associations, based on their policies. Finalists should consult with their chartered association advisor for eligibility guidelines.
- For complete Stock Market Game event guidelines, procedures and ICDC information, go to [deca.smgwww.org](http://deca.smgwww.org).

## WRITTEN ENTRY GUIDELINES

The written entry must follow these specifications. Refer also to the Penalty Point Checklist and the Written Entry Evaluation Form.

**WRITTEN EVENT STATEMENT OF ASSURANCES AND ACADEMIC INTEGRITY.** This must be signed and submitted with the entry. Do **not** include it in the page numbering.

**TITLE PAGE.** The first page of the written entry is the title page. It must include in any order, but is not limited to, the following:

STOCK MARKET GAME  
Name of high school  
School address  
City, State/Province, ZIP/Postal Code  
Names of participants  
Date

Title page will **not** be numbered.

**TABLE OF CONTENTS.** The table of contents should follow the title page. The table of contents may be single-spaced and may be one or more pages long. The table of contents page(s) will **not** be numbered.

**BODY OF THE WRITTEN ENTRY.** The body of the written entry begins with Section I, Executive Summary, and continues in the sequence outlined here. The first page of the body is numbered "1" and all following pages are numbered in sequence. Page numbers continue through the bibliography (required) and the appendix (optional).

The participants will prepare a written document, which is limited to 10 pages (not including the title page).

This outline must be followed. Points for each section are shown on the Presentation Evaluation Form. Each section must be titled, including the bibliography and the appendix.

### I. EXECUTIVE SUMMARY

One-page description of the project

### II. ANALYSIS OF PORTFOLIO PERFORMANCE

### III. RATIONALE

- Explanation of research conducted prior to selection of stocks and/or funds
- Strategy used to diversify investment portfolio
- Description of how selected stocks and/or funds fit strategy

### IV. CONCLUSIONS AND FINDINGS

- Explanation of strategy effectiveness
- Proposed changes in strategy for future investments

### V. CHARTS/DIAGRAMS OF PORTFOLIO PERFORMANCE

### VI. BIBLIOGRAPHY

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

### VII. APPENDIX

An appendix is optional. Include in an appendix any exhibits appropriate to the written entry but not important enough to include in the body. These might include sample questionnaires used, letters sent and received, general background data, minutes of meetings, etc.



1 to 3  
PARTICIPANTS



ONLINE  
SIMULATION



PAGES  
ALLOWED



PRESENTATION  
TIME

## PENALTY POINT CHECKLIST

In addition to the Written Entry Guidelines, participants must observe all of the standards on the Penalty Point Checklist on page 54. These standards are designed to make competition as fair as possible.

## PRESENTATION GUIDELINES

- The participants will present to the judge in a 15-minute presentation worth 100 points (See Presentation Judging).
- The presentation begins immediately after the introduction of the participants to the judge by the adult assistant.
- Each participant may bring a copy of the written entry or note cards pertaining to the written entry and use as reference during the presentation.
- If time remains, the judge may ask questions pertaining to the project.
- Only visual aids that can be easily hand carried to the presentation by the actual participant(s) will be permitted. The participants themselves must set up the visuals. Wheeled carts, moving straps or similar items may not be used to bring visuals into the area. Set up time is included in the total presentation time. Participants must furnish their own materials and equipment. No electrical power or internet connection will be supplied. Alternate power sources such as small generators are not allowed. Sound may be used, as long as the volume is kept at a conversational level.
- Materials appropriate to the situation may be handed to or left with judges in all competitive events. Items of monetary value may be handed to but may not be left with judges. Items such as flyers, brochures, pamphlets and business cards may be handed to or left with the judge. No food or drinks allowed.
- If any of these rules are violated, the adult assistant must be notified by the judge.

## PRESENTATION JUDGING

Participants will make a 15-minute presentation to you. As the judge, you are to assume the role of a manager. You may refer to the written entry, or to your notes, during the presentation.

At the beginning of the presentation (after introductions), the participants will present the investment project. Allow the participants to complete this portion without interruption, unless you are asked to respond. Each participant must take part in the presentation.

If time remains, you may ask questions that seem appropriate, based on your notes or on the written entry itself (to which you may refer during the presentation).

At the conclusion of the presentation, thank the participants. Then complete the Presentation Evaluation Form, making sure to record a score for all categories. The maximum score for the evaluation is 100 points.



# STOCK MARKET GAME

STOCK MARKET GAME SMG

## WRITTEN ENTRY AND PRESENTATION EVALUATION FORM

	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
1. Executive Summary: One-page description of the project.	0-1-2-3	4-5-6	7-8	9-10	
2. The written and oral presentations show evidence of a realistic knowledge of investment trends and financial markets.	0-1	2-3	4	5-6	
3. The stock portfolio exhibits diversity across sectors of the economy.	0-1	2-3	4	5-6	
4. The written and oral presentations demonstrate an understanding of investment objectives.	0-1-2-3-4	5-6-7-8-9	10-11-12	13-14	
5. The written and oral presentations demonstrate correct use of investment terminology.	0-1	2-3	4	5-6	
6. The presentations demonstrate research beyond the stock's performance history—i.e., the investment decisions were based on knowledge of the company's underlying business performance or plans.	0-1-2-3-4	5-6-7-8-9	10-11-12	13-14	
7. The written and oral presentations explain the effectiveness of the strategy.	0-1-2-3-4	5-6-7-8-9	10-11-12	13	
8. The written and oral presentations explain changes in strategy for future investments.	0-1-2-3-4	5-6-7-8-9	10-11-12	13	
9. The written plan shows creativity in design and execution.	0	1	2	3	
10. The oral presentation proceeds in a logical, organized manner and is appropriate to the investment industry.	0-1	2-3	4	5-6	
11. All members of the team participating in the oral presentation contributed equally.	0-1	2-3	4	5-6	
12. The written entry exhibited neatness, proper grammar and spelling.	0	1	2	3	

**TOTAL POINTS (100)**

LESS PENALTY POINTS

**TOTAL SCORE**

JUDGE \_\_\_\_\_



# VIRTUAL BUSINESS CHALLENGE

ACCOUNTING VBCAC  
*Sponsored by Knowledge Matters*

FASHION VBCFA  
*Sponsored by Knowledge Matters*

HOTEL MANAGEMENT VBCHM  
*Sponsored by The J. Willard and Alice S. Marriott Foundation*

PERSONAL FINANCE VBCPF  
*Sponsored by Knowledge Matters*

RESTAURANT VBCRS  
*Sponsored by Knowledge Matters*

RETAIL VBCRT  
*Sponsored by Knowledge Matters*

SPORTS VBCSP  
*Sponsored by Knowledge Matters*



THE J. WILLARD AND ALICE S.  
MARRIOTT FOUNDATION

Participants in the **DECA Virtual Business Challenge (VBC)** operate a web-based business simulation utilizing a competition version of the Virtual Business software. The VBC qualifying rounds are conducted via the internet, where participants post competition scores for chartered association, regional and overall rankings.

## CAREER CLUSTERS + DEFINITIONS

The following definitions are used to determine the activities that are included in each of the Virtual Business Challenges.

### \$ FINANCE

**Accounting:** Participants will:

- use forensic accounting to identify fraud and errors and use managerial accounting techniques to maximize profits
- analyze accounting documents, such as T-accounts, worksheets, journals and the general ledger, as well as source documents such as time sheets, customer invoices, pay records and more in order to identify issues

### 🌐 HOSPITALITY + TOURISM

**Hotel Management:** Participants will:

- manage different aspects of a hotel, such as revenue management, group sales, marketing, front desk operations, banquets/meetings, housekeeping and more
- interpret industry specific reports, such as the Group Sales PACE Report, the STAR Competitive Report, the Market Data Report, the Daily Revenue Report and more, in order to assist with making informed decisions and implementing strategies that will optimize profitability

**Restaurant:** Participants will:

- manage specific marketing and business concepts, such as market research, menu design and pricing, advertising strategies and purchasing within their own restaurant
- interpret actions, financial information, and reports, such as the Product/Menu Mix and Menu Matrix Analysis reports, in order to make strategic marketing decisions for their restaurant

## KNOWLEDGE AND SKILLS DEVELOPED

Participants will demonstrate knowledge and skills needed to address the components of the project as described in the content outline and evaluation forms.

Participants will also develop many 21<sup>st</sup> Century Skills, in the following categories, desired by today's employers:

- Communication and Collaboration
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Flexibility and Adaptability
- Information Literacy
- Initiative and Self-direction
- Leadership and Responsibility
- Media Literacy
- Productivity and Accountability
- Social and Cross-cultural Skills

Many Common Core Standards for Mathematics and English Language Arts & Literacy are supported by participation in DECA's competitive events.

Crosswalks that show which 21<sup>st</sup> Century Skills are developed and which common core standards are supported by participating in each competitive event are available at [deca.org](http://deca.org).



## Fashion: Participants will:

- scour runway and street blogs for emerging and viral fashion trends
- manage marketing, business and fashion-specific concepts such as design, buying, pricing and markdowns, social media promotion, window display and merchandising within their own fashion design business
- interpret actions, charts and reports, such as the Income Statement and the “Instatrend” report in order to make strategic marketing decisions for their fashion business to optimize profitability

## Retailing: Participants will:

- manage specific marketing concepts, such as pricing, purchasing and promotion within their own supermarket, sporting goods or electronics stores
- interpret actions, charts and reports, such as the Inventory and Sales & Margin reports, in order to make strategic marketing decisions for their store to optimize profitability

## Sports: Participants will:

- manage specific marketing concepts, such as ticket pricing, social media, concessions and sponsorships within their own football franchise
- interpret actions, charts and reports, such as the event reports, financial reports and social media results, in order to make strategic marketing decisions for their franchise to optimize profitability

# PERSONAL FINANCIAL LITERACY

## Personal Finance: Participants will:

- manage bank accounts, credit and debit cards, bills, credit scores, taxes, insurance, online banking and more
- interpret actions, charts and reports, such as credit reports, bank statements and pay and tax records, in order to make strategic financial decisions and optimize net worth

## ONLINE EVENT OVERVIEW

- The Virtual Business Challenge will contain two (2) International Career Development Conference qualifying rounds. Challenge 1: Tuesday, October 22, 2019, 10:00 a.m. EST through Friday, November 1, 2019, 5:00 p.m. EST. Challenge 2: Tuesday, January 7, 2020, 10:00 a.m. EST through Friday, January 17, 2020, 5:00 p.m. EST.
- Entries will be composed of **one to three members** of the DECA chapter. A team member may be on an accounting, a fashion, a hotel, a personal finance, a restaurant, a retail and a sports team at the same time; however, a team member may not be on multiple accounting, multiple fashion, multiple hotel, multiple personal finance, multiple restaurant, multiple sports or multiple retail teams at the same time. No additional team members may be added once a team has registered.
- For all tracks, the top two teams from each region from each of the qualifying rounds will be eligible to compete at ICDC. However, eligibility to attend ICDC is determined by the chartered associations, based on their policies. Finalists should consult with their chartered association advisor for eligibility guidelines. Only one team per chapter, per round, per track may qualify to compete at ICDC. Only original team members may compete at ICDC; no substitutions may be made.
- A member may compete in the accounting VBC, the fashion VBC, the hotel VBC, the personal finance VBC, the restaurant VBC, the retail VBC, and the sports VBC; however, the member will be allowed to participate in only one VBC track at ICDC.

## ICDC QUALIFIER EVENT OVERVIEW

- At ICDC, all VBC tracks will be administered as double-elimination competitions. For each VBC track, eight teams will compete against each other within each competition session. Four teams will advance to a winner's bracket and four teams will move on to a consolation bracket. Teams will be ranked based on their total profit (or net profit).
- The competition sessions at ICDC will run for approximately 15 minutes. Each team will control starting and stopping their simulation file as well as the speed at which they would like to run the file. Teams will be competing in single-player mode. Participants should expect to control most, if not all, of the features listed under the Actions menu within the simulation. During the competition sessions, participants must run their simulation through at least three months simulated time in order to be eligible to advance to the next round (for Sports—three simulated games).
- Participants are allowed to bring notes to use during the competition sessions at ICDC.
- Members qualifying for participation at ICDC must wear a DECA blazer during the competition sessions.
- Top teams in each chartered association may receive recognition by their chartered association.
- For complete Virtual Business Challenge event guidelines and procedures, go to [vbc.knowledgematters.com/vbc](http://vbc.knowledgematters.com/vbc).



1 to 3  
PARTICIPANTS

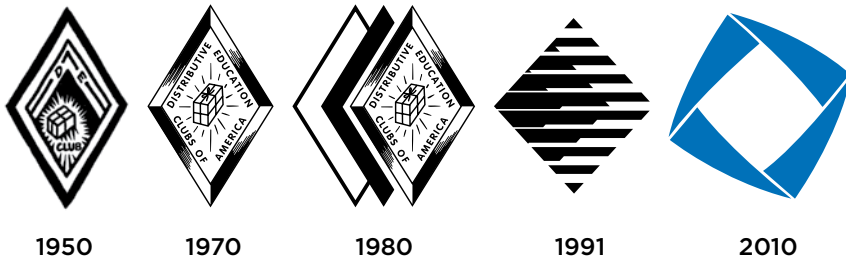


ONLINE  
SIMULATION



## DECA LOGO

Our logo is the intellectual property of the entire DECA community. Its use is controlled by the DECA Inc. Board of Directors for the benefit of the entire organization. Only officially recognized members, chapters and associations should be able to identify themselves as DECA by using our logo. Private companies should not be able to profit from the sale of items with DECA's logo. Individuals and/or groups should not be permitted to use the DECA logo to promote unauthorized programs, projects and products.



## ACCEPTABLE USE POLICY

Chartered associations and DECA chapters are permitted to use the trademarked official DECA logo and the DECA name on printed materials and websites provided they follow the guidelines for reproducing the logo.

In order to use the DECA logos and the DECA name on promotional materials such as accessories or clothing, prior permission must be obtained from DECA Inc. Please contact [shopdeca@deca.org](mailto:shopdeca@deca.org).

For clarification of the guidelines for reproducing the DECA logo, contact [communications@deca.org](mailto:communications@deca.org).



## PERSONALIZED CHAPTER LOGOS

If your chapter needs a personalized logo for use on printed materials and your website, contact [communications@deca.org](mailto:communications@deca.org). DECA Inc. will create art that can be used both for print and on the web.

## INCORRECT USE OF THE DECA LOGO



Do not alter approved colors.



Do not redraw or change the logo typeface.



Do not stretch or distort the logo.



Do not combine the logo with other graphics or logos.



Do not alter, add or remove logo elements.



Do not place other elements on the logo.



Do not rotate the logo.



Do not use the diamond as a number or letter.

# THIS IS HOW *we do* DECA

THE ULTIMATE  
**ADVISOR  
GUIDEBOOK**





## GREETINGS!

Dear DECA Chapter Advisor,

Imagine an instructional program that integrates into classroom instruction, applies learning, promotes competition and connects to business.

Welcome to DECA! You are now part of a network of 5,000 educators who bring their classrooms to life by incorporating DECA's Comprehensive Learning Program into their daily instruction. It is our pleasure to introduce you to one of the most powerful teaching and learning tools that you'll ever find for your courses. DECA's Comprehensive Learning Program is aligned to Career Clusters®, National Curriculum Standards and 21<sup>st</sup> Century Skills, demonstrating its relevance and support of educational initiatives.

As a DECA advisor, you have access to some of the most innovative, rigorous and relevant classroom resources to enhance your student's learning. DECA's Comprehensive Learning program, which includes DECA's competitive events, emerging leader series, online challenges and more, will engage and motivate your students in unparalleled ways. As a result of participating in DECA, our student members become academically prepared, community oriented, professionally responsible, experienced leaders.

On behalf of the DECA Inc. staff, we are here to support you in getting the most out of DECA for yourself and your students. There's no doubt with the tools and resources available to you, as well as your dedication, you'll quickly learn "how we do DECA."

DECA Inc. is a 501(c)(3) not-for-profit student organization that prepares emerging leaders and entrepreneurs in marketing, finance, hospitality and management. With more than 235,000 members, DECA operates in all 50 United States, the District of Columbia, Canada, China, Germany, Guam, Mexico, Puerto Rico and Spain. The United States Congress, the United States Department of Education and the state and international departments of education authorize DECA's programs. For more information, visit [www.deca.org](http://www.deca.org). Copyright © 2019, DECA Inc. All rights reserved.

REVISED 7/19

**WWW.DECA.ORG**







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# **EMERGING LEADERS AND ENTREPRENEURS**

**IN MARKETING, FINANCE, HOSPITALITY AND MANAGEMENT**



# LET'S TALK ABOUT DECA

Your local DECA chapter is part of a network of local, chartered association and international chapters that prepares emerging leaders and entrepreneurs in marketing, finance, hospitality and management. At the local level, you are able to choose from the array of learning programs supported by your chartered association and integrate them into your classroom instruction to make learning vibrant and relevant. Here's a look at how your local chapter connects to your chartered association and DECA Inc.

## DECA | A GLOBAL NETWORK

With a 70-year history, DECA has impacted the lives of more than ten million students, educators, school administrators and business professionals since it was founded in 1946. DECA prepares emerging leaders and entrepreneurs in marketing, finance, hospitality and management in high schools and colleges around the globe.

DECA Inc.'s headquarters, located in Reston, Virginia, houses both high school and college divisions and provides services to **235,000 members in 4,000 chapters** in 50 states and five countries. DECA Inc. staff members work with chartered associations, the board of directors, the student executive officer team, a program advisory council, the National Advisory Board and others to provide instructional materials and professional development to enhance the DECA experience for advisors and members.

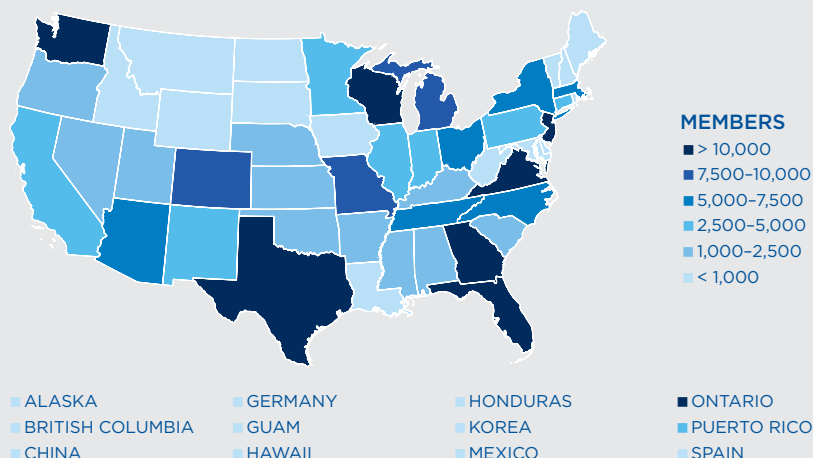
■ [deca.org/about](http://deca.org/about)

## CHARTERED ASSOCIATIONS

Your chapter belongs to a chartered association, which implements programs and manages chapters in a geographical area — usually a state, province or territory. Your chartered association is one of your most valuable assets in providing resources

and leadership to help your local chapter thrive. Each chartered association has a key leader, known as an association advisor, who can provide support, put you in contact with nearby DECA chapters and connect you to local and chartered association activities. Your association advisor also implements

### CHARTERED ASSOCIATION MEMBERSHIP





your annual career development conference and leads your delegation to the International Career Development Conference. Association advisors are key resources for questions regarding membership eligibility, dates and deadlines, conference registration, competitive events and other activities specific to your chartered association.

While DECA Inc. produces guidelines for its Comprehensive Learning Program, competitive events, membership and other activities, some chartered associations modify them to best fit their association, so it's advised to contact your association advisor for more information.

■ [deca.org/about/associations](https://deca.org/about/associations)

## YOUR LOCAL CHAPTER

DECA brings your classroom to life while providing a network and support from across your association, the country and the globe. DECA chapters are organized around courses, programs of study, academies or other forms of career and technical education programs.

High school chapters are recognized by the chartered associations, which set eligibility guidelines for membership. In many cases, high school students with interests in marketing, entrepreneurship, finance, hospitality or management join DECA when they are enrolled in a course within these content areas that is taught by a teacher who also serves as the DECA advisor. With this close connection to the curriculum, DECA members and advisors are able to integrate DECA activities into the classroom, apply the classroom experience to project-based activities, connect to business partners at all levels and utilize competition to improve their performance.

To make your chapter's membership official, log in to DECA's online membership system and register your members. DECA student members and advisors pay minimal dues to the chartered association and DECA Inc. on an annual basis. The initial deadline for submitting dues is November 15. However, check with your chartered association, as your chapter may have to follow earlier deadlines.

■ [deca.org/membership/highschool](https://deca.org/membership/highschool)



1950s



1970s



1980s



1990s



TODAY

## DECA DIAMOND + GUIDING PRINCIPLES

Perhaps the most significant symbol of our organization is the DECA Diamond. The four points inside the diamond represent the first set of DECA's guiding principles, while the four outer points represent the second set of DECA's guiding principles and the polished leaders DECA prepares.

### DECA'S COMPREHENSIVE LEARNING PROGRAM

#### > INTEGRATES INTO CLASSROOM INSTRUCTION

An integral component of classroom instruction, DECA activities provide authentic, experiential learning methods to prepare members for college and careers.

#### > APPLIES LEARNING

DECA members put their knowledge into action through rigorous project-based activities that require creative solutions with practical outcomes.

#### > CONNECTS TO BUSINESS

Partnerships with businesses at local and broader levels provide DECA members realistic insight into industry and promote meaningful, relevant learning.

#### > PROMOTES COMPETITION

As in the global economy, a spark of competition drives DECA members to excel and improve their performance.

### DECA PREPARES THE NEXT GENERATION TO BE

#### > ACADEMICALLY PREPARED

DECA members are ambitious, high-achieving leaders equipped to conquer the challenges of their aspirations.

#### > COMMUNITY ORIENTED

Recognizing the benefit of service and responsibility to the community, DECA members continually impact and improve their local and broader communities.

#### > PROFESSIONALLY RESPONSIBLE

DECA members are poised professionals with ethics, integrity and high standards.

#### > EXPERIENCED LEADERS

DECA members are empowered through experience to provide effective leadership through goal setting, consensus building and project implementation.

■ [deca.org/about/brand](https://deca.org/about/brand)

# DECA FAST FACTS

- **DECA was founded in 1946**, and the headquarters was built in 1976.
- **Our mission statement is:** DECA prepares emerging leaders and entrepreneurs in marketing, finance, hospitality and management.
- **Our attributes and values are** competence, innovation, integrity and teamwork.
- **The official logo is the diamond.**
- **DECA has chapters in all 50 states** and in five countries.
- **DECA has two divisions** — high school and collegiate.
- **There are 222,500 members** in the high school division.
- **DECA offers programs in four career clusters** — marketing, finance, hospitality and management.
- **Over 60 colleges and businesses** partner with DECA.
- **More than \$300,000** in scholarships is awarded annually to members.
- **Our website [deca.org](http://deca.org)** provides organizational information such as program information and guidelines, while **[decadirect.org](http://decadirect.org)** provides news, announcements, best practices and member articles.
- **DECA has five main @decainc social media pages** – Facebook, Twitter, Instagram, Pinterest and LinkedIn.

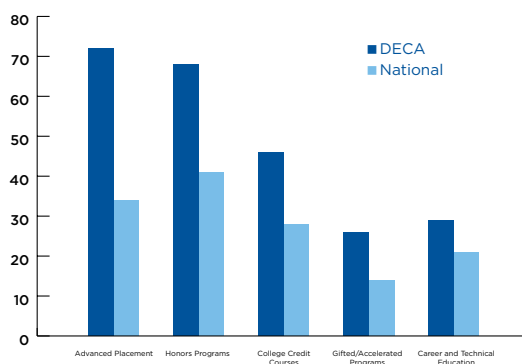


DECA has a tremendous impact on student achievement and prepares members to be college and career ready.

When selecting a career, DECA members are more likely to select a career in marketing, finance, hospitality or business management.

FUTURE MAJOR/CAREER	DECA	NATIONAL
Accounting/Finance	16%	5%
Business Management	36%	15%
Entrepreneur/Business Owner	36%	15%
Marketing Communications	31%	6%

DECA members are academically prepared students who will enter college with credits and other forms of academic credentials.



## 96%

of **DECA members** report that they gained skills in problem solving.

## 90%

of **DECA members** report that DECA experiences empowered them to become an effective leader.

## 89%

of **DECA members** report that DECA experiences connected school to the real world for them.

## 87%

of **DECA members** report that participation in DECA prepared them academically for college and a career.

Research findings courtesy of the National Research Center for College and University Admissions. The 2019 sample included 50,773 high school DECA members and was compared to data from more than 700,000 students nationwide.

# DECA GLOSSARY

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## **BUSINESS ADMINISTRATION CORE**

The foundational knowledge and skills part of National Curriculum Standards.

## **CAREER AND TECHNICAL EDUCATION (CTE)**

An instructional program that is delivered through comprehensive programs of study to help students succeed in education and careers.

## **CAREER AND TECHNICAL STUDENT ORGANIZATION (CTSO)**

DECA is one of eight CTOS recognized by Congress and the United States Department of Education.

## **CAREER CLUSTERS**

An initiative by Advance CTE: State Leaders Connecting Learning to Work, career clusters provide a way for schools to organize instruction and student experiences around 16 broad categories that encompass all occupations. The four career clusters relating to DECA are marketing, business management and administration, finance, and hospitality and tourism.

## **CAREER DEVELOPMENT CONFERENCE (CDC)**

These conferences provide a venue for DECA's Competitive Events Program as well as additional career and leadership development programs.

## **CAREER PATHWAY**

Occupations within a career cluster are grouped according to shared commonalities such as knowledge and skill sets or common roles.

## **CHAPTER**

Any unit within a school, chartered by an association, consisting of individual DECA members and at least one advisor.

## **CHAPTER ADVISOR**

The adult charged with the responsibility of providing guidance and counsel for managing and operating the chapter.

## **CHARTERED ASSOCIATION**

Chartered by DECA Inc., these organizations have the authority to operate DECA programs and manage chapters in a geographical region — usually a state, province or territory.

## **COLLEGIATE DECA**

The postsecondary division of DECA.

## **COMPREHENSIVE LEARNING PROGRAM**

DECA's learning programs that integrate into classroom instruction, apply learning, connect to business and promote competition.

## **CONFERENCES**

The official term for district, association or international meetings of DECA.

## **CONGRESSIONAL ADVISORY BOARD (CAB)**

Consists of members of Congress who are supportive of DECA.

## **DECA**

DECA prepares emerging leaders and entrepreneurs in marketing, finance, hospitality and management in high schools and colleges around the globe. DECA is not an acronym.

## **DECA INC.**

The legal identity of the adult group responsible for the student programs of DECA.

## **DECA MEMBER**

A high school or college student with career interests in marketing, finance, hospitality and management. DECA members hold membership at the local, association and DECA Inc. levels.

## **DECA TRANSCRIPT**

A document that shows evidence of learning based upon performance in the competitive events program at the International Career Development Conference.

## **INSTRUCTIONAL AREA**

Performance indicators are grouped by similar knowledge and skills known as an instructional area.

## **INTERNATIONAL CAREER DEVELOPMENT CONFERENCE (ICDC)**

This is the pinnacle event of the year for more than 22,000 high school students, advisors, businesspeople and alumni. More than 13,000 competitors vie for the title of international champion in DECA's Competitive Events Program. DECA members not competing may participate in DECA's Emerging Leader Series, designed to equip them to be successful leaders and to obtain success in their college and career pursuits.

## **NATIONAL ADVISORY BOARD (NAB)**

Includes representatives from more than 60 businesses, foundations and associations. NAB members provide financial resources, advocacy and a network of professionals to support DECA activities in an advisory capacity at all levels.

## **NATIONAL CURRICULUM STANDARDS**

Specific academic and technical content within a career cluster developed through a project led by Advance CTE: State Leaders Connecting Learning to Work.

## **PERFORMANCE INDICATOR (PI)**

A specific knowledge/skill categorized by instructional area used in DECA's Competitive Events Program.

## **SCHOOL-BASED ENTERPRISE (SBE)**

An entrepreneurial operation managed by members as a hands-on learning laboratory used to supplement, reinforce and enhance the knowledge and skills required for careers in marketing, finance, hospitality and management.

## **SHOP DECA**

The official source for DECA-related products, apparel and curriculum materials. DECA Inc. operates Shop DECA from DECA headquarters in Reston, Va.



# DECA CONNECTS

DECA is an integral component of a program of courses within the marketing, business management, finance, and hospitality and tourism career clusters, as well as entrepreneurship and personal financial literacy.

The DECA experience starts in the classroom where students learn business concepts in preparation for college and careers. A powerful instructional component, DECA brings the classroom to life by empowering the teacher-advisor to make learning relevant with educational programs that integrate into classroom instruction, apply learning, connect to business and promote competition. The successful integration of each of these four interconnected components, also part of DECA's guiding principles, results in a strong program that produces college- and career-ready students.

## **INTEGRATES INTO CLASSROOM INSTRUCTION**

An integral component of classroom instruction, DECA's Comprehensive Learning Program provides authentic, experiential learning methods to prepare members for college and careers.

When integrated into the classroom, DECA activities support the knowledge and skill statements in Career Clusters® and National Curriculum Standards. The National Curriculum Standards begin with

the **Business Administration Core**, which consists of 12 instructional areas, each with foundational knowledge and skills common to the four career clusters that DECA supports. Each **Career Cluster** then has its own set of instructional areas and knowledge and skills unique to careers within that cluster. Career Clusters are then separated into **Career Pathways**, grouping careers requiring knowledge and skills unique to the pathway.

## **APPLIES LEARNING**

DECA members put their knowledge into action through rigorous project-based activities that require creative solutions with practical outcomes.

As members learn curriculum concepts, DECA's Comprehensive Learning Program encourages members to apply their learning to realistic, relevant business settings. DECA members solve complex challenges and make decisions and recommendations all in an authentic business context.

DECA's Comprehensive Learning Program also facilitates the development of 21<sup>st</sup> Century Skills.

## **CONNECTS TO BUSINESS**

Partnerships with businesses at local and broader levels provide DECA members realistic insight into industry and promote meaningful, relevant learning.

DECA promotes engagement with business professionals through activities such as competitive events coaching, mentoring, guest speakers, internships and more. Business professionals are a knowledgeable source of industry trends and best practices that can support classroom instruction and applied learning through DECA activities.

## **PROMOTES COMPETITION**

As in the global economy, a spark of competition drives DECA members to excel and improve their performance.

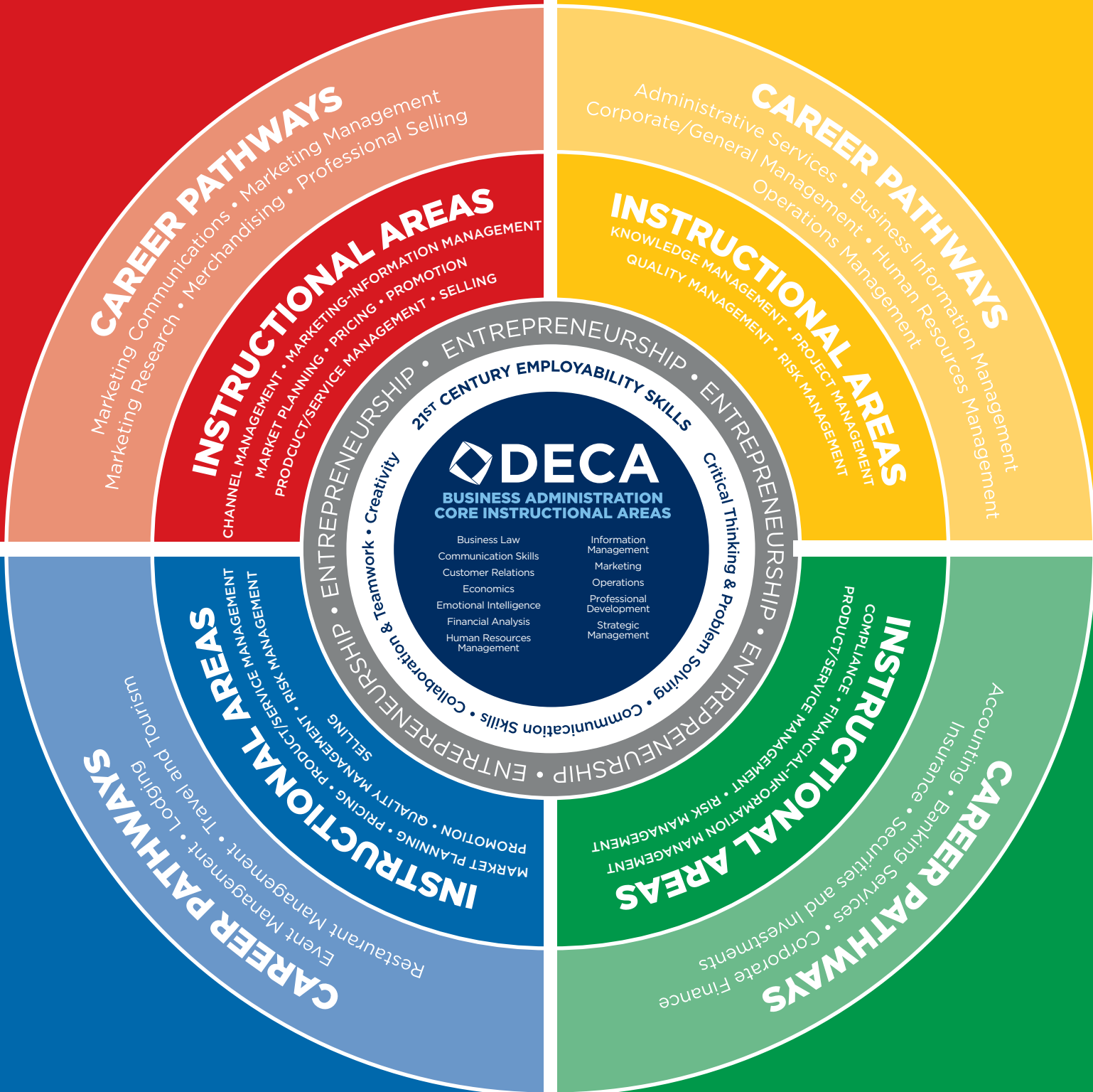
DECA's Comprehensive Learning Program provides opportunities for recognizing members for their mastery of content knowledge and significant contributions to their learning. Whether the recognition is for self-improvement or a competitive achievement, DECA encourages members to develop knowledge and skills to become emerging leaders.





## MARKETING

## BUSINESS MANAGEMENT + ADMINISTRATION



## HOSPITALITY + TOURISM

## FINANCE







# COMPREHENSIVE LEARNING PROGRAM

DECA's Comprehensive Learning Program offers exciting opportunities for classroom activities that connect your instruction to college and careers. DECA's activities naturally support programs of study in the career clusters of marketing, business management, finance and hospitality, giving you tools and resources to incorporate DECA into your curriculum and courses.

DECA's Comprehensive Learning Program enhances the possibility for a greater range of student cognitive abilities to be developed. When using program components as application or extended-learning activities, student members are rigorously engaged in relevant exercises that develop the problem-solving and comprehension skills essential for college and careers. DECA's Comprehensive Learning Program supports the development of 21<sup>st</sup> Century Skills.

## CHALLENGES

DECA and its corporate partners have teamed up to provide classroom activities that challenge members to apply learning in relevant ways. These highly engaging, relevant activities encourage creativity and innovation and allow your members to experience competition from their seats in your classroom.

■ [deca.org/challenges](https://deca.org/challenges)

## CHAPTER CAMPAIGNS

Engage your members in DECA activities throughout the year using DECA's Chapter Campaigns as your guide. These campaigns are perfect for developing your chapter's program of leadership and allow your chapter to gain the recognition it deserves. DECA offers five unique campaigns that will help grow your chapter and build lasting partnerships within your school and community, all with great rewards.

■ [deca.org/campaigns](https://deca.org/campaigns)

## COMPETITIVE EVENTS PROGRAM

DECA's Competitive Events Program is an incredible tool for your curriculum. As an integral part of the classroom, DECA's industry-validated competitive events are aligned with National Curriculum Standards. The potential for travel, recognition and awards for learning classroom content is a tremendous motivator — not to mention the scholarships and cash awards recognizing DECA members for outstanding achievement. See pages 124-125 for more details.

■ [deca.org/competitions/highschool](https://deca.org/competitions/highschool)

## DECA DIRECT

Delivered to the classroom four times during the academic year, this instructional-based magazine features articles on career development in marketing, finance, hospitality and management; leadership; community service and professionalism. A classroom worksheet is provided for each issue. Additional articles and videos are available at [decadirect.org](http://decadirect.org).

■ [decadirect.org](http://decadirect.org)

## EDUCATIONAL CONFERENCES

DECA conferences are targeted, highly focused learning experiences for members and advisors. They bring members into the larger DECA community while providing unique opportunities to extend classroom learning. Each of DECA's conferences connects with corporate professionals to engage members in learning industry-related trends and content. Conferences take place at the local, association, regional and DECA Inc. levels. There are four major types of conferences.

### • LEADERSHIP CONFERENCES

Usually held in the summer or fall, these conferences focus on leadership development and college and career preparation through a variety of engaging workshops and speakers.

### • CAREER PATHWAYS CONFERENCES

Each of these conferences features highly specialized content that aligns with specific career pathways and courses, providing an excellent opportunity to connect classroom instruction to the conferences.

### • CAREER DEVELOPMENT CONFERENCES (CDCs)

Usually held in the winter and spring, these conferences provide a venue for DECA's Competitive Events Program as well as additional career and leadership development programs. Chartered associations host their own CDCs to determine which members earn the right to represent them at the International CDC.

### • INTERNATIONAL CDC (ICDC)

This is the pinnacle event of the year for more than 13,000 competitors vying for the title of international champion in DECA's Competitive Events Program. DECA members not competing may participate in DECA's Emerging Leader Series, designed to equip them to be successful leaders and to obtain success in their college and career pursuits. Other highlights include executive officer elections to select the

future student leaders of DECA, as well as networking opportunities with hundreds of business, college and career partners in DECA's exhibits. Although this conference is managed by DECA Inc., local chapters register to attend through their association advisors.

■ [deca.org/conferences/highschool](http://deca.org/conferences/highschool)

## EMERGING LEADER SERIES

The DECA Emerging Leader Series strives to empower DECA members to provide effective leadership through goal setting, consensus building and project implementation. Aligned with 21<sup>st</sup> Century Skills in the areas of critical thinking and problem solving, communication, collaboration, and creativity and innovation, DECA's Emerging Leader Series prepares DECA members to be effective leaders in college and careers. In addition to online modules, there are five academies available annually at the International Career Development Conference (ICDC). Two academies, Elevate and Empower, are available annually at the Emerging Leader Summit.

■ [deca.org/emergingleaders](http://deca.org/emergingleaders)

## PARTNERSHIPS

DECA's more than 60 partners provide scholarships, classroom presentations and career guidance, internships, work experience and community service activities. DECA's partners provide visibility and support to DECA's mission.

■ [deca.org/partners](http://deca.org/partners)

## RECOGNITION

DECA recognizes its members through a variety of recognition programs for distinguished achievement as academically prepared, community oriented, professionally responsible, experienced leaders.

■ [deca.org/recognition](http://deca.org/recognition)

## SCHOLARSHIPS

DECA's scholarship program provides more than \$300,000 in scholarships to DECA members each year. Many corporate partners of DECA provide scholarships through the DECA scholarship program. DECA Inc. administers the program based on guidelines set by the donor. DECA scholarships are strictly merit based.

■ [deca.org/scholarships](http://deca.org/scholarships)

## SCHOOL-BASED ENTERPRISES

Put your teaching into context with a school-based enterprise that reinforces and enhances the knowledge and skills needed for careers in marketing, entrepreneurship finance, hospitality and management. For many members, SBEs provide the first work experience; for others, they provide an opportunity to build management, supervision and leadership skills. DECA provides a rigorous certification program and access to best practices and vendors.

■ [deca.org/sbe](http://deca.org/sbe)

## SOCIAL MEDIA CORRESPONDENT PROGRAM

Members and advisors simply submit one article per month on a topic of their choice in areas such as recruitment, fundraising, competition, school-based enterprises and more. The program is designed to create conversation among chapters and share best practices and ideas.

■ [decadirect.org](http://decadirect.org)





# COMPETITIVE EVENTS

DECA's Competitive Events Program is an incredible tool for your curriculum. As an integral part of the classroom curriculum, DECA's industry-validated competitive events are aligned with National Curriculum Standards in the career clusters of marketing, business management and administration, finance, and hospitality and tourism, as well as personal financial literacy and entrepreneurship.

DECA's competitive events provide authentic learning situations related to current business practices and that are designed to evaluate members' knowledge and skills through an interactive component with an industry professional serving as a judge.

DECA's competitive events support members' development of 21<sup>st</sup> Century Skills, such as creativity and innovation, critical thinking and problem solving, and communication and collaboration. As a result, DECA's competitive events directly contribute to every member being college and career ready when they graduate from high school.

■ [deca.org/competitions/highschool](http://deca.org/competitions/highschool)

## USING DECA'S COMPETITIVE EVENTS IN THE 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.

### ROLE-PLAY EVENTS

As teaching tools, DECA's role-plays and case studies provide relevant, meaningful problems for members to solve, provide a standards-based evaluation, increase the rigor of instruction, result in evidence of learning and expose members to DECA—all as part of classroom instruction.

Each role-play and case study supports a specific career cluster and primary instructional area that is identified at the top of the first page of the event.

As you teach different instructional areas during the year, use corresponding role-plays and case studies as learning tools. Although 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 the National Curriculum Standards, which are industry validated and aligned with career clusters.

### WRITTEN AND PREPARED EVENTS

DECA's written and prepared events increase relevance of learning by providing practical experiences for members, and they provide rigor by requiring high-level critical thinking and problem-solving skills. Through the written entry and presentation, members also develop both academic skills and 21<sup>st</sup> Century Skills.

Many DECA advisors use written and prepared events to facilitate learning through a written classroom project that can then become a DECA written entry. For example, advisors have used the Business Operations Research Events as a major project in an advanced business or marketing class or the Integrated Marketing Campaign when teaching marketing communications. Here are some suggestions for integrating DECA's prepared events into classroom instruction:

- Introduce the project early in the semester and make the final product due at the end of the semester. Match the event's objectives with course competencies (performance indicators) and the appropriate section of the written entry.
- Design the development of the written entry into micro-learning activities, with timelines, that align with daily lessons, rather than just giving members a set of competitive event guidelines. Together, these assignments can then be developed into the written entry.
- Provide students with feedback at each critical point or section during the project by developing more specific grading rubrics corresponding to each section of the project. This feedback will help students improve their project as they move forward and prepare the final written entry.

## CATEGORIES OF COMPETITIVE EVENTS

DECA's competitive events can be grouped into three broad categories—role-play events, written and prepared events and online events. Within each category and type of event, DECA offers a variety of options in each of the four career clusters—marketing, finance, hospitality and management.

### ROLE-PLAY EVENTS

- **Principles of Business Administration Events** are for individual first-year DECA members. The member is asked to explain several core business concepts.
- **Team Decision Making Events** are two-person team events with onsite case studies that challenge participants to analyze elements essential to the effective operation of a business in a career area.
- **Individual Series Events** are individual member events that pose business challenges with role-plays set in specialized career areas.
- The **Personal Financial Literacy Event** is designed to measure members' ability to apply reliable information and systematic decision making to personal financial decisions.

These events involve a multiple-choice career cluster exam and role-play or case study with a judge. They are classified by industry and career cluster. See the DECA Guide for exact offerings and guidelines.

Performance indicators are the basis of the content of the career cluster exams and interactive component for each of these events. Performance indicators, much like the objectives in your curriculum, are specific knowledge/skills categorized by instructional area. In preparation for these events, members should download the performance indicators for each event at [deca.org/competitions/highschool](https://deca.org/competitions/highschool). There is a strong likelihood that the instructional areas and performance indicators are already part of your curriculum, thus helping your members attain knowledge for the competitive events in your classroom.

### WRITTEN AND PREPARED EVENTS

- **Business Operations Research Events** challenge members (individually or in teams of up to three) to design and conduct research to present findings and a strategic plan on a topic that changes annually.
- **Project Management Events** encourage members (individually or in teams of up to three) to use project management skills to initiate, plan, execute, monitor and control, and close a project.
- **Entrepreneurship Events** allow members (individually or in teams of up to three) to explore entrepreneurship at a variety of stages.
- **Integrated Marketing Campaign Events** challenge members (individually or in teams of up to three) to develop an integrated marketing campaign in a specific category.
- **Professional Selling and Consulting Events** allow individual participants to demonstrate knowledge and skills needed for a career in sales or consulting.

Most of DECA's written events require a written project report submitted in an official DECA folio, as well as a prepared presentation. The Integrated Marketing Campaign Events and Professional Selling and Consulting Events also require participants to take a career cluster exam. All of these events should be started early in the school year because of the preparation involved. See the DECA Guide for exact offerings and guidelines.

### ONLINE EVENTS

- **Stock Market Game**
- **Virtual Business Challenges**

DECA's online events challenge members in online business simulations. Using an online program, members compete against other members in their region from their seats in the classroom to earn the opportunity to compete at the international level.

## RESOURCES

DECA offers advisors and members many resources to help them succeed in the competitive events program.

### DECA GUIDE

As the official guidelines book for DECA's Competitive Events Program, the DECA Guide is your most important resource. It is updated each year and mailed to you in July. You should, however, ask your association advisor if there are any association-specific guidelines you should be aware of as some associations modify guidelines or offerings of DECA's events.

Although associations may implement the guidelines differently at their conferences, the competitive events are administered according to the DECA Guide at ICDC.

■ [deca.org/communications](https://deca.org/communications)

### DECA.ORG

The DECA website provides guidelines, performance indicators, sample exams and sample events for all competitive events, as well as sample videos, helpful publications and updates.

■ [deca.org/competitions/highschool](https://deca.org/competitions/highschool)

### DECA DIRECT ONLINE

The "Compete" section has many articles about all aspects of competition.

■ [decadirect.org](https://decadirect.org)

### SHOP DECA

Shop DECA provides supplemental competitive events preparation resources, including instructor guides, sample case studies that can be used as classroom activities, sample exams, bell ringers, flash cards and more, all designed to acclimate your members to DECA's competitive events while reinforcing your curriculum.

■ [shopdeca.org](https://shopdeca.org)

A photograph of a woman and a young man in business attire. The woman, on the right, is wearing a black top and a blue lanyard with a badge. She is gesturing with her hands while speaking. The young man, on the left, is wearing a dark suit and a blue lanyard. He is listening and gesturing with his hands. They are in a well-lit room with large windows in the background.

# ADVISOR'S ROLE

As an advisor, DECA provides you with a powerful array of tools and resources that you can integrate into classroom instruction and bring your classroom to life as you prepare members for college and careers. The most successful teachers and DECA advisors take advantage of DECA's instructional activities by using them in class to apply learning, connect to business and promote competition — a key motivator for members.

## DEVELOPING YOUR PHILOSOPHY

One of your first responsibilities in serving as a DECA advisor is giving thought to how you will integrate DECA in your classroom. Develop a personal philosophy that incorporates the purpose of DECA, your role as a teacher-advisor and the role and responsibilities of student members. Use this philosophy as your guide as you advise your chapter and integrate DECA into your classroom. Some questions you should consider include the following:

- How are you preparing members for college and careers — both now and in the future?
- How will you integrate DECA into the classroom and apply learning?
- How will you incorporate aspects in your program to prepare members to become academically prepared, community oriented, professionally responsible, experienced leaders?
- How will your program align with your local school's philosophy and state and national initiatives?

- How do you plan to connect to business?
- What relationship will you foster with postsecondary institutions?
- How will you brand and promote your program?

## ROLES AND RESPONSIBILITIES

You'll quickly notice that many of the specific responsibilities of serving as a DECA advisor support the work you are already doing as a classroom teacher.

As a DECA advisor, you can use DECA's Comprehensive Learning Program to help you as a classroom teacher:

- Align your curriculum with national curriculum standards.
- Integrate activities that teach or reinforce specific career and academic standards.
- Engage your students in a small learning community and provide opportunities for leadership.

- Facilitate career preparation and goal setting among your students.
- Involve business leaders in various advisory roles and integrate the expertise of business leaders into classroom activities.
- Develop business-based opportunities for students such as internships, field trips and projects.
- Provide support for students to practice their management and leadership skills by incorporating project management into the curriculum.
- Communicate curriculum standards and the value of involvement in DECA to counselors and administrators to build support for your classes and program.

In addition, there are some roles and responsibilities that are special to DECA. To develop and maintain an effective chapter, a DECA advisor may serve in the following roles on page 127.



## LEADER



The **INGENIOUS LEADER** empowers chapter leadership to develop and implement an annual program of leadership with meaningful outcomes and also as conducts administrative tasks.

- Develop specific roles and responsibilities for chapter leaders and project chairs.
- Involve members in project planning.
- Develop a strategic plan and annual program of leadership.
- Develop a systematic communications strategy to keep all members involved.
- Keep administrators and staff apprised of the chapter's activities.
- Maintain various member records — participation, fundraising, emergency contact and so forth.

## PROMOTER



The **SAVVY PROMOTER** positions the program to students, counselors, administrators and the community.

- Identify specific target audiences and opportunities for visibility.
- Develop and execute a promotional plan.
- Develop and implement a local marketing plan to generate program enrollment.
- Communicate the impact DECA has on local members.
- Establish a systematic public relations program.
- Position DECA as an active community partner through participation in community service and other events.

## FUNDRAISER



The **LUCRATIVE FUNDRAISER** uses learning activities with members to raise funds to support DECA activities.

- Develop and monitor an annual budget.
- Plan and organize sales projects integrated with selling standards.
- Facilitate member fundraising strategies to support individual and chapter activities.
- Coordinate the use of a school-based enterprise to apply learning.

## CONNECTOR



The **RESOURCEFUL CONNECTOR** has developed partnerships with businesses to provide DECA members realistic insight into the industry and to promote meaningful, relevant learning.

- Involve business leaders in various advisory roles.
- Develop business-based opportunities for members.
- Empower members to develop business partnerships.

## COMPETITOR



The **VALIANT COMPETITOR** integrates DECA's competitive events into the classroom and uses them to measure mastery of concepts.

- Review standards and relevant performance indicators.
- Integrate preparation with classroom instruction.

## TRAVEL AGENT



The **ANTICIPATING TRAVELER** has thought through all aspects of student travel while also being prepared for that possible surprise!

- Demonstrate how the conference or event aligns with your curriculum.
- Utilize travel opportunities as learning activities.
- Develop an understanding of school policies for student travel.
- Obtain appropriate permissions.
- Organize all aspects of travel.

## PROFESSIONAL



The **ASPIRING PROFESSIONAL** keeps up-to-date on all the latest professional news and industry trends while participating in professional development opportunities.

- Develop an in-depth understanding of and stay current with DECA programs, policies and processes.
- Participate in professional associations.
- Participate in specialized professional development.



## PROFESSIONAL LEARNING SERIES

powered by  
**DECA**

DECA's Professional Learning Series offers high-quality professional development workshops, seminars and resources to improve your performance and fulfill your continuing professional development certification requirements.

Advisors can engage in DECA's Professional Learning Series through face-to-face and e-learning training. Through these methods, attendees learn from DECA staff and peer advisors to grow their local chapters and integrate DECA into the classroom.

Educational practices are supported through DECA Direct Weekly, which is delivered directly to your inbox each Tuesday. DECA Direct Weekly informs chapter advisors of the latest DECA happenings and shares articles on classroom and chapter strategies.

DECA Insight and chapter packets provide professional development articles to help advisors use components of the DECA Comprehensive Learning Program in the classroom. DECA Insight is delivered four times a year in chapter packets that include tools such as DECA's business partner poster series and classroom resources.

■ [deca.org/classroom](https://deca.org/classroom)



# ADVISOR RESOURCES

As a DECA advisor, you have access to materials, events and activities that make everything you do in the classroom more relevant. Throughout the year, DECA provides timely resources to help you and your members succeed.

■ [deca.org/classroom](https://deca.org/classroom)

## CHAPTER LEADERSHIP PACKETS

These packets include tools such as DECA's poster series, chapter activities and fundraising ideas.

■ [deca.org/communications](https://deca.org/communications)

## DECA DIRECT MAGAZINE

This instructional-based magazine published four times a year provides supplemental content for instructional areas in your classroom. A worksheet is provided for each issue.

■ [deca.org/communications](https://deca.org/communications)

## DECA DIRECT ONLINE

DECA Direct Online is your one-stop information destination for all things DECA. In addition to all the latest DECA news, you'll find chapter resources; competition tips; college and career advice; and profiles of members, alumni, advisors and partners.

■ [decadirect.org](https://decadirect.org)

## DECA DIRECT WEEKLY

Delivered directly to your inbox each Tuesday, these e-mails feature the most timely DECA news. Special editions are also sent on topics such as competitive events, advisor strategies and more. To receive DECA Direct Weekly, e-mail [communications@deca.org](mailto:communications@deca.org).

■ [communications@deca.org](mailto:communications@deca.org)

## DECA GUIDE

The DECA Guide is your year-long resource for DECA's Comprehensive Learning Program, including competitive events and the Shop DECA catalog.

■ [deca.org/communications](https://deca.org/communications)

## DECA INSIGHT

DECA Insight informs chapter advisors about DECA events and programs and provides professional development articles.

■ [deca.org/communications](https://deca.org/communications)

## DECA WEBSITE

Comprising a wealth of information, DECA's website is the one-stop source for all DECA programs, information and guidelines.

■ [deca.org](https://deca.org)

## MEMBERSHIP KIT

The membership kit offers a variety of resources, including membership pins, a calendar, program updates and a downloadable membership video to introduce DECA to your students.

## PROFESSIONAL LEARNING SERIES

DECA offers e-learning and face-to-face professional development activities to equip educators with the tools to facilitate student learning and achievement. Educators receive certificates of achievement documenting their participation in professional learning that promotes quality educational outcomes.

■ [deca.org/classroom/enhance-teaching](https://deca.org/classroom/enhance-teaching)

## SHOP DECA

Teaching resources and curriculum materials relating to DECA's competitive events and career areas are available through Shop DECA.

■ [shopdeca.org](https://shopdeca.org)

# MONTH-BY-MONTH

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The following calendar serves as a guideline of suggested activities for each month. Feel free to make changes and add any dates and deadlines listed on your association's calendar that require action on your part.

## JULY

- Develop your strategic plan, DECA calendar and budget.
- Examine the DECA Guide and new offerings from Shop DECA.
- Participate in Professional Learning Series activities.
- Put chapter activity and conference dates on your school calendar and begin to request permission to attend.
- Review DECA programs and determine how you can incorporate them into your classroom instruction.

## AUGUST

- Connect or reconnect with local DECA leaders, your association advisor and new advisors.
- Introduce DECA to your students.
- Meet with the chapter leadership team to develop the annual program of leadership.
- Verify your information in the online membership system.

## SEPTEMBER

- Begin chapter campaigns, show the membership video and recruit student, alumni and professional members.
- Introduce DECA's Competitive Events Program to your members and begin work on written events.
- Participate in DECA's online events and activities.
- Register to attend DECA conferences.
- Plan participation in DECA's Promotional Campaign.

## OCTOBER

- Continue working on your program of leadership goals.
- Log in to the online membership system and submit members' names.
- Ask your association advisor about the competitive events process and how to qualify to attend your association career development conference.
- Plan participation in DECA's Community Service Campaign.

## NOVEMBER

- Celebrate DECA Month.
- Attend DECA's educational or regional conferences.
- Continue training and practice for competitive events.
- Participate in DECA's Global Entrepreneurship Week Campaign.
- Participate in the DECA Idea Challenge.

## DECEMBER

- Begin working with your members to gather information to complete scholarship applications.
- Conduct a mid-year evaluation of your chapter's progress.
- Plan and execute a chapter social activity.
- Touch base with your association advisor to determine registration procedures for your association's career development conference.

## JANUARY

- Ask business professionals to help your members prepare for competitive events.
- Make plans to attend your association's career development conference.
- Participate in DECA's online events and activities.
- Polish and submit student scholarship applications.
- Recruit members who have joined your class during the second semester.
- Submit DECA Emerging Leader Honor Award applications.

## FEBRUARY

- Celebrate Career and Technical Education Month.
- Participate in DECA's Advocacy Campaign.
- Log in to the online membership system and submit members' names by your association's deadline.
- Promote DECA for next year's class registration.
- Verify that all DECA members are on a paid roster.

## MARCH

- Make plans now to attend advisor professional learning activities in the summer by submitting requests, securing funding and applying for scholarships.
- Continue preparing to attend DECA's International Career Development Conference by arranging travel, raising funds and ensuring competitors have official DECA blazers.

## APRIL

- Attend DECA's International Career Development Conference, including the Advisor Professional Learning Series.
- Celebrate success from ICDC.
- Thank sponsors and mentors for their contributions to your members who attended ICDC.

## MAY

- Conduct an annual evaluation of your DECA chapter with your chapter leadership team.
- Encourage graduating DECA members to explore Collegiate DECA.
- Recognize business and community partners.
- Recognize members' contributions and achievements.
- Download DECA transcripts for ICDC competitors.
- Select new chapter leadership team members.

## JUNE

- Schedule a meeting with your outgoing and incoming chapter leadership teams for a training and transition session.
- Send an end-of-year report and pride points to faculty, counselors, administrators and business partners.
- Train new chapter leadership team members.





# CHAPTER STRATEGY

Effective DECA advisors use strategy to develop an intentional plan or method for achieving the goal of creating a strong DECA chapter. DECA's Chapter Strategy provides the framework and resources to develop your chapter in a business-like context, helping your members apply learning. Think of your DECA chapter as a small business or corporation—complete with a leadership team, goals, a program of leadership and project management techniques, all supporting DECA's mission.

## LEADERSHIP TEAM

Effective student leadership is essential to the success of your DECA chapter. Just like in business, it's important to identify roles and responsibilities for key leaders that have a purpose in supporting the overall mission and goals of your DECA chapter. When developing your student leadership team, consider the functions of your DECA chapter and identify positions that will achieve those goals.

DECA's mission-based leadership positions reflect a corporate leadership structure. As emerging leaders, DECA encourages chapters to practice real-world leadership by adopting a structure that mirrors business and industry. DECA leadership positions are aligned with the DECA mission to ensure that each aspect of the mission is represented with great leadership. Depending on your chapter's size, each leadership position can be developed into teams and committees to give more members opportunities to develop leadership abilities and engage in chapter activities.

## SELECTION PROCESS

After you have identified the leadership positions within your chapter, you must then determine how you will select members to serve these key roles throughout the year. Both the advisor and the members should recognize the importance of choosing leaders who can effectively fulfill their responsibilities to grow the chapter and achieve its goals. You should consider the components that are important in a selection process and develop a clear, written description of how the selection process will be managed. The process may include a combination of the following components:

- Written application, including qualifications, explanation of desire to serve and signatures of the student and parent supporting a code of conduct and performance expectations for the year.
- Evaluations and statements of support completed by teachers or community members.

- Interview with a panel of alumni and businesspeople.
- Written exam on DECA knowledge, leadership and course content.
- Vote based on an anonymous written paragraph on why the candidate wishes to serve.

It is important to avoid an election process that resembles a popularity contest in which leaders are elected with little or no consideration given to leadership characteristics. Although it is important for students to be involved in the selection process, the actual vote may count toward a portion of the overall decision. In that regard, it is also important to help members understand the qualities of leaders, the commitment the leaders must make and the roles and responsibilities of those elected.

■ [deca.org/elevate](https://deca.org/elevate)

# LEADERSHIP TEAM

DECA prepares **emerging leaders** and **entrepreneurs** for **careers** in **marketing**, **finance**, **hospitality** and **management**



CEO [Advisor]



President

Practices the “entrepreneurial” and “management” elements of DECA’s mission statement. Responsible for connecting with chartered association officers and establishing chapter vision, management and organization that ensures each chapter officer has the training, support, accountability and resources to deliver a powerful DECA experience for each DECA member.



VP of Leadership

Practices the “emerging leaders” element of the DECA mission. Responsible for all non-competitive event career and leadership activities.



VP of Career Development

Practices the “careers” element of the DECA mission. Responsible for chapter participation, preparation and performance in competitive events.



VP of Marketing

Practices the “marketing” element of the DECA mission. Responsible for initial member recruitment, branding and promotions.



VP of Finance

Practices the “finance” element of the DECA mission. Responsible for chapter budgeting, accounting and fund development efforts.



VP of Hospitality

Practices the “hospitality” element of the DECA mission. Responsible for connecting members to a welcome, value-filled, fun educational experience.

## INTRODUCING DECA TO YOUR STUDENTS

Any student enrolled in your class is eligible to join DECA. Some ideas for introducing DECA are below.

- Show DECA’s promotional video and review the criteria for DECA membership and all of the possibilities. Give students information about how to join, including dues, deadlines and a calendar of activities.
- Find one of DECA’s role-plays that supports a classroom concept you just covered. Have your students independently write a solution to the role-play, and then pair up your students and have them take turns being the participant and the judge. After they’ve completed the activity, explain to them how it’s similar to DECA and how they can earn recognition and awards.
- Talk about professional development and the importance of joining professional organizations. Discuss DECA’s mission statement and guiding principles, and then have students brainstorm ways DECA could help them advance their college and career goals.
- Use the first issue of DECA Direct, the magazine, as a classroom activity, either with a companion worksheet or as supplemental reading to reinforce a daily lesson. Have students identify various opportunities available to them through DECA as displayed in the magazine.
- Use DECA’s Leadership Styles with your students so they can understand their approach and style to leadership, whether they are drivers, energizers, caretakers or analyzers. This tool will help students understand their style and the styles of others so collectively they can make greater contributions, recognize how to leverage the leadership of others and work cooperatively to positively influence people and situations to achieve value and growth.



# SAMPLE INTERVIEW QUESTIONS

Through either an interview process or a written essay, you may ask candidates vying for a position on the chapter leadership team to respond to the following questions:

- Which guiding principle of the DECA Diamond is important to you and why?
- What makes a good leader?
- Do you feel you have a special quality that helps in achieving your goals?
- Do you have any personal/business obligations that may hinder your performance as a member of the chapter leadership team?
- How do you generate energy and enthusiasm in people?
- What difference do you see in yourself when you're in a leadership position?
- What is your definition of success?
- What person in your life has been most influential to you?
- What three things in your life are most important to you?
- What are your goals in the next five years?
- What is the biggest challenge facing DECA?
- If you could be any leader in the world, who would you be and why?
- A friend has worked on a project for DECA's competitive events and asks you to read it. You think it needs much improvement. What do you say?
- If you could present the world with one gift, what would it be?
- How would you describe your leadership style?
- What is the most important quality a leader should possess?
- If you knew that today was the last day of your life what would you do?

## DECA GOALS WORKSHEET

**Instructions:** The DECA GOALS is a menu template for chapter goal setting. You do not need to set all of these goals! Instead follow these steps:

- Review the list of goals with your advisor and chapter leadership team.
- Choose the goals most relevant for your chapter this year by place an "X" next to that menu item
- Once you've selected your chapter's goals, establish a range of success for each of them using these levels as guidance:
  - Duty = Absolute lowest level of success your chapter will accept
  - Exceptional = The real goal you are seeking as a team
  - Champion = Your chapter's "stretch goal" which would place your chapter among the DECA elite
- Once you're done setting the goals, use the "Actual" column to record your current level of achievement and track your chapter's progress at each chapter leadership team meeting throughout the year

X	CHAPTER GOALS	DUTY	EXCEPTIONAL	CHAMPION	ACTUAL
X	MEMBERSHIP				
	Student Members				
	Alumni Members				
	Professional Members				
	Total Chapter Members				
X	LEADERSHIP				
	DECA Membership Campaign				
	DECA Advocacy Campaign				
	DECA Promotional Campaign				
	DECA Global Entrepreneurship Week Campaign				
	DECA Community Service Campaign				
	Attendees at DECA Region Leadership Conference				
	Attendees at Career Development Conference				
	Attendees at International Career Development Conference				
	Total Chapter Hours of School/Community Service				
	Funds Raised for School/Community Service				
	Total Number of DECA Scholarship Applications				
	Number of cumulative hours of training for members				
	Total Career / Leadership Training Activities Held in the Chapter				
X	CAREER DEVELOPMENT				
	Number of Idea Challenges				

### DECA GOALS

DECA Goals provide a menu of suggested DECA chapter activities from DECA's Comprehensive Learning Program. DECA Goals reflect a corporate style of goal setting that assigns a goal range or "targets" that everyone strives to achieve. Setting ranges of success for goals helps define the "baseline" expectation as well as the next progressive levels of success the chapter aims to achieve. The four levels are as follows:

- **Duty**—This is the minimally acceptable and relatively easy level of success for your chapter.
- **Exceptional**—This level can be reached if the chapter is really organized, committed and well trained.
- **Champion**—This level is thought of as the "best in class," representing extraordinary leadership.
- **Actual**—This column is used to record current and final progress.

■ [deca.org/elevate](https://deca.org/elevate)

### PROGRAM OF LEADERSHIP

The DECA Program of Leadership brings together the leadership team, DECA goals and action items for the year into one strategic

leadership plan. The program of leadership provides a comprehensive plan of the chapter's goals and activities for the school year. Each goal is aligned with a mission area, assigns overall responsibility to a leader and indicates the key project initiatives, success criteria, time frame and project leaders.

■ [deca.org/elevate](https://deca.org/elevate)

### CHAPTER MEETINGS

To keep members engaged and regularly attending, chapter meetings should be meaningful, productive and purposeful. Goals for chapter meetings may include the following:

- To provide leadership, direction and motivation for members.
- To plan various activities outlined in the program of leadership.
- To set up committees to implement various projects.
- To provide professional development activities for members, such as leadership development activities, guest speakers or field trips.
- To provide opportunities for structured competitive events preparation.

## DECA LEADERSHIP TOOLS

DECA provides leadership tools to equip chapter leaders to effectively perform their duties and develop a strong chapter.

■ [deca.org/elevate](https://deca.org/elevate)

## DIAMOND FUNDRAISING MODEL

Just like businesses have financial growth plans, DECA chapters also need to create financial plans that support forecasted expenses, identify possible revenue sources and diversify access to financial resources. The Diamond Fundraising Model provides a framework for chapters to identify funding opportunities from four major sources of income—personal selling, events and activities, partnership and local advocacy.

## STRATEGIC COMMUNICATIONS

There are three steps to creating a strategic communications plan for your chapter: create content, share content and drive engagement. To help chapter leaders understand their responsibilities, DECA provides a social media guide. Encourage your chapter members to sign up to become DECA social media correspondents. Then create a monthly content calendar that matches chapter activities for each month to potential articles and DECA members responsible for writing them. DECA members can then write the articles and submit to [communications@deca.org](mailto:communications@deca.org). Then, using social media and other communications channels, those articles can be shared with chapter members. Finally, to drive engagement, use social media to interact with chapter members. This can be accomplished by participating in DECA's Twitter days and hashtag campaigns by developing a weekly calendar of social media posts.

## COMPETITIVE EVENTS SUPER SUCCESS SYSTEM

As in the global economy, a spark of competition drives DECA members to excel and improve their performance. DECA's Competitive Events Super Success System provides a framework to formulate a chapter's plan for preparing members for DECA's Competitive Events Program.

## CHAPTER ACCOUNTABILITY AND PRODUCTIVITY TOOLS

Becoming a great leader, let alone being a leader of leaders, takes development of accountability and productivity. DECA provides suggestions of proven productivity and accountability hacks to help members lead better, manage more and be more accountable.

## I AM DECA: HOW TO SHARE YOUR STORY

Through the "I am DECA: How To Share Your Story" tool, members learn how to create a response to "What is DECA?" that showcases their unique DECA experience and tells their personal DECA story.

## EVALUATION

After major activities and at the end of the year, the chapter advisor, chapter leadership team and members should engage in evaluation activities. As part of the overall process, members' learning is extended when they reflect on the entire activity and its outcomes. Evaluate and debrief each activity to identify the strengths, weaknesses and opportunities, especially as you make future plans. Keep a running log of notes throughout the year, so that your constructive evaluations of what worked and what needed improvement are carried over to next year's activities. Challenge your chapter leadership team to develop a series of "pride points" describing quantitative outcomes of the chapter.

# 5 TIPS FOR WRITING AWESOME DECA DIRECT ONLINE ARTICLES

DECA is so excited that its DECA Direct Social Media Correspondent program has grown to include over 700 students, advisors, alumni and business partners. In order to make DECA Direct as resourceful as possible, consider the following tips when you're writing your correspondent article:

- 1. Be Timely**—Make sure your articles and topics coincide with what your audience is focusing on at that time. If you want your articles to be read, then you must make them relevant to your readers.
- 2. Be Brief**—Your articles do not need to be more than one Word document page. Make sure you have short sentences, as well. This makes it easy to glance down the screen and read the page and will also encourage more readers to share your article.
- 3. Be Social**—We live in a digital age, and DECA Direct Online readers are using technology more than ever! Add links whenever possible to your chapter's Facebook page, Twitter profile or Instagram account to help readers connect better.
- 4. Be Visual**—If you have an image you would like to share in your article, make sure you send it with your document. Articles with photos are the best for sharing, so always consider which image you want to use.
- 5. Be Listy**—The best articles are ones that break down the main points into numbered lists or easy-to-understand bullets. "Top 10" or "Best 5" are great ways to get your readers interested in and clicking on your link.

■ [decadirect.org](https://decadirect.org)





# GAINING SUPPORT

Savvy DECA advisors understand that having the support of people outside their program in the school and in the local community can make their jobs easier and take their program to a higher level. While you are taking steps to build your program internally, don't forget to cultivate support within the school as well as beyond the school.

## **WITHIN THE SCHOOL**

There are three groups within the school whose support should be cultivated: administrators, faculty and staff members, and parents.

### **ADMINISTRATION**

One of your top priorities as a DECA advisor should be to develop a supportive relationship with your administration, making sure your principal, counselor, superintendent and school board understand that DECA is integral to helping achieve academic and other school goals.

### **FACULTY AND STAFF**

Another key group whose support will help make your job easier is the faculty and staff. Without knowing what DECA is all about, other teachers can become resentful when DECA activities take members out of class or come into conflict with other events on the school calendar. As you do with administrators, take time to ensure that faculty and staff members

understand the ways DECA activities support and enhance other curriculum areas and help members achieve academically.

### **PARENTS**

Parents who are aware of DECA and the opportunities it offers to members can be one of your best recruiting tools. They will want their students to take advantage of what your chapter offers. Once members are involved, parents become one of your main sources of support.

## **BEYOND THE SCHOOL**

Members of the community will be supportive of your chapter when they realize that DECA has prepared its members to be community oriented and professionally responsible. Engagement with local businesses, community organizations and local media will build support for your program.

### **BUSINESS CONNECTIONS**

Business people in your community can play a crucial role in the success of your chapter.

They can provide insight into current industry trends as guest speakers in your classroom, help prepare members for competition by practicing role-play scenarios, provide guidance and support as partners with members for a written event and be resources for work-based learning, employment, internships, mentoring—and much more!

When working with a local business, be a contributing partner, don't just take from the business. Help with projects that benefit the business, such as developing an ad campaign or a new logo, conducting marketing research or raising money for a charity. These types of projects will make the partnership worthwhile for the businesses and can make them your chapter's best advocates in the community. Working together, your chapter and the businesses and industries you are involved with can build a mutually supportive network that will foster student achievement and enhance the quality of life in your community.

■ [deca.org/partners](https://deca.org/partners)



## NATIONAL ADVISORY BOARD

DECA's National Advisory Board (NAB) is composed of a diverse network of business and education partners who provide strategic advice and support. A great way to get an NAB partner involved in your classroom is to look at [deca.org/partners](https://deca.org/partners). Here you will find each partner's philosophy of the partnership, resources available to you and your members, and contact information for questions and comments.

## USE SOCIAL MEDIA TO SPREAD THE WORD ABOUT DECA

Social media is here to stay. Lucky for you, you have a chapter full of excited and engaged members who want to bring your chapter's achievements and promotions to the next level using innovative communication technologies. Don't be afraid to integrate social media into your chapter's communication plan. Here are some ways to get started:

- 1. Select a member or a team of members from your chapter to manage your various social media sites.** Be sure these individuals understand how to conduct themselves professionally and that all school district policies are followed, if applicable. Work with your social media person or team to develop a weekly or monthly schedule for social media posts so that there will be no surprises when you check your Twitter!
- 2. Create a fan page on Facebook instead of a personal page for your chapter.** This allows you to treat it like a business page and models professional level communications. Other platforms you should consider creating include a Twitter page, an Instagram account, a Snapchat account and a Pinterest board.

- 3. Determine the primary social media platform used by your target audiences.** Posting announcements about meeting times and due dates on Twitter may be the best way to reach your chapter members. Posting competition photos on Instagram or creating events on Facebook may best reach parents, alumni and business partners.
- 4. Aim to post content on your social media sites at least once a day, four times a week.** Deliver content that followers will enjoy. Photos of chapter events, spotlights on your business partners, chapter announcements and upcoming events all make great posts that give your audience reasons to "like" or "follow" your chapter.
- 5. Tell your audience how to find you!** If you promote your events through posters, flyers and banners, be sure to include logos of the various social media sites you use, along with the information needed to look up your chapter. Send a link to parents, business partners and administrators. This helps them stay connected and showcases your chapter's professional communication methods.
- 6. Follow DECA on all our communications channels to stay up-to-date with activities and news at the DECA Inc. level.** Don't forget to connect with your chartered association through social media as well.
- 7. Don't be afraid of the hashtag!** Create a hashtag for your chapter and encourage your members, business partners and even parents to use it in all their social media activity! You will be #amazed at the results.

■ [deca.org/communications](https://deca.org/communications)

# BUSINESS ADVISORY BOARD

A local business advisory board can be an advisor's secret weapon in developing a strong program by providing strategic advice, professional insight and financial support for programming. Consider inviting local businesspeople to serve on a local advisory board to fulfill some or all of the following functions:

- Reviewing program goals and objectives.
- Comparing student performance standards to business/industry standards.
- Reviewing curriculum and instructional materials for accuracy.
- Contributing resources that are available to their businesses.
- Providing tours, field trip experiences, speakers, judges.
- Publicizing the chapter's activities in the community, including at school board meetings.
- Performing liaison work with the rest of the business community.
- Arranging job shadowing and mentoring opportunities
- Advising student competitive event projects.
- Obtaining contributions, including scholarship funds.
- Providing equipment and facilities for specialized learning.
- Conducting job placement activities.





# COOL IDEAS

There are so many cool ideas that DECA chapters implement across the globe. Smart DECA advisors quickly learn to get the most value out of one activity. Rather than simply looking at an event as a fundraiser, for example, consider how it can also reinforce learning concepts, build membership or raise visibility for your chapter. If you are looking for new ideas, consider the following activities, all which are great for DECA's chapter campaigns. Be sure to also look at the DECA Direct magazine and DECA Direct Online for additional best practices.

## MEMBERSHIP

Membership growth is the key to expanding DECA's impact on your students and local community. By recruiting student, alumni and professional members, you create a professional learning environment that enhances curriculum and better prepares your members for college and careers.

### BE ACTIVE EARLY

Participate in events—such as conferences, social activities, etc.—early so that members have a good experience and share it through word-of-mouth with potential members.

### BUSINESS PARTNERSHIP PROGRAM

Develop a partner sponsorship package to help build your professional level membership and further develop relationships with advisory board and other partners. Offer your business partners professional-level DECA

membership, a position on your chapter's advisory board or free advertising in your school-based enterprise and on chapter t-shirts. Invite them to serve as mentors or speakers in class.

### DECA GRAMS

Send "DECA Grams" or personal invitations to join your program to all potential members. Invite them to a chapter meeting to meet current members.

### EXPAND YOUR FOCUS

Consider inviting students enrolled in marketing, business, hospitality, finance, management and entrepreneurship courses to be a part of your chapter. They can get a lot out of DECA, too!

### MIDDLE SCHOOL WORKSHOP

In the spring, have chapter members conduct an entrepreneurship workshop for eighth graders, your future members.

### RECRUITMENT CONTEST

Have a contest to see which class can recruit the most alumni, business partners and parents to join your DECA chapter.

### RETWEET/SHARE CHALLENGE

Create a hashtag for your chapter to use during recruitment, stick to it and use it frequently. Then, having a retweet or share challenge with a specific DECA photo and hashtag. It can be a great way to reach a very large portion of your school.

### SUCCESSFUL ALUMNI

Ask alumni to visit with potential students and share their DECA experience and how it has positively impacted their college and career successes. Ask them to consider joining your chapter as alumni members to provide additional support.



## SUCCESSFUL SENIORS

Have your successful seniors talk to freshmen, sophomore and junior classes about why they enjoy your program, the benefits of participating in DECA, the thrill of competition, etc.

## PARENT INFORMATIONAL NIGHT

Invite parents to an informational session to learn more about DECA and what your chapter has to offer its members. The focus is on helping parents new to DECA understand the level of involvement offered to each member. Parents of current members speak about their experience and what it's like to be involved as a parent. Parents are offered the opportunity to join the chapter and serve as chaperones or judges at conferences.

## WHAT IS DECA VIDEO

Create a promotional video with members answering the question, What is DECA? The video can focus on competition, teamwork, DECA success, community service and leadership. Air the video during DECA Month to help recruit new members, as well as to encourage future members to sign up for a DECA-related course for next year.

## PROMOTE

Share your DECA chapter's success story with others. Through DECA, you are creating an environment that supports learning by allowing members to put their knowledge into action through projects and activities. DECA is helping your members connect to businesses and industry leaders who bring meaningful, relevant learning to the classroom. DECA also provides your members opportunity to develop that spark of competition that will drive them to excel and improve their performance. Utilize a variety of promotional activities to showcase your chapter's success, create a brand for your chapter, and develop an awareness and support of your program within your local and extended community.

## ADVISORY COMMITTEE

Create an advisory committee of local business leaders and invite them to participate in chapter meetings as industry insiders for a guest speaker or to assist in preparing students for competitive events as mentors. Don't forget to invite them to join DECA as professional members.

## ALUMNI SPOTLIGHT

Find successful DECA alumni in your community or from your chapter and write a success story. Submit the success story

to your local newspaper or share on your school's social media channels.

## DECA MONTH PROCLAMATION

Request a proclamation signing from the mayor that declares November as DECA Month.

## DECA SOCIAL MEDIA CORRESPONDENT PROGRAM

Have members join the DECA Social Media Correspondent Program and begin highlighting your chapters events, activities and success stories. Sign up at [decadirect.org](http://decadirect.org).

## DECA VIDEO

Make your own chapter-specific membership recruitment video or show the DECA promotional video on your school's communication channels, such as daily announcements and social media channels.

## OPEN HOUSE SOCIAL

Organize a breakfast, lunch or coffee with students, parents and/or administrators to share your chapter's plans and goals for the year.

## SBE PROMOTION

Distribute coupons to redeem at your school-based enterprise to showcase another exciting element of your DECA chapter.

## SHOWCASE IT

Create a bulletin board or showcase in your high school to promote DECA. Display pictures, trophies, posters and upcoming conference locations.

## TELL YOUR DECA STORY

Have members attend a local chamber of commerce or school board meeting and share their DECA story.

## POST IT - TWEET IT

Utilize social media channels to quickly deliver DECA chapter information to members and your community. Social media allows the leadership team to communicate to large numbers of members, as well as to promote chapter activities to professional, alumni and potential members.

## SILENT DECA FLASH MOB

Engage your members and reach the entire student body by conducting a silent flash mob based upon two of DECA's Guiding Principles: Community Oriented and Professionally Responsible. During a school-wide assembly, chapter members can speak about the

chapter's community service activities and how DECA is helping its members become professionally responsible. Strategically place members in the audience wearing DECA chapter shirts or blazers and systematically stand silently holding signs that share information about DECA.

## SLOGAN-A-DAY

Celebrate DECA Month by sharing a popular advertising slogan each day over the school's intercom system. The first student who can correctly identify that company's slogan receives a prize such as a DECA coupon.

## SERVE

Having a chapter that is community oriented means that your members recognize the benefit of service and responsibility to the community, as well the impact they have on their local and broader communities.

## CHANGE FOR CHANGE

In your school-based enterprise, ask if customers want to donate the extra change from their purchase to charity. If you don't have a school store, ask a local business to participate. Then donate the change to a local charity.

## MDA MIRACLE MINUTE

Designate one minute during a school day dedicated to raising as many funds as possible for the Muscular Dystrophy Association.

## MDA SERVE DAY

Connect with your local MDA office and learn how your chapter can support a local family by helping with a day of lawn care, babysitting, cleaning or other daily chores.

## SCHOOL SUPPLIES DRIVE

Organize a drive to collect school supplies to donate to students in your community. Work with the counselors in your school district to discreetly identify students who need the supplies.

## ADOPT A FAMILY

Work with a local family to provide food and gifts for all family members in celebration of the holidays. Each member makes a donation and chapter officers purchase the food and gifts for the family members.

## MINI-THON

Conduct a Mini-THON, similar to a dance marathon, to support a cause. This event is multi-hour, interactive, fun-filled and student-led.

## **PARTNERSHIP FOR SUCCESS**

Work with a local elementary school and serve as mentors providing academic assistance to students who might be falling behind academically. Offer this same service to several freshmen in your high school, helping build confidence and encouraging involvement in school activities.

## **INNOVATE**

Help your members find their inner entrepreneurial spirit by integrating entrepreneurial related DECA activities into your chapter's program of leadership. Join thousands of students globally as they celebrate Global Entrepreneurship Week each year.

## **ALUMNI ENTREPRENEURS SPOTLIGHT**

Find successful DECA alumni entrepreneurs who embody the entrepreneurial spirit in your community or from your chapter and write a success story. Submit the success story to your local newspaper or share on your school's social media channels.

## **BRING IN THE ENTREPRENEURS**

Invite a local entrepreneur to speak at a chapter meeting or during class, or organize a luncheon with entrepreneurial leaders in the community to visit with DECA members.

## **DECA'S ENTREPRENEURSHIP COMPETITIVE EVENTS**

Have members choose a DECA entrepreneurship competitive event and conduct one activity that is part of that event.

## **DECA IDEA CHALLENGE**

Participate in the DECA Idea Challenge. Have a competition between your classes, other classes or other student organizations throughout the school.

## **MENTOR PROGRAM**

Invite local business people to mentor members on their entrepreneurship competitive events during a working session.

## **TAKE IT TO THE BOARD**

Present an entrepreneurship presentation to the local chamber of commerce, school board or parent organization for your school.

## **SBE CUSTOMER APPRECIATION CHALLENGE**

Showcase your DECA school-based enterprise (SBE) by creating a special sales promotion challenge. DECA members are challenged to increase traffic and sales in their SBE by

creating a customer appreciation event during Global Entrepreneurship Week that is aimed at teachers. Throughout the week students, on their assigned day, hold sales, host social media "shout outs" and promote the SBE using a variety of social media channels.

## **TEENS TALK**

Invite local teen entrepreneurs to share their personal experiences with starting their own business. From successes to failures, the entrepreneurs share that it's never too early to become an entrepreneur.

## **TOWN BUSINESS TOUR**

Organize a small business tour for your members that features a tour of local businesses and a face-to-face discussion with each of the owners. Members learn about each entrepreneur's individual story and have time for a question-and-answer session.

## **ADVOCATE**

The goal of DECA Advocacy is to showcase the impact that DECA has in preparing emerging leaders and entrepreneurs in your chapter. Celebrate Career and Technical Education (CTE) Month in February by conducting a variety of activities that allow your members to advocate for CTE and DECA.

## **CONNECT WITH DECA'S CONGRESSIONAL ADVISORY BOARD**

Connect with your elected official on DECA's Congressional Advisory Board (CAB). If your legislator is not a member of DECA's CAB, ask them to join at [deca.org/cab](http://deca.org/cab).

## **CONNECT WITH LOCAL CHAMBER OF COMMERCE**

Connect with your local chamber of commerce or similar organization to share your chapter's activities for the year, as well as your success stories by members.

## **CTE MONTH PROCLAMATION**

Request a proclamation signing in recognition of Career and Technical Education Month and DECA from public policymakers.

## **INDUSTRY GUEST SPEAKER**

Ask a business partner, including those on the National Advisory Board, to give an industry expert presentation as a guest speaker.

## **LETTER-WRITING CAMPAIGN**

Conduct a letter-writing campaign to the Department of Education or state legislators about the impact of DECA and the value of their support.

## **PROMOTIONAL KITS**

Make a promotional kit that highlights the impact of your chapter's activities and share it with teachers, counselors, principals and superintendents. Do the same for public policymakers.

## **SCHOOL BOARD AND COMMUNITY IMPACT REPORT**

Deliver a presentation on the impact of DECA to the local school board and/or school administrators. Deliver an impact report presentation to the mayor, city council or state legislators of your community.

## **TWEET AND POST ABOUT DECA**

Tweet and post on Facebook a benefit of Career and Technical Education and DECA each day of CTE Month.

## **CTE FAIR**

Host a CTSO fair in February to celebrate Career and Technical Education Month. Ensure that each Career and Technical Student Organization (CTSO) is represented. DECA members speak one-on-one with potential members and share the impact DECA is having on their members, their school and their surrounding community.

## **CTE MONTH POSTER CAMPAIGN**

Design and place CTE Month awareness posters throughout your school. These posters explain what CTE is, how it benefits students, ways to celebrate CTE Month and why students should join DECA.

# GO! LIST

Use this list of important contacts to make, resources to help you achieve success and steps to use DECA to support learning as you become a hero in the eyes of your students.

## GET CONNECTED

### CONTACT YOUR CHARTERED ASSOCIATION ADVISOR

Your chartered association advisor will provide you with resources and opportunities specific to your state, province or territory.

■ [deca.org/about/associations](https://deca.org/about/associations)

### SHARE DECA WITH YOUR ADMINISTRATION

Connect your administration with the co-curricular functions of DECA, highlighting how the activities will strengthen your student's educational experiences.

### CONNECT WITH DECA STAFF

The DECA staff is here for support! Reach out with any questions.

■ [deca.org/staff](https://deca.org/staff)

## GET INFORMED

### DECA GUIDE

Familiarize yourself with the current year's programs and competitive event offerings.

■ [deca.org/communications](https://deca.org/communications)

### ONLINE + SOCIAL

Utilize [deca.org](https://deca.org), [decadirect.org](https://decadirect.org) and @DECAInc social media to stay up-to-date.

■ [deca.org/communications](https://deca.org/communications)

### PROFESSIONAL LEARNING SERIES

Learn how to integrate DECA in your classroom.

■ [deca.org/classroom](https://deca.org/classroom)

## GET INVOLVED

### DEVELOP YOUR CHAPTER STRATEGY

Involve your chapter leadership team in developing your chapter's program of leadership.

■ [deca.org/elevate](https://deca.org/elevate)

### REGISTER YOUR MEMBERS

Recruit and register your members through the online membership system.

■ [deca.org/membership/highschool](https://deca.org/membership/highschool)

### ENGAGE YOUR MEMBERS

Take advantage of all aspects of DECA's Comprehensive Learning Program.

■ [deca.org/high-school-programs](https://deca.org/high-school-programs)



**OUR**  
MISSION

**DECA PREPARES EMERGING  
LEADERS AND ENTREPRENEURS IN  
MARKETING, FINANCE,  
HOSPITALITY AND MANAGEMENT**

## **OUR GUIDING PRINCIPLES**

# **DECA'S COMPREHENSIVE LEARNING PROGRAM**

### **INTEGRATES INTO CLASSROOM INSTRUCTION**

An integral component of classroom instruction, DECA activities provide authentic, experiential learning methods to prepare members for college and careers.

DECA members put their knowledge into action through rigorous project-based activities that require creative solutions with practical outcomes.

### **APPLIES LEARNING**

### **CONNECTS TO BUSINESS**

Partnerships with businesses at local and broader levels provide DECA members realistic insight into industry and promote meaningful, relevant learning.

As in the global economy, a spark of competition drives DECA members to excel and improve their performance.

### **PROMOTES COMPETITION**

## **DECA PREPARES THE NEXT GENERATION TO BE**

### **ACADEMICALLY PREPARED**

DECA members are ambitious, high-achieving leaders equipped to conquer the challenges of their aspirations.

Recognizing the benefit of service and responsibility to the community, DECA members continually impact and improve their local and broader communities.

### **COMMUNITY ORIENTED**

### **PROFESSIONALLY RESPONSIBLE**

DECA members are poised professionals with ethics, integrity and high standards.

DECA members are empowered through experience to provide effective leadership through goal setting, consensus building and project implementation.

### **EXPERIENCED LEADERS**





# 2019-2020 CATALOG

SHOPDECA.ORG





# THE NEW DECA BLAZER

Shop DECA is proud to launch the newly redesigned Official DECA Blazer. The new blazer has been designed with style and function in mind as well as extending our size offerings to better accommodate our members.

## NEW FEATURES INCLUDE:

- Functional breast pocket, interior pockets and front pockets.
- Higher density fabric to better withstand wrinkling.
- Enhanced construction with a more tailored and modern appearance including DECA blue silk lining.
- A felt undercollar that can be shaped and molded to fit smoothly and snug around the neck.
- The Diamond embossed antique buttons have been reinforced for more durability. Each blazer includes an additional set of buttons.
- Interior ID label.



**BLAZER PATCH**  
(for exchange only)  
**\$5.00 + Old Patch**

**OFFICIAL DECA BLAZER**  
Ladies' & Men's  
**\$80.00**

## MEN'S SIZING CHART

*\*if measurements fall between, please order the next size up*

SIZE	30	32	34	36	38	40	42	44	46	48	50	52	54	56	58	60
CHEST	29"	31"	33"	35"	37"	39"	41"	43"	45"	47"	49"	51"	53"	55"	57"	59"
WAIST	24"	26"	28"	30"	32"	34"	36"	38"	40"	42"	45"	48"	50"	52"	56"	58"

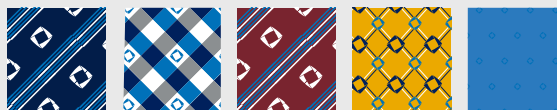
## LADIES' SIZING CHART

SIZE	00	0	2	4	6	8	10	12	14	16	18	20	22	24	26	28
CHEST	29.5"	31"	31.5"	32.5"	33.5"	34.5"	35.5"	37"	38.5"	40"	42"	44"	46"	48"	50"	52"
WAIST	21"	22"	23"	24.5"	25.5"	27.5"	29"	30.5"	32"	34"	36"	38"	40"	42"	44"	46"





# DRESS FOR SUCCESS



## NEW PATTERNS AVAILABLE FALL 2019

FOR NECK TIES, BOW TIES, SCARVES  
AND POCKET SQUARES.



### BLACK DRESS SHIRT

Ladies' & Men's  
\$40.00 | S-4XL



### WINDOW PANE DRESS SHIRT

Ladies' & Men's  
\$40.00 | S-4XL



### SLATE BLUE DRESS SHIRT

Ladies' & Men's  
\$40.00 | S-4XL



### STONE DRESS SHIRT

Ladies' & Men's  
\$40.00 | S-4XL



### WHITE DRESS SHIRT

Ladies' & Men's  
\$40.00 | S-4XL



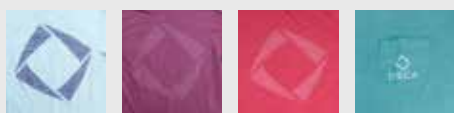
### GRAPHITE DRESS SHIRT

Ladies' & Men's  
\$40.00 | S-4XL

\*\$5 extra charge for sizes 3XL-4XL

# SHOP THESE ITEMS & MORE

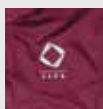
➤ [SHOPDECA.ORG](https://shopdeca.org)



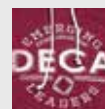
**COMFORT COLOR POCKET T-SHIRT**  
\$15.00 | S-3XL



**LONG SLEEVE  
LEGEND TEE  
BY NIKE**  
\$35.00 | S-2XL



**DRI-FIT TRAINING  
1/4 ZIP BY NIKE**  
\$60.00 | S-2XL

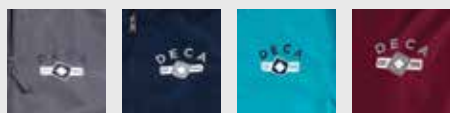


**LIGHTWEIGHT  
HOODED TEE**  
\$30.00 | S-2XL



# SHOP THESE ITEMS & MORE

➤ [SHOPDECA.ORG](https://shopdeca.org)



**PACK N' GO JACKET  
BY CHAMPION**  
\$35.00 | S-2XL



**CHAMPION DISTRESSED  
HOODED SWEATSHIRT**  
\$30.00 | S-2XL



**SHORT SLEEVE  
TEE BY CHAMPION**  
\$15.00 | S-3XL



**LONG SLEEVE  
TEE BY CHAMPION**  
\$20.00 | S-3XL



**POWERBLEND HOODIE  
BY CHAMPION**  
\$40.00 | S-3XL



# DECA SWAG

➤ more at **SHOPDECA.ORG**

- a. **20 OZ. TERVIS TUMBLERS** | \$35.00
- b. **WOODEN PENCILS** | *from* \$0.30
- c. **DECA DIAMOND KEYCHAIN** | \$7.00
- d. **SMALL DECA TEAR PADS** | \$15.00
- e. **CLEAR DECA SUNGLASSES** | \$5.00
- f. **BLUE LEATHER JOURNAL** | \$15.00
- g. **GREY SATIN LANYARD** | \$3.00
- h. **SUPERIOR PRO BACKPACK** | \$35.00



**DECA LEATHER JOURNAL WITH PEN**  
\$25.00



**BLUE STRAW BOTTLE BY CONTIGO**  
\$20.00



**DEEP ETCHED COFFEE MUG**  
\$12.00



**DECA DIAMOND VINYL STICKER**  
\$5.00



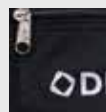
**BLUE FRAME**  
\$5.00



# CLASSROOM GARB



**CLEAR STADIUM BAG**  
\$5.00



**DECA SLING BAG**  
\$12.00



**DECA STICKERS**  
from \$3.50



**DECA PENNANTS**  
\$20.00



**TABLE DRAPE**  
\$95.00



**OFFICIAL WRITTEN EVENT FOLIO**  
\$3.00



**PODIUM BANNER**  
\$35.00



**SCHOOL BANNER (CUSTOM)**  
\$200.00



**DECA'S GUIDING PRINCIPLES POSTER**  
\$5.00

# GRADUATE IN **STYLE**



- a. HONOR CORD | \$12.00
- b. GRADUATION TASSEL | \$6.00
- c. GRADUATION STOLE | \$12.00



CHAPTER & DISTRICT  
RECOGNITION CERTIFICATES  
\$0.50



NOTECARDS  
\$15.00



ASSOCIATION RECOGNITION  
CERTIFICATES  
\$0.50



COMPETITIVE EVENTS  
RECOGNITION CERTIFICATES  
\$0.50



CERTIFICATE HOLDER  
\$2.00



# CUSTOM DESIGN PROGRAM

Did you know that Shop DECA has access to ALL the same products as the biggest names in the industry? We here are proud to offer custom apparel and promotional products to our members, chapters and chartered associations. We have several templates readily available or feel free to use one of our talented DECA artists to help bring your vision to life. Prices and turn around times are very competitive with those of other companies and products made by Shop DECA do not require additional authorization or brand permissions. \*Some minimums do apply.



DESIGN 1-A



DESIGN 1-B



DESIGN 1-C



DESIGN 1-D



DESIGN 2-A



DESIGN 2-B



DESIGN 2-C



DESIGN 2-D



DESIGN 3-A



DESIGN 3-B



DESIGN 3-C



DESIGN 3-D

# COMPETITION MATERIALS



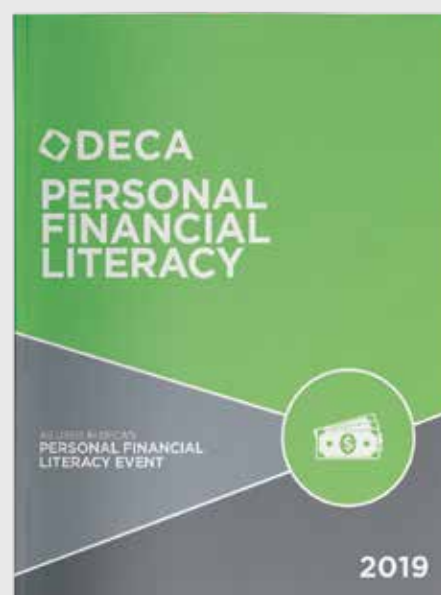
**2019 ASSOCIATION EXAM  
BOOKLET**  
\$10.00



**2019 ICDC EXAM BOOKLET**  
\$10.00



**2019 WRITTEN EVENT WINNERS**  
\$10.00



**PERSONAL FINANCIAL LITERACY  
EVENT PREPARATION MATERIALS**  
\$15.00





**PRINCIPLES OF BUSINESS  
ADMINISTRATION EVENT PREPARATION  
MATERIALS**  
\$15.00



**TEAM DECISION MAKING EVENT  
PREPARATION MATERIALS**  
\$15.00



**INDIVIDUAL SERIES EVENT  
PREPARATION MATERIALS**  
\$15.00

# SHOP THESE ITEMS & MORE

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MORE STYLES  
AND OPTIONS  
ONLINE**



[WWW.SHOPDECA.ORG](http://WWW.SHOPDECA.ORG)



**DECA**  
**HERE**  
**WE**



**DECA**



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- ✓ A notebook that screams function AND style



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