

Competitive Event Development (MDM Events)

Instructions for Event Writers

An electronic template has been provided for you to enter your event information. Please keep an original copy of the template, as you will be using the same template for all Management Decision Making (MDM) events that you write for DECA for this year.

Sample role-plays can be viewed and downloaded by visiting www.deca.org/celisting.html. Please use a sample role-play to help guide you with formatting and wording of your event.

Official DECA MDM Event Guidelines can also be viewed and downloaded by visiting www.deca.org/celisting.html. Reading the event guidelines may provide you with a better understanding of the purpose of competitive events, procedures used in the competitive events process and definitions of each event area.

Important Reminders

1. There must be ONLY ONE space after the end of a sentence.
2. None of the roles can be gender specific. We may have participants and judges of either sex in any event.
3. Roles are not given proper names.
4. Student roles are at the management level (department manager, assistant manager, etc.).
5. MDM events involve a team of 2 participants.
6. MDM events have a 30-minute prep, followed by 15 minutes with the judge (10 minutes to present, followed by 5 minutes for judge's questions).

Important Notes

When typing into the template, please DO NOT change the font or paragraph justification. The template is in Times, and the areas where you will type are in 12-point type.

STEP 1: Developing the Overall Concept of Your Case Study Situation

Before you begin identifying specific performance indicators, you should have the general concept of a situation developed in your mind. If it is easier for you, you can skip to the CASE STUDY SITUATION (page 2) of the template and begin writing out the concept before identifying the performance indicators.

At the concept stage, you should know:

- the basic situation
- the role of the students and the role of the judge
- what you are asking the student team to do

After this initial step, your event development will follow the order of the case study template that has been provided.

STEP 2: Page 1 of Case Study

Header

First Line of header: Type in the event acronym.

Second line of header: Type your name, and the case study number.*

* i.e. If you write 3 case studies for an event, number them 1, 2, or 3.

Sample Header: BLMDM
Joe Smith, Event 1

PARTICIPANT INSTRUCTIONS

(NOTE: The 3 parts of this section are what the students are given.)

GENERAL PERFORMANCE INDICATORS

Please do NOT do anything in this section. It is the same for all events.

SPECIFIC PERFORMANCE INDICATORS

Performance indicators (PIs) are the primary skills/knowledge that the students will be asked to demonstrate in the case study. Therefore, the selection of PIs is the single most important thing you will do related to your case study concept.

Every event has its own list of performance indicators. To find performance indicators for your event, visit www.deca.org/celisting.html. It may be helpful to print off the performance indicator list in order to better see and read the list.

You will notice that the performance indicators are divided into **instructional areas**. The instructional area is the focus of the event (i.e., promotion, pricing, economics, etc.).

You will identify **7 performance indicators** for the case study. All 7 of the PIs must relate to the event you wrote (the judges will base their evaluation of the students on these PIs) and what you are asking the students to do. The PIs you select will become the basis of the Evaluation Form you will develop later in the writing process. As a general rule of thumb, **select 3-4 performance indicators from the overall instructional area** (i.e., if the case study revolves around pricing, select 3-4 performance indicators from the pricing section of the performance indicator list).

Please Note:

1. You do NOT need to identify an overall instructional area for the case study.
2. The specific performance indicators can come from any of the instructional areas, provided they relate to what you are asking the students to do in the event.

3. For each performance indicator, you must indicate which instructional area it is under.

Example: Demonstrate negotiation skills. (Professional Development)

4. While some performance indicators measure general skills (i.e., Demonstrate appropriate creativity), most of the PIs selected should measure specific business and marketing skills (i.e., Select a target market). As a guideline, only one (possibly two) PI should measure the general (soft) skills.

STEP 3: Page 2 of Case Study

This section may require multiple pages—especially if support material is necessary (financial statements, charts, diagrams, etc.).

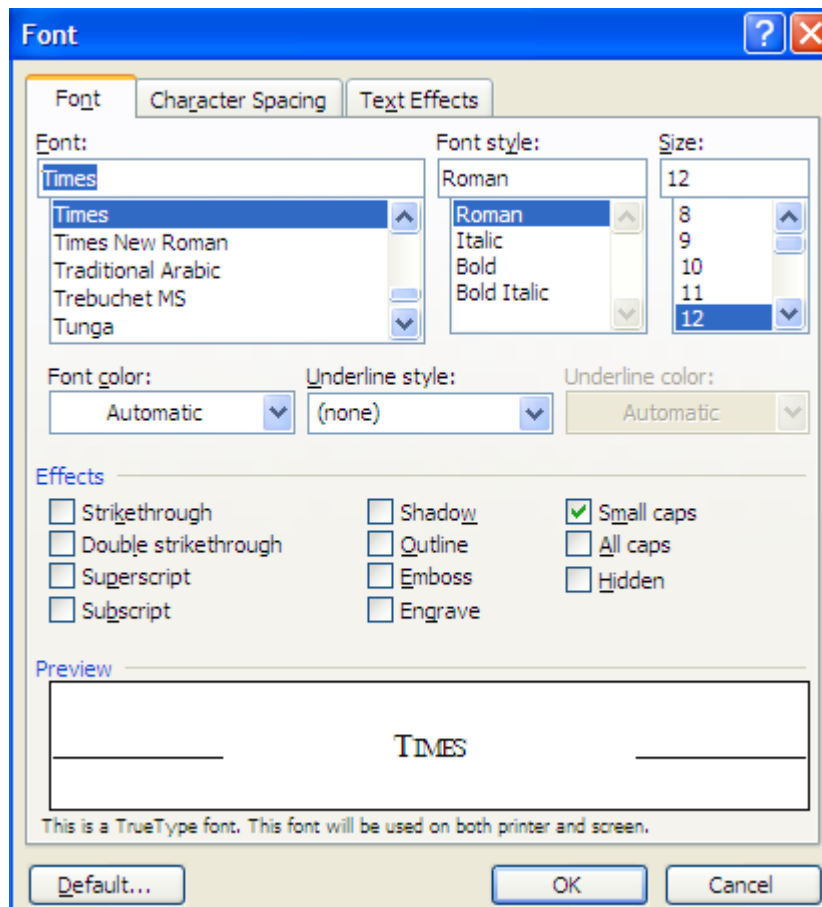
CASE STUDY SITUATION

This section describes the case study situation to the students, identifies the roles of both the students and the judge, and lets the students know what they are supposed to do.

The **first paragraph** typically has two sentences. The first lays out the role of the participants and identifies the company. (This is NOT the place for a long description of the company.) The second sentence defines the role of the judge and says briefly what the judge wants the participants to do:

NOTES: Every time you mention the role of the judge, you will follow it with (judge). E.g., “your store manager (judge)”

Business names appear as small caps. To format them, go to “Format,” then “Font.” Check the box that says “Small caps.” (See screenshot below.)



SAMPLE FIRST PARAGRAPH:

You are to assume the role of assistant managers at JOHNSON'S ELECTRONICS STORE. The manager (judge) has asked you to develop a promotional idea for an upcoming holiday sale.

The **middle paragraphs** should provide a more detailed description of the business, lay out the case study situation, and describe what the students are being asked to do.

The **closing paragraph** briefly reiterates what the students were asked to do in the first paragraph, and sets the stage for the students' interaction with the judges.

SAMPLE CLOSING PARAGRAPH:

You will present your promotional ideas to the store manager (judge) in his/her office. The store manager (judge) will begin the meeting by greeting you and asking to hear your promotional ideas. After you have presented your ideas and have answered the store manager's (judge's) questions, the store manager (judge) will conclude the meeting by thanking you for your work.

NOTE: The judge always greets the participants and starts the role-play.

STEP 4: Review Your Work

Now is the time to review the work you have done. Here are a few tips.

Level of difficulty of event situation

Review your case study situation and ask yourself, “Is the event appropriate for a 30-minute prep, and for a team of two participants, and at the management level?” If you were a competitor team, could you complete the tasks you are asking students to under the time frame of the event? If not, change the event accordingly.

Conversely, is the event too simple?

Was enough (and appropriate) information given to complete the tasks?

Review your case study situation and ask yourself, “Is there any essential information that you could or should provide the students to enable them to accomplish what you asked them to?”

Examples:

- If the event is asking students to provide recommendations on how a business can improve its merchandise receiving process, provide information about the current process.
- If the event is asking students to change the layout of a grocery store, provide an outline of the way the store is now.
- If the event is asking students to increase hotel occupancy to 75%, tell them what the current occupancy is.
- If the event is asking students to prepare a budget, make sure to give them costs.

Do the specific performance indicators match the event situation?

Review your specific performance indicators and case study situation and ask yourself, “Are the specific performance indicators identified the best PIs to measure how the students handle the case study situation?”

STEP 5: Judges

JUDGE'S INSTRUCTIONS

(NOTE: This section is only given to the judges)

CASE STUDY SITUATION

The main tasks for you to complete here are to:

1. Provide the judge with any information needed IN ADDITION to what the students were given in the Case Study Situation, including answers to calculations, etc.
2. Provide a few standard questions for the judge to ask every team he or she judges for this case study.

Beyond this, DECA will rephrase the scenario making the appropriate changes so that it describes the scenario from the judge's perspective.

Additional Information

If the judge should be looking for a specific answer from the students (answers to calculations, etc.), this should be provided.

Questions for Judges to Ask

Provide 2 or 3 questions for the judge to ask every team that he/she judges for this case study.

Please keep in mind three things:

1. The questions should not repeat specific performance indicators. Questions should be an extension of what the team has been asked to do through the case study situation, not completely new and complex ideas.
2. Students must respond spontaneously, so the questions should be answerable off the top of their heads. Don't ask questions that require further detailed work (calculations, diagrams, etc.).
3. Questions are presented orally, so they must be easy to understand after listening to them once. Grammar and style can be somewhat less formal.

Example:

One question was: "How will I determine the type of capital needed for my new business?"

Better: "How can I find out how much money I'll need to start my new business?"

JUDGING THE PRESENTATION

(NOTE: This section is only given to the judges)

Please do NOT do anything in this section. It is the same for all events.

STEP 6: Evaluation Form

JUDGE'S EVALUATION FORM

(NOTE: This form is only given to the judges)

The specific performance indicators from page 1 must be restated **WORD-FOR-WORD** as items 1–7 on the Evaluation Form. The only difference is that they should end in a ? rather than a period.

You should **NOT** do anything else to the Evaluation Form. The rest of the form is generic for all events.