

Competitive Event Development (Series 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 Series 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 Series 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 role-play.
3. Roles are not given proper names.
4. Series events have a 10-minute prep, followed by 10 minutes with the judge.

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 Role-play Situation

Before you begin identifying 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 EVENT 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 student and the role of the judge
- what you are asking the student to do

After this initial step, your event development will follow the order of the role-play template that has been provided.

STEP 2: Page 1 of Role-Play

Header

First Line of header: Type in the event acronym.

Second line of header: Type your name, and the role-play number.*

* i.e., If you write 3 role-plays for an event, number them 1, 2, or 3.

Sample Header: MMS
Joe Smith, Event 1

PARTICIPANT INSTRUCTIONS

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

PROCEDURES

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

PERFORMANCE INDICATORS

Performance indicators (PIs) are the primary skills/knowledge that the student will be asked to demonstrate in the role-play. Therefore, the selection of PIs is the single most important thing you will do related to your role-play 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 **five performance indicators** for the role-play. All five 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 student 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, please **select three performance indicators from the overall instructional area** (i.e., if the event situation is a promotion event, select three performance indicators from the promotion section of the performance indicator list).

Please Note:

1. You will need to identify an overall instructional area for each role-play.
2. The performance indicators can come from any of the instructional areas, provided they relate to what you are asking the student 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 Role-play

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

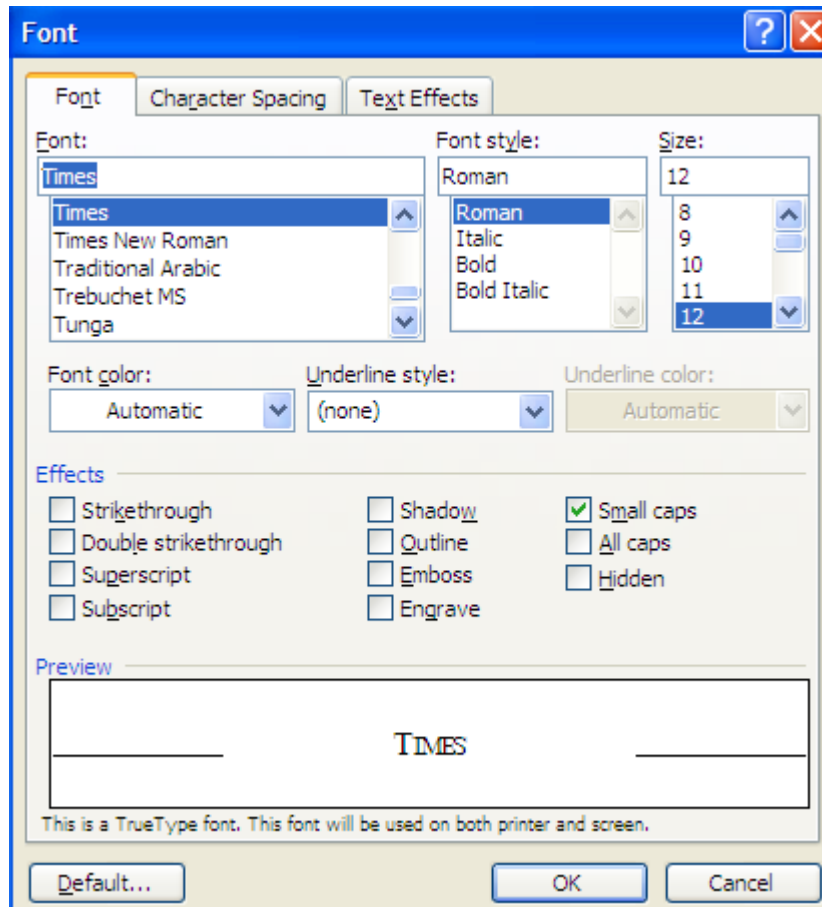
EVENT SITUATION

This section describes the role-play situation to the student, identifies the roles of both the student and the judge, and lets the student know what he/she is supposed to do.

The **first paragraph** typically has two sentences. The first lays out the role of the participant 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 participant 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 Small caps box. (See screenshot below.)



SAMPLE FIRST PARAGRAPH:

You are to assume the role of assistant manager 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 role-play situation, and describe what the student is being asked to do.

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

SAMPLE CLOSING PARAGRAPH:

You will present your promotional ideas to the store manager (judge) in a role-play to take place in the store manager's (judge's) office. The store manager (judge) will begin the role-play 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 role-play 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 event situation and ask yourself, “Is the event appropriate for a 10-minute prep?” If you were a competitor, could you complete the tasks you are asking students to under the time frame of the event? If not, change the event accordingly.

Example:

An event with a 10-minute role-play asked the student to develop a promotional plan for “every major holiday from January to December.”

First, the event deals with way too many holidays, so it was changed to a “July 1 to December 31” timeframe. Second, a list of holidays was provided. The event needs to test a participant’s promotional knowledge, not his/her ability to remember all of the holidays. The original event might also present dilemmas about religious considerations that a student should not have to worry about.

In the end, the holidays that the student had to deal with were specifically listed in the event.

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

Review your event 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.

Also be careful not to overwhelm the students with information—keep in mind the 10-minute prep time. Information-rich events are desirable (those with an attached budgets, inventory sheets, prices and features of products, etc.) as long as they are not overly complicated.

Do the performance indicators match the event situation?

Review your performance indicators and event situation and ask yourself, “Are the performance indicators identified the best PIs to measure how the student handles the role-play situation?”

STEP 5: Judges

JUDGE'S INSTRUCTIONS

(NOTE: The 2 parts of this section are only given to the judges)

DIRECTIONS, PROCEDURES AND JUDGE'S ROLE

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

JUDGE ROLE-PLAY CHARACTERIZATION

The main tasks for you to complete here are to:

1. Provide the judge with any information needed IN ADDITION to what the student was given in the Event Situation, including answers to calculations, etc.
2. Provide a few standard questions for the judge to ask every student he or she judges for this role-play.

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 student that he/she judges for this role-play.

Please keep in mind three things:

1. The questions should not repeat performance indicators. Questions should be an extension of what the student has been asked to do through the role-play situation, not completely new and complex ideas.
2. Students must respond spontaneously, so the questions should be answerable off the top of their head. 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?”

JUDGE’S EVALUATION INSTRUCTIONS

(NOTE: The 2 parts of this section are only given to the judges)

Evaluation Form Information

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

Evaluation Form Interpretation

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 performance indicators from page 1 are restated WORD-FOR-WORD as items 1–5 on the Evaluation Form.

NOTE: Item 6 is the same for all role-plays, and should NOT be changed.

Then for each performance indicator, you will type in what the judge should look for in each of the 4 evaluation categories:

Little/No Value*
Below Expectations
Meets Expectations
Exceeds Expectations

The **template** gives you a direction to get you started on each level of descriptor. This is an excellent time to refer to a sample role-play from www.deca.org/celisting.html.

* You should NOT use language that says the student “did not” do something. Use descriptors such as *inadequate*, *ineffective*, *inappropriate*, *weak*, etc.

Please:

- Do not make the descriptions so complex that the judge will have to take a long time to read them,
- Do not ask the student to do specific things the event did not ask the student to do.