



AUTOMOTIVE SERVICES MARKETING SERIES EVENT

ASM-26
Association Event 1

CAREER CLUSTER
Marketing

CAREER PATHWAY
Marketing Management

INSTRUCTIONAL AREA
Selling

PARTICIPANT INSTRUCTIONS

This event is presented to you through your review of the Career Competencies, Performance Indicators and Event Situation.

You have up to 10 minutes to review this information and prepare your presentation. Using the materials provided, you may make notes to use during your presentation.

You will have up to 10 minutes to present to the judge(s).

You will be evaluated on your solution to the event situation, how you incorporate the performance indicators of this event and how you demonstrate the career competencies.

Turn in all your notes and event materials when you have completed the event.

SOLUTION

- Unique – Demonstrate original thinking, fresh perspectives and an insightful approach.
- Practical – Develop an actionable/viable solution in a real-world context.
- Effective – Develop a solution that achieves relevant outcomes.

CAREER COMPETENCIES

- Critical Thinking – Think critically to understand and solve problems.
- Communication – Communicate clearly, effectively and with reason.
- Decision Making – Consider the impacts of decisions.

PERFORMANCE INDICATORS

- Explain the role of customer service as a component of selling relationships.
- Explain key factors in building a clientele.
- Discuss motivational theories that impact buying behavior.
- Communicate core values of product/service.
- Demonstrate a customer service mindset.

EVENT SITUATION

You are to assume the role of the general manager for a local STARTING LINE, an autobody service center chain with over 1,000 locations. The local franchise owner (judge) wants you to determine how the new location can attract customers from the nearby university.

STARTING LINE is known for its work on tires and brakes, but the centers provide all types of maintenance and service repairs. Each location also has free diagnostic testing and free air checks for tires, even if not purchased at STARTING LINE.

The franchise owner (judge) has two other STARTING LINE locations in the city of 65,000 people. These locations are in busy neighborhoods on either side of the city, near other businesses. The clientele at these locations is predominantly aged 39-65 years old.

The new STARTING LINE location is on the main street that runs by the local university campus that has 20,000 students. STARTING LINE is located near the student dormitories and several of the academic buildings.

The franchise owner (judge) wants you to determine how STARTING LINE can attract university students as clientele of the new location near campus.

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

JUDGE INSTRUCTIONS

JUDGE CHARACTERIZATION

You are to assume the role of the local franchise owner of STARTING LINE, an autobody service center chain with over 1,000 locations. You want a local general manager (participant) to determine how the new location can attract customers from the nearby university.

STARTING LINE is known for its work on tires and brakes, but the centers provide all types of maintenance and service repairs. Each location also has free diagnostic testing and free air checks for tires, even if not purchased at STARTING LINE.

You have two other STARTING LINE locations in the city of 65,000 people. These locations are in busy neighborhoods on either side of the city, near other businesses. The clientele at these locations is predominantly aged 39-65 years old.

The new STARTING LINE location is on the main street that runs by the local university campus that has 20,000 students. STARTING LINE is located near the student dormitories and several of the academic buildings.

You want the general manager (participant) to determine how STARTING LINE can attract university students as clientele of the new location near campus.

The participant will present information to you in a role-play to take place in your office. You will begin the role-play by greeting the participant and asking to hear about his/her ideas.

During the course of the role-play, you are to ask the following questions of each participant:

1. Why is it important to gain university clientele when students only stay a handful of years?
2. What is the best communication channel to reach university students?

Once the general manager (participant) has presented information and has answered your questions, you will conclude the role-play by thanking the general manager (participant) for the work.

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

EVALUATION INSTRUCTIONS

- The participants are to be evaluated on their solution and ability to apply the specific performance indicators stated on the cover sheet of this event and restated on the Judge's Evaluation Form. Although the participants may demonstrate other performance indicators, those listed in the Performance Indicators section are the selected ones you are evaluating for this particular event.
- Maintain a consistent expectation when evaluating each participant.
- The maximum score for the evaluation is 100 points. This presentation will be valued at one-third of the total score.

Levels of Evaluation

FOCUS AREA	NOVICE	DEVELOPING	PROFICIENT	EXEMPLARY
Content Understanding	Demonstrates a limited or inaccurate understanding of key concepts.	Demonstrates a basic understanding of key concepts.	Demonstrates a solid understanding of key concepts and clearly explains and supports ideas using appropriate evidence.	Demonstrates comprehensive understanding of concepts and applies them effectively to solve the scenario, including in more complex or extended contexts.
Application of Performance Indicators and Career Competencies	Lists the performance indicators and career competencies, but understanding is incomplete or inaccurate.	Defines the performance indicators and career competencies, but does not connect them to solve the objective of the case study scenario.	Explains the performance indicators and career competencies and connects them to solve the objective of the case study scenario.	Strategically applies the performance indicators and career competencies and connects them to comprehensively solve the objective of the case study scenario.
Reasoning	Ideas are unclear, inaccurate, or lack logical support. There is no application of the ideas and concept.	Ideas are present and somewhat logical but contain gaps in reasoning, development, or supporting evidence.	Ideas are logical, well-developed, and supported with appropriate evidence, with only minor gaps.	Ideas are logical, well-supported using appropriate business concept and theories and demonstrates reasoning with clear practicality and real-world relevance.
Workplace Readiness	Participants represent an employee who requires significant guidance and support to complete tasks.	Participants represent an employee who demonstrates basic skills and can complete routine tasks with some guidance.	Participants represent an employee with solid skills and who works independently to complete tasks effectively.	Participants represent an employee with advanced skills, works independently, and adapts effectively to new or unpredictable challenges.



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JUDGE'S EVALUATION FORM ASSOCIATION EVENT 1

Participant: _____

ID Number: _____

INSTRUCTIONAL AREA:

Selling

Rate the participant's ability to:		Novice	Developing	Proficient	Exemplary	Judged Score
PERFORMANCE INDICATORS						
1.	Explain the role of customer service as a component of selling relationships.	0-1-2-3	4-5-6	7-8-9	10	
2.	Explain key factors in building a clientele.	0-1-2-3	4-5-6	7-8-9	10	
3.	Discuss motivational theories that impact buying behavior.	0-1-2-3	4-5-6	7-8-9	10	
4.	Communicate core values of product/service.	0-1-2-3	4-5-6	7-8-9	10	
5.	Demonstrate a customer service mindset.	0-1-2-3	4-5-6	7-8-9	10	
SOLUTION						
6.	Unique Demonstrate original thinking, fresh perspectives and an insightful approach.	0-1-2	3-4-5	6-7	8	
7.	Practical Develop an actionable/viable solution in a real-world context.	0-1-2	3-4-5	6-7	8	
8.	Effective Develop a solution that achieves relevant outcomes.	0-1-2	3-4-5	6-7	8	
CAREER COMPETENCIES						
9.	Critical Thinking Think critically to understand and solve problems.	0-1	2-3	4-5	6	
10.	Communication Communicate clearly, effectively and with reason.	0-1	2-3	4-5	6	
11.	Decision Making Consider the impacts of decisions.	0-1	2-3	4-5	6	
OVERALL IMPRESSION						
12.	Demonstrate overall career readiness through professionalism, poise and confidence.	0-1-2	3-4-5	6-7	8	
TOTAL SCORE						