



Use Case Studies in Your Classroom



Business Management
and Administration



Entrepreneurship



Finance



Hospitality
and Tourism



Marketing



Personal Financial
Literacy



DECA CASE STUDIES

A student-centered engagement activity to help members apply learning through problem-based activities that require creative solutions and practical outcomes.



Use Case Studies in 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. 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.

Role-plays and case studies provide a student-centered engagement activity to help DECA members apply learning through problem-based activities that require creative solutions and practical outcomes. DECA's role-plays and case studies challenge DECA members to demonstrate industry-relevant knowledge and skills, while also developing important career competencies – creativity, collaboration, critical thinking and communications.

DECA's role-plays and case studies are developed through industry research to reflect current issues and trends in business and industry. The role-play and case study scenarios are connected to performance indicators – key concepts from national curriculum standards that students should learn during the school year. DECA members are challenged to develop a solution that incorporates the performance indicators relevant to the specific case study.

As you teach different instructional areas during the year, you can use corresponding role-plays and case studies as learning tools. While the traditional competitive event setting requires interaction with judges and specific timing, many advisors have used role-plays and case studies in a variety of instructional methods.



Instructional Areas

Instructional areas are broad areas of content knowledge that are comprised of many performance indicators. Below is a list of instructional areas for each career cluster or content area.

BUSINESS ADMINISTRATION CORE

Business Law
Communications
Customer Relations
Economics
Emotional Intelligence
Entrepreneurship
Financial Analysis
Human Resources Management
Information Management
Marketing
Operations
Professional Development
Strategic Management

BUSINESS MANAGEMENT + ADMINISTRATION

Business Law
Communications
Customer Relations
Economics
Emotional Intelligence
Entrepreneurship
Financial Analysis
Human Resources Management
Information Management
Knowledge Management
Marketing
Operations
Professional Development
Project Management
Quality Management
Risk Management
Strategic Management

ENTREPRENEURSHIP

Business Law
Channel Management
Communications
Customer Relations
Economics
Emotional Intelligence
Entrepreneurship
Financial Analysis
Human Resources Management
Information Management
Market Planning
Marketing
Marketing-Information Management
Operations
Pricing
Product/Service Management
Professional Development
Promotion
Quality Management
Risk Management
Selling
Strategic Management

FINANCE

Business Law
Communications
Customer Relations
Economics
Emotional Intelligence
Entrepreneurship
Financial Analysis
Financial-Information Management
Human Resources Management
Information Management
Marketing
Operations
Professional Development
Risk Management
Strategic Management

HOSPITALITY + TOURISM

Business Law
Communications
Customer Relations
Economics
Emotional Intelligence
Entrepreneurship
Financial Analysis
Human Resources Management
Information Management
Knowledge Management
Market Planning
Marketing
Operations
Pricing
Product/Service Management
Professional Development
Promotion
Quality Management
Risk Management
Selling
Strategic Management

MARKETING

Business Law
Channel Management
Communications
Customer Relations
Economics
Emotional Intelligence
Entrepreneurship
Financial Analysis
Human Resources Management
Information Management
Market Planning
Marketing
Marketing-Information Management
Operations
Pricing
Product/Service Management
Professional Development
Promotion
Selling
Strategic Management

PERSONAL FINANCIAL LITERACY

Earning Income
Spending
Saving
Investing
Managing Credit
Managing Risk

Bold instructional areas are the most frequently used in DECA's Competitive Events Program.



Classroom Activities

While the traditional competitive event setting requires interaction with judges and specific timing, many advisors have used role-plays and case studies in a variety of instructional methods. These include:

Warm-up activities and classroom discussions

Begin the class by asking students to read the role-play or case study and develop a solution. Engage the class in a meaningful discussion around various solutions. Ensure that each performance indicator is discussed.

Think-pair-share

Provide the scenario to your students to review and develop ideas individually. Then, group students in pairs and have each student play the role of the participant and play the role of a judge. After one round, you can encourage the students to find a different partner to serve in the other role. Then, expand the sharing into a classroom discussion, sharing a variety of solutions and approaches.

Writing exercises

Provide the scenario to your students and ask them to write their ideas for solving the problem presented in the role-play or case study. You may also ask them to develop their solution in a slide deck and provide more information in the notes section of each slide.

Public speaking exercises

Provide the scenario to your students and ask them to deliver an oral presentation or recorded video that presents their ideas for solving the problem presented in the role-play or case study. You can ask your students to use the evaluation from when they are watching the oral presentation or recorded video. This not only requires students to deliver a solution, but also encourages students to evaluate their peers – a powerful activity when sitting on the “other side” as the judge.

Assessment tools in lieu of a multiple-choice quiz/test

Use a role-play or case study as a written or oral assessment.

Evaluation and Assessment

The performance indicators on the first page of the role-play are the exact performance indicators on the evaluation form the judge uses. Since the evaluation form for each role-play and case study includes the performance indicators, by using DECA's role-plays and case studies, you are assessing students' performance according to national curriculum standards, which are industry validated and aligned to career clusters. The evaluation form also assesses the students' ability to demonstrate career competencies.

A Closer Look at Case Studies

DECA's role-play and case study events are classified by industry and career cluster.

Principles of Business Administration Events

Principles of Business Administration Events are for individual first-year DECA members. The member is asked to explain several core business concepts.

Individual Series Events

Individual Series Events are individual member events that pose business challenges with role-plays set in specialized career areas.

Team Decision Making Events

Team Decision Making Events challenge a team of two members to analyze a case study in a specific career area and develop a solution.

Personal Financial Literacy Event

The Personal Financial Literacy Event is designed to measure members' ability to apply reliable information and systematic decision making to personal financial decisions.



Understanding Performance Indicators

DECA uses seven lists of performance indicators: business administration core, business management and administration, entrepreneurship, finance, hospitality and tourism, marketing, and personal financial literacy. Performance indicators are specific knowledge and skills students should know and be able to perform as it relates to a career. One of DECA's strong points is that the performance indicators used in its competitive events program are industry-validated. A variety of industry-based primary and secondary sources are used to collect information, including: c-level business interviews, industry certifications, job websites for job descriptions, labor statistics, professional organizations, white papers, journals, articles, webinars, LinkedIn industry groups and validation panels.

Each performance indicator list is organized by instructional areas to assist advisors with planning units of instruction. Instructional areas are broad areas of content knowledge (such as promotion, pricing, emotional intelligence or business law) that are comprised of many performance indicators. As you teach different instructional areas during the year, you can use corresponding role-plays and case studies as learning tools.

For each role-play and case study, over half of the performance indicators come from the instructional area indicated on the front page of the role-play or case study. One strategy is to organize them by career cluster and instructional area. For example, if you are teaching promotion in your marketing course, you can then decide to use an apparel and accessories marketing series role-play or a sports and entertainment marketing team decision making case study, depending on the student's interests, time of the year or special area of focus.

Participant Instructions

The front page of the role-play or case study identifies its particular alignment to curriculum standards:

- Career Cluster
- Career Pathway
- Instructional Area
- Solution
- Career Competencies
- Performance Indicators

HINT: The evaluation form matches the Solution, Career Competencies and Performance Indicators on the front page, so students know exactly what criteria will be used during the evaluation. The Solution and Career Competencies are consistent across case studies or role-plays, but the performance indicators are specific to each scenario.

Event Situation

Provide your students with the first two pages of the role-play or case study. Their assignment is to provide a solution to the event situation (page 2) that incorporates the performance indicators (page 1). Students should also demonstrate career competencies through their delivery of the solution.

Each role-play and case study has common elements as color-coded.

 Student Role

 Company

 Judge Role

 Deliverable

 Meeting Location



MARKETING COMMUNICATIONS SERIES EVENT

MCS-26
District Event 1

CAREER CLUSTER
Marketing

CAREER PATHWAY
Marketing Communications

INSTRUCTIONAL AREA
Promotion

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 marketing and its importance in a global economy.
- Explain the nature of buzz-marketing.
- Explain the use of video/images for digital marketing.
- Monitor user-generated content.
- Explain the nature of corporate branding.

EVENT SITUATION

You are to assume the **role of the marketing communications specialist** for **Craft Path**, a chain of arts and crafts retail stores. The **director of marketing (judge)** wants you to develop a strategy that will highlight a special occasion, promote Craft Path and boost engagement.

Craft Path has over 1,000 locations across the United States and Canada. The big-box stores feature merchandise for crafts, hobbies, home décor plus seasonal and holiday items. The primary target market includes females aged 35-59 years old, and the secondary market includes parents and guardians who need supplies for children's school projects.

National Selfie Day is celebrated every June 21 on social media. Each year, users on Instagram and Facebook post selfies and use the hashtag #NationalSelfieDay in honor of the special day. This year, the **director of marketing (judge)** wants you to develop a strategy to highlight National Selfie Day and Craft Path that will boost engagement with younger demographics. The **director of marketing (judge)** is hoping for buzz that will have people talking about Craft Path and posting unique selfies.

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

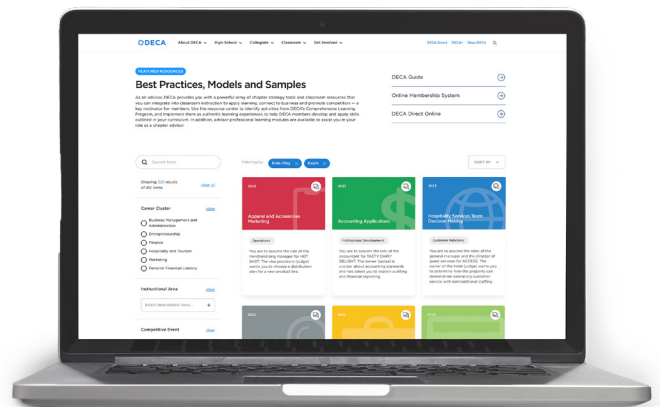


Let's Go!

With cool ideas on how to use case studies in the classroom, now it's time to integrate them into your classroom activities.

To help you get started, thirteen case studies from a variety of career clusters, content areas and instructional areas are conveniently included in this classroom guide.

Looking for more? Access hundreds more sample role-plays, case studies and exams in **DECA's Advisor Resource Center**. Navigate the full library with ease! Simply use the search bar or sort by resource type, career cluster, instructional area, competitive event and more so you can find the perfect case study to align with your specific classroom lesson.



www.deca.org/resources

Sample Case Studies

Explore 13 case studies on the following pages.

Competitive Event	Instructional Area	Page
 Accounting Applications Series Event ACT	Financial Analysis	8
 Business Law and Ethics Team Decision Making Event BLTDM	Emotional Intelligence	14
 Entrepreneurship Series Event ENT	Entrepreneurship	19
 Hotel and Lodging Management Series Event HLM	Marketing	24
 Human Resource Management Series Event HRM	Human Resources Management	29
 Marketing Management Team Decision Making Event MTDM	Economics	34
 Principles of Business Management and Administration Event PBM	Customer Relations	39
 Principles of Finance PFN	Operations	44
 Personal Financial Literacy PFL	Managing Credit	49
 Restaurant and Food Services Management Series Event RFSM	Marketing Planning	54
 Retail Merchandising Series Event RMS	Product/Service Management	59
 Sports and Entertainment Marketing Team Decision Making Event STDM	Promotion	64
 Travel and Tourism Team Decision Making TTDM	Information Management	69



ACCOUNTING APPLICATIONS SERIES EVENT

CAREER CLUSTER
Finance

CAREER PATHWAY
Accounting

INSTRUCTIONAL AREA
Financial Analysis

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

- Accurate – Demonstrate appropriate finance acumen.
- 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

- Describe the need for financial information.
- Explain the nature of accounts payable.
- Discuss the importance of utilizing ethical purchasing methods.
- Account for purchases.
- Organize information.

EVENT SITUATION

You are to assume the role of the accountant for **Auto Supplies**, a store that sells automotive parts and accessories. The owner of **Auto Supplies** (judge) wants you to explain accounts payable and ethical purchasing practices.

The owner of **Auto Supplies** (judge) just recently opened the store and is seeking to better understand the nature of accounts payable and ethical purchasing practice. The owner (judge) does not have an accounting background and is hoping to gain a better understanding.

This month, **Auto Supplies** engaged in the following transactions:

- Purchased 200 windshield wiper for \$2 each, on account from **Mobile Windows**, a new vendor.
- Purchased 500 brake pads at \$4 each, on account from **Brakes-R-Us**, terms 2/10. **Auto Supplies** records purchases using the net method.
- Returned 20 windshield wipers to **Mobile Windows** and received a credit.
- Paid **Mobile Windows** for the purchase made earlier in the month.
- Paid **Brakes-R-Us** 9 days after the invoice was received.

In the meeting with the owner (judge), you must:

- Describe the nature of accounts payable.
- Summarize at least 2 ethical purchasing methods **Auto Supplies** should adopt.
- Prepare journal entries for the transactions and the impact to the business.

You will present the information to the owner (judge) in a role-play to take place in the owner's (judge's) office. The owner (judge) will begin the role-play by greeting you and asking to hear your ideas. After you have presented the information and have answered the owner's (judge's) questions, the 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 owner of **Auto Supplies**, a store that sells automotive parts and accessories. You want the accountant (participant) to explain accounts payable and ethical purchasing practices.

You just recently opened the store and are seeking to better understand the nature of accounts payable and ethical purchasing practice. You do not have an accounting background and are hoping to gain a better understanding.

This month, **Auto Supplies** engaged in the following transactions:

- Purchased 200 windshield wiper for \$2 each, on account from **Mobile Windows**, a new vendor.
- Purchased 500 brake pads at \$4 each, on account from **Brakes-R-Us**, terms 2/10. **Auto Supplies** records purchases using the net method.
- Returned 20 windshield wipers to **Mobile Windows** and received a credit.
- Paid **Mobile Windows** for the purchase made earlier in the month.
- Paid **Brakes-R-Us** 9 days after the invoice was received.

In the meeting the accountant (participant) must:

- Describe the nature of accounts payable.
- Summarize at least 2 ethical purchasing methods **Auto Supplies** should adopt.
- Prepare journal entries for the transactions and the impact to the business.

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. What is the difference between something being illegal and unethical?
2. Why should the owner of a small business have a basic understanding of accounting?

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

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

SOLUTIONS

The nature of accounts payable:

Accounts payable (AP) refers to a company's short-term financial obligations it owes to suppliers, vendors, or creditors for goods and services received but not yet paid for. These obligations typically arise from routine business operations and are recorded as current liabilities on the balance sheet. Accounts payable represent a legal obligation to pay as the company has received something of value. Most vendors require payment within 30-60 days so by default, accounts payable are treated as current liabilities. Companies should manage the accounts payable to maximize discounts while also considering the impact to cash flow.

Ethical purchasing practices:

Below are five ethical practices with regard to purchases:

1. **Vendor Transparency and Fair Selection:** Choose suppliers based on clear, fair criteria, considering quality, price, and ethical standards—not just favoritism or personal gain. Require suppliers to be transparent about their production methods, sourcing, and business practices.
2. **Responsible Sourcing:** Source materials and products from suppliers who respect labor laws, follow environmental standards, and avoid exploitative practices such as child labor or unsafe working conditions.
3. **Compliance with Laws and Regulations:** Ensure all purchases comply with local, national, and international laws pertaining to environmental protection, labor rights, and trade.
4. **Promote Sustainable Practices:** Prioritize purchasing recycled, recyclable, or sustainably produced goods to minimize environmental impact. Encourage suppliers to adopt green and eco-friendly practices.
5. **Avoid Conflicts of Interest:** Set policies that prohibit accepting gifts or favors from suppliers that could influence purchasing decisions. Disclose any relationships with vendors that could create a perceived or actual conflict of interest.

Journal entries solution: Using the net method

Debit Inventory – wipers	\$400	
Credit Accounts payable – Mobile Windows		\$400
Debit Inventory – brake pads	\$1,960	
Credit Accounts payable – Brakes-R-Us		\$1,960
Debit Accounts payable – Mobile Windows	\$40	
Credit Inventory – wipers		\$40
Debit Accounts payable – Mobile Windows	\$360	
Credit Cash		\$360
Debit Accounts payable – Brakes-R-Us	\$1,960	
Credit Cash		\$1,960

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	Lists the performance indicators but understanding is incomplete or inaccurate.	Defines the performance indicators but does not connect them to solve the objective of the case study scenario.	Explains the performance indicators and connects them to solve the objective of the case study scenario.	Strategically applies the performance indicators 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.



ACCOUNTING APPLICATIONS SERIES – 2026

JUDGE'S EVALUATION FORM ASSOCIATION EVENT 2

Participant: _____

ID Number: _____

INSTRUCTIONAL AREA: Financial Analysis

Rate the participant's ability to:		Novice	Developing	Proficient	Exemplary	Judged Score
PERFORMANCE INDICATORS						
1.	Describe the need for financial information.	0-1-2-3	4-5-6	7-8-9	10	
2.	Explain the nature of accounts payable.	0-1-2-3	4-5-6	7-8-9	10	
3.	Discuss the importance of utilizing ethical purchasing methods.	0-1-2-3	4-5-6	7-8-9	10	
4.	Account for purchases.	0-1-2-3	4-5-6	7-8-9	10	
5.	Organize information.	0-1-2-3	4-5-6	7-8-9	10	
SOLUTION						
6.	Accurate Demonstrate appropriate finance acumen.	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						



BUSINESS LAW AND ETHICS TEAM DECISION MAKING EVENT

CAREER CLUSTER
Business Management and
Administration

INSTRUCTIONAL AREA
Emotional Intelligence

PARTICIPANT INSTRUCTIONS

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

You have up to 30 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 15 minutes to present to the judge(s). Both members of the team must participate in the presentation, as well as answer any questions.

You will be evaluated on your solution to the case study, 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

- Describe the nature of ethics.
- Explain reasons for ethical dilemmas.
- Recognize and respond to ethical dilemmas.
- Build trust in relationships.
- Explain factors that influence customer/client/business buying behavior.

CASE STUDY SITUATION

You are to assume the roles of the general manager and the marketing specialist for **Holiday House**, a business that provides installation of outdoor holiday lights and decorations. The owner (judge) wants your team to analyze the use of artificial intelligence (AI) images in marketing materials and recommend how to proceed.

Holiday House started business two years ago. The business specializes in decorating residential houses with holiday lights and décor during the winter months. Customers can choose from a variety of light styles and colors along with other décor for outdoor use.

Holiday House uses both Facebook and Instagram for social media marketing. It is imperative that customers can see the products and services that the business provides so use of images is crucial. When the **Holiday House** crews have completed decorating a house, the marketing team will ask the customer if images of their house can be used on the business's social media accounts. While most customers allow **Holiday House** to use images of their decorated homes for use in marketing, some do not.

The business is excited to begin offering additional holiday décor. **Holiday House** now has inventory to include decorations and lighting for all seasons and holidays. Your team is excited to begin promoting the new inventory, but there are no images available yet to showcase the products.

It was decided that AI images would be used in marketing the new inventory of décor and lights for the seasons and holidays throughout the year. In addition, it was decided that AI images would also be used in marketing the traditional winter holiday products available. The AI images would be mixed in with the actual customer images of **Holiday House** completed projects.

The owner (judge) is questioning the ethics of using AI images to promote the business. The owner (judge) wants your team to analyze the use of using AI images to promote **Holiday House**, explain why it could be considered unethical, determine how it could positively or negatively influence customers and ultimately if AI images should be used.

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

JUDGE INSTRUCTIONS

JUDGE CHARACTERIZATION

You are to assume the role of the owner of **Holiday House**, a business that provides installation of outdoor holiday lights and decorations. You want the general manager and the marketing specialist (participant team) to analyze the use of artificial intelligence (AI) images in marketing materials and recommend how to proceed.

Holiday House started business two years ago. The business specializes in decorating residential houses with holiday lights and décor during the winter months. Customers can choose from a variety of light styles and colors along with other décor for outdoor use.

Holiday House uses both Facebook and Instagram for social media marketing. It is imperative that customers can see the products and services that the business provides so use of images is crucial. When the **Holiday House** crews have completed decorating a house, the marketing team will ask the customer if images of their house can be used on the business's social media accounts. While most customers allow **Holiday House** to use images of their decorated homes for use in marketing, some do not.

The business is excited to begin offering additional holiday décor. **Holiday House** now has inventory to include decorations and lighting for all seasons and holidays. The general manager and the marketing specialist (participant team) are excited to begin promoting the new inventory, but there are no images available yet to showcase the products.

It was decided that AI images would be used in marketing the new inventory of décor and lights for the seasons and holidays throughout the year. In addition, it was decided that AI images would also be used in marketing the traditional winter holiday products available. The AI images would be mixed in with the actual customer images of **Holiday House** completed projects.

You are questioning the ethics of using AI images to promote the business. You want the general manager and the marketing specialist (participant team) to analyze the use of using AI images to promote **Holiday House**, explain why it could be considered unethical, determine how it could positively or negatively influence customers and ultimately if AI images should be used.

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

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

1. If I decide not to use AI images at all, how can we market the new inventory?
2. How can we encourage customers to allow us to use images of their house in marketing?

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

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

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 team.
- The maximum score for the evaluation is 100 points. The presentation will be weighted twice (2 times) the average of the exam scores.

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	Lists the performance indicators but understanding is incomplete or inaccurate.	Defines the performance indicators but does not connect them to solve the objective of the case study scenario.	Explains the performance indicators and connects them to solve the objective of the case study scenario.	Strategically applies the performance indicators 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.



BUSINESS LAW AND ETHICS TEAM DECISION MAKING – 2026

JUDGE'S EVALUATION FORM ASSOCIATION EVENT 2

INSTRUCTIONAL AREA:
Emotional Intelligence

Participant: _____

Participant: _____

ID Number: _____

Rate the participants' ability to:

		Novice	Developing	Proficient	Exemplary	Judged Score
PERFORMANCE INDICATORS						
1.	Describe the nature of ethics.	0-1-2-3	4-5-6	7-8-9	10	
2.	Explain reasons for ethical dilemmas.	0-1-2-3	4-5-6	7-8-9	10	
3.	Recognize and respond to ethical dilemmas.	0-1-2-3	4-5-6	7-8-9	10	
4.	Build trust in relationships.	0-1-2-3	4-5-6	7-8-9	10	
5.	Explain factors that influence customer/client/business buying behavior.	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						



ENTREPRENEURSHIP SERIES EVENT

CAREER CLUSTER
Entrepreneurship

INSTRUCTIONAL AREA
Entrepreneurship

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

- Adapt to changes in business environment.
- Explain the nature of channel strategies.
- Identify capital resources needed for venture.
- Assess the costs/benefits associated with resources.
- Explain the nature of overhead/operating costs.

EVENT SITUATION

You are to assume the role of the owner of **Dr. Smoothie**, a mobile beverage truck that sells smoothies. The investor (judge) wants you to identify resources needed for **Dr. Smoothie** to adapt its channel strategies.

Dr. Smoothie operates out of a mobile truck and provides customers with various menu options for fruit smoothies and customizable add-ins. **Dr. Smoothie** has the required permits to park in lots near the local high school, on the college campus, on the streets near city parks and on-site at the farmers market.

During the school year, **Dr. Smoothie** is extremely busy each morning selling smoothies near the local high school on Mondays and Tuesdays and on the college campus on Wednesdays, Thursdays and Fridays. **Dr. Smoothie** sets up near city parks on Saturdays during the school year and sets up as part of the city's farmer's market on Saturdays during the summer months.

Dr. Smoothie brings in the most revenue during the school year. The students and staff at the high school and college are loyal customers, and there is always a line of customers. The summer months are slower without the heavily populated high school and college campuses. It is difficult to find a location for the mobile truck during the weekdays in the summer that regularly attracts customers.

The city will soon open a second high school. While this is great news for business, you feel that an additional sales channel is needed to accommodate the new location. You feel that there are two options for **Dr. Smoothie** that will help the business:

- Add another mobile truck
- Open a small physical store location

The investor (judge) wants you to analyze the two channel strategies and determine the capital resources needed for both overhead and operating costs, and how each would help the changes in the business environment. You must make a final decision before asking for funding.

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

JUDGE INSTRUCTIONS

JUDGE CHARACTERIZATION

You are to assume the role of the investor working with **Dr. Smoothie**, a mobile beverage truck that sells smoothies. You want the owner (participant) to identify resources needed for **Dr. Smoothie** to adapt its channel strategies.

Dr. Smoothie operates out of a mobile truck and provides customers with various menu options for fruit smoothies and customizable add-ins. **Dr. Smoothie** has the required permits to park in lots near the local high school, on the college campus, on the streets near city parks and on-site at the farmers market.

During the school year, **Dr. Smoothie** is extremely busy each morning selling smoothies near the local high school on Mondays and Tuesdays and on the college campus on Wednesdays, Thursdays and Fridays. **Dr. Smoothie** sets up near city parks on Saturdays during the school year and sets up as part of the city's farmers market on Saturdays during the summer months.

Dr. Smoothie brings in the most revenue during the school year. The students and staff at the high school and college are loyal customers, and there is always a line of customers. The summer months are slower without the heavily populated high school and college campuses. It is difficult to find a location for the mobile truck during the weekdays in the summer that regularly attracts customers.

The city will soon open a second high school. While this is great news for business, the owner (participant) feels that an additional sales channel is needed to accommodate the new location. The owner (participant) feels that there are two options for **Dr. Smoothie** that will help the business:

- Add another mobile truck
- Open a small physical store location

You want the owner (participant) to analyze the two channel strategies and determine the capital resources needed for both overhead and operating costs, and how each would help the changes in the business environment. The owner (participant) must make a final decision before asking for funding.

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. What is your biggest concern with the option you chose?
2. How will the option you chose affect our current strategy?

Once the owner (participant) has presented information and has answered your questions, you will conclude the role-play by thanking the owner (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	Lists the performance indicators but understanding is incomplete or inaccurate.	Defines the performance indicators but does not connect them to solve the objective of the case study scenario.	Explains the performance indicators and connects them to solve the objective of the case study scenario.	Strategically applies the performance indicators 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.



ENTREPRENEURSHIP SERIES – 2026

JUDGE'S EVALUATION FORM DISTRICT EVENT 2

INSTRUCTIONAL AREA:
Entrepreneurship

Participant: _____

ID Number: _____

Rate the participant's ability to:		Novice	Developing	Proficient	Exemplary	Judged Score
PERFORMANCE INDICATORS						
1.	Adapt to changes in business environment.	0-1-2-3	4-5-6	7-8-9	10	
2.	Explain the nature of channel strategies.	0-1-2-3	4-5-6	7-8-9	10	
3.	Identify capital resources needed for venture.	0-1-2-3	4-5-6	7-8-9	10	
4.	Assess the costs/benefits associated with resources.	0-1-2-3	4-5-6	7-8-9	10	
5.	Explain the nature of overhead/operating costs.	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						



HOTEL AND LODGING MANAGEMENT SERIES EVENT

CAREER CLUSTER
Hospitality and Tourism

CAREER PATHWAY
Lodging

INSTRUCTIONAL AREA
Marketing

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 factors that influence customer/client/business buying behavior.
- Discuss actions employees can take to achieve the company's desired results.
- Differentiate between service marketing and product marketing.
- Describe the purpose of guest relations.
- Build and maintain relationships with customers.

EVENT SITUATION

You are to assume the role of the guest relations manager at **Venus Hotel – Capital City**, a full-service hotel property that is part of the **Venus International** portfolio. The general manager (judge) wants you to determine how to show appreciation to loyal guests of the property rather than through the company-wide VENUS INTERNATIONAL loyalty program.

Venus International has a portfolio of a dozen brands that cover 9,000 properties worldwide. **Venus Hotels** is a full-service brand that features restaurants, lounges, retail spaces, meeting spaces, pools and spas. **Venus Hotel – Capital City** is located in the city center of a large city. While the majority of guests staying at **Venus Hotel – Capital City** are business travelers, there are also many guests staying for leisure.

Venus International's loyalty program allows members to earn rewards by staying at **Venus** properties for a certain number of nights each year and by the amount spent each year. Members can provide their loyalty program information while making a reservation or during check-in. Loyal members can earn free upgrades, room nights and lounge access as rewards.

The general manager at **Venus Hotel – Capital City** (judge) knows that the local properties actually deliver the guest experience and wants guests to feel loyal to the property, not just loyal to **Venus International**. The general manager (judge) wants you to determine how the property can show appreciation to loyal guests regardless of their loyalty program status. The general manager (judge) wants repeat guests to feel known and valued.

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

JUDGE INSTRUCTIONS

JUDGE CHARACTERIZATION

You are to assume the role of the general manager at **Venus Hotel – Capital City**, a full-service hotel property that is part of the **Venus International** portfolio. You want the guest relations manager (participant) to determine how to show appreciation to loyal guests locally rather than through the company-wide **Venus International** loyalty program.

Venus International has a portfolio of a dozen brands that cover 9,000 properties worldwide. **Venus Hotels** is a full-service brand that features restaurants, lounges, retail spaces, meeting spaces, pools and spas. **Venus Hotel – Capital City** is located in the city center of a large city. While the majority of guests staying at **Venus Hotel – Capital City** are business travelers, there are also many guests staying for leisure.

Venus International's loyalty program allows members to earn rewards by staying at **Venus** properties for a certain number of nights each year and by the amount spent each year. Members can provide their loyalty program information while making a reservation or during check-in. Loyal members can earn free upgrades, room nights and lounge access as rewards.

You know that the local properties actually deliver the guest experience and want guests to feel loyal to the property, not just loyal to Venus International. You want the guest relations manager (participant) to determine how the property can show appreciation to loyal guests regardless of their loyalty program status. You want repeat guests to feel known and valued.

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. How can front desk employees determine if a guest has stayed at our property before?
2. What other departments in the hotel can we have involved?

Once the guest relations manager (participant) has presented information and has answered your questions, you will conclude the role-play by thanking the guest relations 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	Lists the performance indicators but understanding is incomplete or inaccurate.	Defines the performance indicators but does not connect them to solve the objective of the case study scenario.	Explains the performance indicators and connects them to solve the objective of the case study scenario.	Strategically applies the performance indicators 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.



HOTEL AND LODGING MANAGEMENT SERIES – 2026

JUDGE'S EVALUATION FORM ASSOCIATION EVENT 1

Participant: _____

ID Number: _____

INSTRUCTIONAL AREA: Marketing

Rate the participant's ability to:

		Novice	Developing	Proficient	Exemplary	Judged Score
PERFORMANCE INDICATORS						
1.	Explain factors that influence customer/client/business buying behavior.	0-1-2-3	4-5-6	7-8-9	10	
2.	Discuss actions employees can take to achieve the company's desired results.	0-1-2-3	4-5-6	7-8-9	10	
3.	Differentiate between service marketing and product marketing.	0-1-2-3	4-5-6	7-8-9	10	
4.	Describe the purpose of guest relations.	0-1-2-3	4-5-6	7-8-9	10	
5.	Build and maintain relationships with customers.	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						



HUMAN RESOURCE MANAGEMENT SERIES EVENT

CAREER CLUSTER
Business Management &
Administration

CAREER PATHWAY
Human Resources
Management

INSTRUCTIONAL AREA
Human Resources
Management

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

- Assess company's learning needs.
- Select experts for employee development.
- Facilitate employee learning.
- Develop an achievement orientation.
- Assess long-term value and impact of actions on others.

EVENT SITUATION

You are to assume the role of the human resources manager at **Zoo & Aquarium Society**, a nonprofit organization dedicated to the advancement of zoos and aquariums in conservation, education, science and recreation. The executive director (judge) wants you to develop a method for peer-to-peer learning.

Zoo & Aquarium Society has a staff of 45 employees at the headquarters office. The staff works in education, finance, design, external affairs, membership, marketing and conservation research departments. Each employee brings special talents to their role, to the department and to the organization.

The executive director (judge) has heard from department directors that employees have talent gaps in many areas varying from design and presentation skills to the use of AI and spreadsheets. The department directors have also indicated that there are several employees at **Zoo & Aquarium Society** who are experts in those fields.

The executive director (judge) wants you to determine how the organization can create an in-office talent marketplace that will match employees that have skills expertise with employees with talent gaps. You must decide how to identify needs, employee experts and employees with talent gaps and how to effectively facilitate employee learning.

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

JUDGE INSTRUCTIONS

JUDGE CHARACTERIZATION

You are to assume the role of the executive director at **Zoo & Aquarium Society**, a nonprofit organization dedicated to the advancement of zoos and aquariums in conservation, education, science and recreation. You want the human resources manager (participant) to develop a method for peer-to-peer learning.

Zoo & Aquarium Society has a staff of 45 employees at the headquarters office. The staff works in education, finance, design, external affairs, membership, marketing and conservation research departments. Each employee brings special talents to their role, to the department and to the organization.

You have heard from department directors that employees have talent gaps in many areas varying from design and presentation skills to the use of AI and spreadsheets. The department directors have also indicated that there are several employees at **Zoo & Aquarium Society** who are experts in those fields.

You want the human resources manager (participant) to determine how the organization can create an in-office talent marketplace that will match employees that have skills expertise with employees with talent gaps. The human resources manager (participant) must decide how to identify needs, employee experts and employees with talent gaps and how to effectively facilitate employee learning.

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. How can we reward employees that share their expertise?
2. How can we encourage employees with talent gaps to participate?

Once the human resources manager (participant) has presented information and has answered your questions, you will conclude the role-play by thanking the human resources 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	Lists the performance indicators but understanding is incomplete or inaccurate.	Defines the performance indicators but does not connect them to solve the objective of the case study scenario.	Explains the performance indicators and connects them to solve the objective of the case study scenario.	Strategically applies the performance indicators 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.



HUMAN RESOURCE MANAGEMENT SERIES – 2026

JUDGE'S EVALUATION FORM ASSOCIATION EVENT 1

Participant: _____

ID Number: _____

INSTRUCTIONAL AREA:

Human Resources Management

Rate the participant's ability to:		Novice	Developing	Proficient	Exemplary	Judged Score
PERFORMANCE INDICATORS						
1.	Assess company's learning needs.	0-1-2-3	4-5-6	7-8-9	10	
2.	Select experts for employee development.	0-1-2-3	4-5-6	7-8-9	10	
3.	Facilitate employee learning.	0-1-2-3	4-5-6	7-8-9	10	
4.	Develop an achievement orientation.	0-1-2-3	4-5-6	7-8-9	10	
5.	Assess long-term value and impact of actions on others.	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						



CAREER CLUSTER
Marketing

INSTRUCTIONAL AREA
Economics

MARKETING MANAGEMENT TEAM DECISION MAKING EVENT

PARTICIPANT INSTRUCTIONS

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

You have up to 30 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 15 minutes to present to the judge(s). Both members of the team must participate in the presentation, as well as answer any questions.

You will be evaluated on your solution to the case study, 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 how organizations adapt to today's markets.
- Explain the nature of business ethics.
- Determine factors affecting business risk.
- Describe the functions of prices in markets.
- Explain factors affecting pricing decisions.

EVENT SITUATION

You are to assume the roles of the general manager and the assistant manager at **Thrift Market**, a local thrift store that is owned and managed by **Stone City Charities**. The director (judge) wants you to analyze the possible effects of adjusting prices on all customer segments and on resources.

Stone City Charities provides services for community members in need. The largest focus is helping community members with employment skills; resume building, interview preparation, job-training, job placement and other placement activities.

Thrift Market accepts donations of gently used apparel, accessories, shoes, handbags, backpacks, laptop holders and other supplies from the community. These items are then sold at thrift prices. If a community member is in need of clothing for a job interview, **Stone City Charities** allows the community member to choose an outfit at **Thrift Market** at no cost.

Money made at **Thrift Market** is put into the resources that **Stone City Charities** provides to the community. The amount spent at **Thrift Market** directly correlates with the number of resources that can be provided.

Over the past two years, thrifting has become very popular among most demographics. **Thrift Market** now has more financially privileged customers than those in need of assistance. These customers also bring in the majority of the donations for the shop.

The director (judge) thinks that the prices at **Thrift Market** should be raised since most customers are not of low economic status. While the prices would still be lower than brand new items, the items would be priced higher so **Thrift Market** would bring in more money.

The director (judge) wants your team to analyze the possible effects of raising prices at **Thrift Market** on all customer segments and on the resources provided by **Stone City Charities** and make a final decision.

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

JUDGE INSTRUCTIONS

JUDGE CHARACTERIZATION

You are to assume the roles of the director of **Thrift Market**, a local thrift store that is owned and managed by **Stone City Charities**. You want the general manager and the assistant manager (participant team) to analyze the possible effects of adjusting prices on all customer segments and on resources.

Stone City Charities provides services for community members in need. The largest focus is helping community members with employment skills; resume building, interview preparation, job-training, job placement and other placement activities.

Thrift Market accepts donations of gently used apparel, accessories, shoes, handbags, backpacks, laptop holders and other supplies from the community. These items are then sold at thrift prices. If a community member is in need of clothing for a job interview, **Stone City Charities** allows the community member to choose an outfit at **Thrift Market** at no cost.

Money made at **Thrift Market** is put into the resources that **Stone City Charities** provides to the community. The amount spent at **Thrift Market** directly correlates with the number of resources that can be provided.

Over the past two years, thrifting has become very popular among most demographics. **Thrift Market** now has more financially privileged customers than those in need of assistance. These customers also bring in the majority of the donations for the shop.

You think that the prices at **Thrift Market** should be raised since most customers are not of low economic status. While the prices would still be lower than brand new items, the items would be priced higher so **Thrift Market** would bring in more money.

You want the general manager and the assistant manager (participant team) to analyze the possible effects of raising prices at **Thrift Market** on all customer segments and on the resources provided by **Stone City Charities** and make a final decision.

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

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

1. Are there other ways that **Thrift Market** can make money?
2. How can the increase in prices be positioned in a positive way so customers are still motivated to visit the shop?

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

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	Lists the performance indicators but understanding is incomplete or inaccurate.	Defines the performance indicators but does not connect them to solve the objective of the case study scenario.	Explains the performance indicators and connects them to solve the objective of the case study scenario.	Strategically applies the performance indicators 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.



MARKETING MANAGEMENT TEAM DECISION MAKING – 2026

JUDGE'S EVALUATION FORM DISTRICT EVENT

Participant: _____

ID Number: _____

INSTRUCTIONAL AREA: Economics

Rate the participant's ability to:		Novice	Developing	Proficient	Exemplary	Judged Score
PERFORMANCE INDICATORS						
1.	Explain how organizations adapt to today's markets.	0-1-2-3	4-5-6	7-8-9	10	
2.	Explain the nature of business ethics.	0-1-2-3	4-5-6	7-8-9	10	
3.	Determine factors affecting business risk.	0-1-2-3	4-5-6	7-8-9	10	
4.	Describe the functions of prices in markets.	0-1-2-3	4-5-6	7-8-9	10	
5.	Explain factors affecting pricing decisions.	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						



PRINCIPLES OF BUSINESS MANAGEMENT AND ADMINISTRATION EVENT

CAREER CLUSTER
Business Management &
Administration

INSTRUCTIONAL AREA
Customer Relations

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

- Handle customer/client complaints.
- Demonstrate a customer service mindset.
- Interpret business policies to customers/clients.
- Reinforce service orientation through communication.

EVENT SITUATION

You are to assume the role of an employee in the customer service department at the **City of Logan**, an office that houses public services and local government. You must address a customer (judge) that has complained about a change in policy for bill payment.

The **City of Logan** office has a customer service department that allows residents to pay their water bill and municipal court fees. Four months ago, it was announced that **City of Logan** would no longer accept payments in cash starting this month. The notice was put in all monthly bills, on the city's website, and notices were posted at the customer service department.

A customer (judge) wants to pay their water bill with cash and was told that **City of Logan** no longer accepts cash payments. The customer (judge) is complaining and you have been asked to address the situation.

You will address the customer (judge) in a role-play to take place at the office. The customer (judge) will begin the role-play by asking about paying the bill with cash. After you have explained the new policy and have answered the customer's (judge's) questions, the customer (judge) will conclude the role-play by thanking you for your work.

JUDGE INSTRUCTIONS

JUDGE CHARACTERIZATION

You are to assume the role of a customer at the **City of Logan**, an office that houses public services and local government. You have complained about a change in policy for bill payment and an employee in the customer service department (participant) will address your complaint.

The **City of Logan** office has a customer service department that allows residents to pay their water bill and municipal court fees. Four months ago, it was announced that **City of Logan** would no longer accept payments in cash, starting this month. The notice was put in all monthly bills, on the city's website, and notices were posted at the customer service department.

You want to pay your water bill with cash and was told that **City of Logan** no longer accepts cash payments. You have complained and an employee (participant) has been asked to address the situation.

The participant will present information to you in a role-play to take place at the office. You will begin the role-play by asking about paying the bill with cash.

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

1. Why are more and more businesses going cashless?
2. How is paying with a card or check easier for me?

Once the employee (participant) has presented information and has answered your questions, you will conclude the role-play by thanking the employee (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. The presentation will be weighted twice (2 times) the exam 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	Lists the performance indicators but understanding is incomplete or inaccurate.	Defines the performance indicators but does not connect them to solve the objective of the case study scenario.	Explains the performance indicators and connects them to solve the objective of the case study scenario.	Strategically applies the performance indicators 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.



PRINCIPLES OF BUSINESS MANAGEMENT AND ADMINISTRATION – 2026

JUDGE'S EVALUATION FORM DISTRICT EVENT

Participant: _____

ID Number: _____

INSTRUCTIONAL AREA: Customer Relations

Rate the participant's ability to:		Novice	Developing	Proficient	Exemplary	Judged Score
PERFORMANCE INDICATORS						
1.	Handle customer/client complaints.	0-1-2-3	4-5-6-7	8-9-10-11	12	
2.	Demonstrate a customer service mindset.	0-1-2-3	4-5-6-7	8-9-10-11	12	
3.	Interpret business policies to customers/clients.	0-1-2-3	4-5-6-7	8-9-10-11	12	
4.	Reinforce service orientation through communication.	0-1-2-3	4-5-6-7	8-9-10-11	12	
SOLUTION						
5.	Unique Demonstrate original thinking, fresh perspectives and an insightful approach.	0-1-2	3-4-5	6-7	8	
6.	Practical Develop an actionable/viable solution in a real-world context.	0-1-2	3-4-5	6-7	8	
7.	Effective Develop a solution that achieves relevant outcomes.	0-1-2	3-4-5	6-7	8	
CAREER COMPETENCIES						
8.	Critical Thinking Think critically to understand and solve problems.	0-1	2-3	4-5	6	
9.	Communication Communicate clearly, effectively and with reason.	0-1	2-3	4-5	6	
10.	Decision Making Consider the impacts of decisions.	0-1	2-3	4-5	6	
OVERALL IMPRESSION						
11.	Demonstrate overall career readiness through professionalism, poise and confidence.	0-1-2-3	4-5-6	7-8-9	10	
TOTAL SCORE						



PRINCIPLES OF FINANCE EVENT

CAREER CLUSTER
Finance

CAREER PATHWAY
Operations

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 nature of operations.
- Explain routine security precautions.
- Explain information privacy, security, and confidentiality considerations in business.
- Maintain data security.

EVENT SITUATION

You are to assume the role of a bank teller at **Gold Star Bank**. A new employee (judge) wants you to explain why security and confidentiality are important in bank operations.

The new employee (judge) understands the need for security guards on premises at the bank to deter robberies but does not understand why bank tellers need to follow security precautions. The new employee (judge) also does not understand the concept of information security and privacy and why it is important to the bank and to customers.

The new employee (judge) wants you to explain:

- Routine security precautions for bank tellers
- Information security and privacy considerations for the bank and its customers
- Methods to maintain data security

You will explain the information to the new employee (judge) in a role-play to take place at the bank. The new employee (judge) will begin the role-play by asking you about security. After you have discussed the information with the new employee (judge) and have answered the new employee's (judge's) questions, the new employee (judge) will conclude the role-play by thanking you for your work.

JUDGE INSTRUCTIONS

JUDGE CHARACTERIZATION

You are to assume the role of a new employee at **Gold Star Bank**. You want the bank teller (participant) to explain why security and confidentiality are important in bank operations.

You understand the need for security guards on premises at the bank to deter robberies but do not understand why bank tellers need to follow security precautions. You also do not understand the concept of information security and privacy and why it is important to the bank and to customers.

You want the bank teller (participant) to explain:

- Routine security precautions for bank tellers
- Information security and privacy considerations for the bank and its customers
- Methods to maintain data security

The participant will present information to you in a role-play to take place at the bank. You will begin the role-play by greeting the participant and asking about security.

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

1. In addition to security precautions, are there safety precautions we should follow, too?
2. Why is it important that our customers feel safe and secure?

After the bank teller (participant) has explained security and has answered your questions, you will conclude the role-play by thanking the bank teller (participant).

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. The presentation will be weighted twice (2 times) the exam 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	Lists the performance indicators but understanding is incomplete or inaccurate.	Defines the performance indicators but does not connect them to solve the objective of the case study scenario.	Explains the performance indicators and connects them to solve the objective of the case study scenario.	Strategically applies the performance indicators 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.



PRINCIPLES OF FINANCE – 2026

JUDGE'S EVALUATION FORM DISTRICT EVENT

INSTRUCTIONAL AREA:
Operations

Participant: _____

ID Number: _____

Rate the participant's ability to:		Novice	Developing	Proficient	Exemplary	Judged Score
PERFORMANCE INDICATORS						
1.	Explain the nature of operations.	0-1-2-3	4-5-6-7	8-9-10-11	12	
2.	Explain routine security precautions.	0-1-2-3	4-5-6-7	8-9-10-11	12	
3.	Explain information privacy, security, and confidentiality considerations in business.	0-1-2-3	4-5-6-7	8-9-10-11	12	
4.	Maintain data security.	0-1-2-3	4-5-6-7	8-9-10-11	12	
SOLUTION						
5.	Unique Demonstrate original thinking, fresh perspectives and an insightful approach.	0-1-2	3-4-5	6-7	8	
6.	Practical Develop an actionable/viable solution in a real-world context.	0-1-2	3-4-5	6-7	8	
7.	Effective Develop a solution that achieves relevant outcomes.	0-1-2	3-4-5	6-7	8	
CAREER COMPETENCIES						
8.	Critical Thinking Think critically to understand and solve problems.	0-1	2-3	4-5	6	
9.	Communication Communicate clearly, effectively and with reason.	0-1	2-3	4-5	6	
10.	Decision Making Consider the impacts of decisions.	0-1	2-3	4-5	6	
OVERALL IMPRESSION						
11.	Demonstrate overall career readiness through professionalism, poise and confidence.	0-1-2-3	4-5-6	7-8-9	10	
TOTAL SCORE						



PERSONAL FINANCIAL LITERACY

INSTRUCTIONAL AREA Managing Credit

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 why credit card interest rates tend to be higher than rates for secured loans, such as automobile loans.
- Describe how a credit card user can minimize interest charges on their credit card purchases.
- Investigate what happens to a low introductory interest rate when the borrower misses a payment or makes a late payment.

EVENT SITUATION

You are to assume the role of a financial advisor. A client (judge) is interested in opening a credit card to furnish a new apartment and wants your advice.

The client (judge) will soon be moving into an apartment and needs new furniture for the living room, dining room and bedroom. The client (judge) does not have enough cash available to pay for the needed furniture and is interested in opening a credit card to pay for the purchases.

The client (judge) has found a credit card with an 18% interest rate and wants to apply for it. Before applying for the credit card, the client (judge) wants to understand the following:

- Why does the credit card have a higher interest rate than a secured loan for an automobile?
- How can interest charges be minimized on credit card purchases?
- What will happen to the credit card interest rate if a payment is missed or late?

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

JUDGE INSTRUCTIONS

JUDGE CHARACTERIZATION

You are to assume the role of a client of a financial advisor (participant). You want the financial advisor's (participant's) advice on opening a credit card.

You will soon be moving into an apartment and need new furniture for the living room, dining room and bedroom. You do not have enough cash available to pay for the needed furniture and are interested in opening a credit card to pay for the purchases.

You have found a credit card with an 18% interest rate and want to apply for it. Before applying for the credit card, you want to understand the following:

- Why does the credit card have a higher interest rate than a secured loan for an automobile?
- How can interest charges be minimized on credit card purchases?
- What will happen to the credit card interest rate if a payment is missed or is late?

The meeting will take place in the financial advisor (participant's) office. You will begin the meeting by greeting the financial advisor (participant) and asking about credit. After the participant has presented the information, you are to ask the following questions of each participant:

1. What's the difference between a major bank credit card and a retail store charge card?
2. Are there alternatives for furnishing the apartment?

Once the financial advisor (participant) has answered your questions, you will conclude the discussion by thanking the 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. The presentation will be weighted twice (2 times) the exam 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	Lists the performance indicators but understanding is incomplete or inaccurate.	Defines the performance indicators but does not connect them to solve the objective of the case study scenario.	Explains the performance indicators and connects them to solve the objective of the case study scenario.	Strategically applies the performance indicators 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.



PERSONAL FINANCIAL LITERACY – 2026

JUDGE'S EVALUATION FORM DISTRICT EVENT

Participant: _____

ID Number: _____

INSTRUCTIONAL AREA: Managing Credit

Rate the participant's ability to:		Novice	Developing	Proficient	Exemplary	Judged Score
PERFORMANCE INDICATORS						
1.	Explain why credit card interest rates tend to be higher than rates for secured loans, such as automobile loans.	0-1-2-3-4-5	6-7-8-9-10-11	12-13-14-15-16	17	
2.	Describe how a credit card user can minimize interest charges on their credit card purchases.	0-1-2-3-4-5	6-7-8-9-10-11	12-13-14-15-16	17	
3.	Investigate what happens to a low introductory interest rate when the borrower misses a payment or makes a late payment.	0-1-2-3-4-5	6-7-8-9-10-11	12-13-14-15-16	17	
SOLUTION						
4.	Unique Demonstrate original thinking, fresh perspectives and an insightful approach.	0-1-2	3-4-5	6-7	8	
5.	Practical Develop an actionable/viable solution in a real-world context.	0-1-2	3-4-5	6-7	8	
6.	Effective Develop a solution that achieves relevant outcomes.	0-1-2	3-4-5	6-7	8	
CAREER COMPETENCIES						
7.	Critical Thinking Think critically to understand and solve problems.	0-1	2-3	4-5	6	
8.	Communication Communicate clearly, effectively and with reason.	0-1	2-3	4-5	6	
9.	Decision Making Consider the impacts of decisions.	0-1	2-3	4-5	6	
OVERALL IMPRESSION						
10.	Demonstrate overall career readiness through professionalism, poise and confidence.	0-1-2	3-4	5-6	7	
TOTAL SCORE						



RESTAURANT AND FOOD SERVICES MANAGEMENT SERIES EVENT

CAREER CLUSTER
Hospitality and Tourism

CAREER PATHWAY
Restaurant Management

INSTRUCTIONAL AREA
Market Planning

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 use of marketing strategies in hospitality and tourism.
- Explain the concept of market and market identification.
- Identify ways to segment hospitality and tourism markets.
- Explain factors that influence customer selection of food places and menu items.
- Analyze trends in food habits/preferences.

EVENT SITUATION

You are to assume the role of the marketing specialist for **Wee Bite**, a restaurant that features small plates made for sharing with 25 locations. The president (judge) wants you to create a marketing plan that will encourage people looking for a little treat to order takeout from the restaurant.

Wee Bite has over 50 menu selections on the appetizer, main course and dessert menu that feature small plates of food made for sharing. The restaurant caters to groups of people who want to dine together and order many menu items to share among the group. Each menu item is priced between \$6.00 - \$19.00, with most being not more than \$10.00.

Wee Bite has always marketed to groups and has featured the tagline, “together is better.” This campaign has been successful for the restaurant and on most nights, during the operating hours of 5:00PM – 11:00PM, the restaurants are extremely busy.

The president (judge) was recently made aware of the little treat trend. Many Generation Z and Millennials are promoting on social media the little treat reward after a tough day or after accomplishing a task. Little treats include coffees, desserts, pastries or simply fountain sodas; treats that do not cost more than \$10.00.

The president (judge) thinks that **Wee Bite** is a perfect example of a little treat. A customer can reward themselves with a small plate or dessert for \$10 or less after a long day. The president (judge) wants you to develop a marketing plan that will introduce **Wee Bite** into the little treat market while still honoring the “together is better” tagline.

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

JUDGE INSTRUCTIONS

JUDGE CHARACTERIZATION

You are to assume the role of the president for **Wee Bite**, a restaurant that features small plates made for sharing with 25 locations. You want the marketing specialist (participant) to create a marketing plan that will encourage people looking for a little treat to order takeout from the restaurant.

Wee Bite has over 50 menu selections on the appetizer, main course and dessert menu that feature small plates of food made for sharing. The restaurant caters to groups of people who want to dine together and order many menu items to share among the group. Each menu item is priced between \$6.00 - \$19.00, with most being not more than \$10.00.

Wee Bite has always marketed to groups and has featured the tagline, “together is better.” This campaign has been successful for the restaurant and on most nights, during the operating hours of 5:00PM – 11:00PM, the restaurants are extremely busy.

You were recently made aware of the little treat trend. Many Generation Z and Millennials are promoting on social media the little treat reward after a tough day or after accomplishing a task. Little treats include coffees, desserts, pastries or simply fountain sodas; treats that do not cost more than \$10.00.

You think that **Wee Bite** is a perfect example of a little treat. A customer can reward themselves with a small plate or dessert for \$10 or less after a long day. You want the marketing specialist (participant) to develop a marketing plan that will introduce **Wee Bite** into the little treat market while still honoring the “together is better” tagline.

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. What are the risks in this endeavor?
2. What are the benefits of this endeavor?

Once the marketing specialist (participant) has presented information and has answered your questions, you will conclude the role-play by thanking the marketing specialist (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	Lists the performance indicators but understanding is incomplete or inaccurate.	Defines the performance indicators but does not connect them to solve the objective of the case study scenario.	Explains the performance indicators and connects them to solve the objective of the case study scenario.	Strategically applies the performance indicators 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.



RESTAURANT AND FOOD SERVICE MANAGEMENT SERIES – 2026

JUDGE'S EVALUATION FORM ASSOCIATION EVENT 2

Participant: _____

ID Number: _____

INSTRUCTIONAL AREA: Market Planning

Rate the participant's ability to:		Novice	Developing	Proficient	Exemplary	Judged Score
PERFORMANCE INDICATORS						
1.	Explain the use of marketing strategies in hospitality and tourism.	0-1-2-3	4-5-6	7-8-9	10	
2.	Explain the concept of market and market identification.	0-1-2-3	4-5-6	7-8-9	10	
3.	Identify ways to segment hospitality and tourism markets.	0-1-2-3	4-5-6	7-8-9	10	
4.	Explain factors that influence customer selection of food places and menu items.	0-1-2-3	4-5-6	7-8-9	10	
5.	Analyze trends in food habits/preferences.	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						



RETAIL MERCHANDISING SERIES EVENT

CAREER CLUSTER
Marketing

CAREER PATHWAY
Merchandising

INSTRUCTIONAL AREA
Product/Service Management

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 importance of merchandising to retailers.
- Identify product opportunities.
- Explain the concept of product mix.
- Explain the nature of product/service branding.
- Explain key factors in building a clientele.

EVENT SITUATION

You are to assume the role of the brand manager for **DEX**, an off-price department store corporation that operates four different brands. The senior vice president (judge) wants you to recommend an additional brand that will build clientele.

DEX operates four brands:

- **Dexter** – sells off-price name brand apparel and accessories for men, women and children
- **Dexter Décor** – sells off-price home décor and small furnishings
- **Dexter@Home** – sells off-price furniture for all rooms
- **Dexter Sports** – sells off-price name brand sporting good and outdoor recreation products

Each **DEX** brand has over 400 physical store locations and attracts shoppers that want high quality merchandise at lower prices. Executives want a new brand that will attract new clientele. The senior vice president (judge) wants you to identify an opportunity for a new **DEX** brand store, name the new brand, explain the product mix and discuss how it will build clientele.

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

JUDGE INSTRUCTIONS

JUDGE CHARACTERIZATION

You are to assume the role of the senior vice president for **DEX**, an off-price department store corporation that operates four different brands. You want the brand manager (participant) to recommend an additional brand that will build clientele.

DEX operates four brands:

- **Dexter** – sells off-price name brand apparel and accessories for men, women and children
- **Dexter Décor** – sells off-price home décor and small furnishings
- **Dexter@Home** – sells off-price furniture for all rooms
- **Dexter Sports** – sells off-price name brand sporting good and outdoor recreation products

Each **DEX** brand has over 400 physical store locations and attracts shoppers that want high quality merchandise at lower prices. Executives want a new brand that will attract new clientele. You want the brand manager (participant) to identify an opportunity for a new **DEX** brand store, name the new brand, explain the product mix and discuss how it will build clientele.

The participant will present information to you in a role-play to take place in the 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. How would you describe the target market of the new brand?
2. What is the best method to promote the new brand to this target market?

Once the brand manager (participant) has presented information and has answered your questions, you will conclude the role-play by thanking the brand 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	Lists the performance indicators but understanding is incomplete or inaccurate.	Defines the performance indicators but does not connect them to solve the objective of the case study scenario.	Explains the performance indicators and connects them to solve the objective of the case study scenario.	Strategically applies the performance indicators 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.



RETAIL MERCHANDISING SERIES – 2026

JUDGE'S EVALUATION FORM DISTRICT EVENT 2

Participant: _____

ID Number: _____

INSTRUCTIONAL AREA: Product/Service Management

Rate the participant's ability to:		Novice	Developing	Proficient	Exemplary	Judged Score
PERFORMANCE INDICATORS						
1.	Explain the importance of merchandising to retailers.	0-1-2-3	4-5-6	7-8-9	10	
2.	Identify product opportunities.	0-1-2-3	4-5-6	7-8-9	10	
3.	Explain the concept of product mix.	0-1-2-3	4-5-6	7-8-9	10	
4.	Explain the nature of product/service branding.	0-1-2-3	4-5-6	7-8-9	10	
5.	Explain key factors in building a clientele.	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						



CAREER CLUSTER
Marketing

INSTRUCTIONAL AREA
Promotion

SPORTS AND ENTERTAINMENT MARKETING TEAM DECISION MAKING EVENT

PARTICIPANT INSTRUCTIONS

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

You have up to 30 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 15 minutes to present to the judge(s). Both members of the team must participate in the presentation, as well as answer any questions.

You will be evaluated on your solution to the case study, 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 promotion as a marketing function.
- Describe the use of technology in the promotion function.
- Explain types of advertising media.
- Identify communications channels used in sales promotion.
- Explain the concept of marketing strategies.

EVENT SITUATION

You are to assume the roles of the promotional manager and the sales manager for **Team Rodeo**, the association for professional rodeo cowboys. The executive director (judge) wants your team to use the popularity of cowboys and rodeos in entertainment to promote ticket sales for rodeo events.

Over the last five years, several television series and book series have been centered around cowboys, rodeos and the western United States. The popularity of these series has created new rodeo fans that span all ages, genders, incomes and locations. The television series *Montana* has high ratings and critical acclaim. *Montana*'s popularity resulted in both a prequel series, *1882*, and a sequel series, *The Ranch*.

The book series *Bandera County* has seven books that focus on professional male and female rodeo stars as they climb their way to the top of the sport. *Bandera County* was quickly adapted into a series on a streaming service and has become the top streaming show.

The executive director of **Team Rodeo** (judge) wants to turn the popularity of *Montana* and *Bandera County* into ticket sales for rodeo events. The executive director (judge) wants your team to create a promotional plan that can be used in all cities hosting a rodeo event that will leverage the popularity of cowboys and rodeos in entertainment to sell tickets to rodeo events.

The executive director (judge) wants your team to discuss:

- Types of advertising media to consider for the promotion
- The use of technology in promotion
- Specific methods to position rodeo events and tickets to the events
- Marketing strategies used to encourage ticket sales

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

JUDGE INSTRUCTIONS

JUDGE CHARACTERIZATION

You are to assume the role of the executive director for **Team Rodeo**, the association for professional rodeo cowboys. You want the promotional manager and the sales manager (participant team) to use the popularity of cowboys and rodeos in entertainment to promote ticket sales for rodeo events.

Over the last five years, several television series and book series have been centered around cowboys, rodeos and the western United States. The popularity of these series has created new rodeo fans that span all ages, genders, incomes and locations. The television series *Montana* has high ratings and critical acclaim. *Montana*'s popularity resulted in both a prequel series, *1882*, and a sequel series, *The Ranch*.

The book series *Bandera County* has seven books that focus on professional male and female rodeo stars as they climb their way to the top of the sport. *Bandera County* was quickly adapted into a series on a streaming service and has become the top streaming show.

You want to turn the popularity of *Montana* and *Bandera County* into ticket sales for rodeo events. You want the promotional manager and the sales manager (participant team) to create a promotional plan that can be used in all cities hosting a rodeo event that will leverage the popularity of cowboys and rodeos in entertainment to sell tickets to rodeo events.

You want the promotional manager and the sales manager (participant team) to discuss:

- Types of advertising media to consider for the promotion
- The use of technology in promotion
- Specific methods to position rodeo events and tickets to the events
- Marketing strategies used to encourage ticket sales

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

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

1. Describe the target market of your promotion.
2. What effect will your promotion have on loyal rodeo fans?

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

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

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	Lists the performance indicators but understanding is incomplete or inaccurate.	Defines the performance indicators but does not connect them to solve the objective of the case study scenario.	Explains the performance indicators and connects them to solve the objective of the case study scenario.	Strategically applies the performance indicators 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.



SPORTS AND ENTERTAINMENT MARKETING TEAM DECISION MAKING – 2026

JUDGE'S EVALUATION FORM DISTRICT EVENT

Participant: _____

ID Number: _____

INSTRUCTIONAL AREA: Promotion

Rate the participant's ability to:		Novice	Developing	Proficient	Exemplary	Judged Score
PERFORMANCE INDICATORS						
1.	Explain the role of promotion as a marketing function.	0-1-2-3	4-5-6	7-8-9	10	
2.	Describe the use of technology in the promotion function.	0-1-2-3	4-5-6	7-8-9	10	
3.	Explain types of advertising media.	0-1-2-3	4-5-6	7-8-9	10	
4.	Identify communications channels used in sales promotion.	0-1-2-3	4-5-6	7-8-9	10	
5.	Explain the concept of marketing strategies.	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						



TRAVEL AND TOURISM TEAM DECISION MAKING EVENT

CAREER CLUSTER
Hospitality and Tourism

INSTRUCTIONAL AREA
Information Management

PARTICIPANT INSTRUCTIONS

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

You have up to 30 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 15 minutes to present to the judge(s). Both members of the team must participate in the presentation, as well as answer any questions.

You will be evaluated on your solution to the case study, 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

- Identify ways that technology impacts business.
- Assess information needs.
- Obtain needed information efficiently.
- Apply information to accomplish a task.
- Determine hospitality and tourism customer/guest needs.

CASE STUDY SITUATION

You are to assume the roles of the operations manager and the product manager for **North Getaways**, a service of **North Airlines** that allows customers to bundle airfare with lodging, car rentals, attractions and shuttles into one packaged price. The vice president of **North Getaways** (judge) wants your team to determine what traveler information is necessary before designing mystery travel packages.

North Airlines flies to major destinations across North America daily. The airline has partnered with several hotel brands, car rental agencies, ground transportation services and tourist attractions to be able to provide travelers with bundled package deals, named **North Getaways**. This allows the traveler to pay in advance in one lump sum and takes away the need for additional bookings and planning.

A new report has shown that 55% of travelers would be interested in reserving a trip where the destination remained a mystery until arrival at the airport. A mystery travel package would include a surprise itinerary tailored to customer preferences and not require the traveler to reserve anything, allowing for a seamless getaway.

The vice president of **North Getaways** (judge) thinks that a mystery travel package would be a great addition to the services provided. The partners are already in place, so **North Getaways** would just need information from the traveler to create the mystery travel package.

The vice president of **North Getaways** (judge) wants your team to determine specific information required from the traveler to produce a mystery travel package, besides travel dates and home airport. The vice president (judge) then wants you to determine how that information will be obtained from the traveler and how **North Getaways** can use that information to produce a mystery travel package.

You will present recommendations to the vice president of **North Getaways** (judge) in a meeting to take place in the vice president's (judge's) office. The vice president (judge) will begin the meeting by greeting you and asking to hear your ideas. After you have presented the plan and have answered the vice president's (judge's) questions, the vice president (judge) will conclude the meeting by thanking you for your work.

JUDGE INSTRUCTIONS

JUDGE CHARACTERIZATION

You are to assume the role of the vice president for **North Getaways**, a service of **North Airlines** that allows customers to bundle airfare with lodging, car rentals, attractions and shuttles into one packaged price. You want the operations manager and the product manager (participant team) to determine what traveler information is necessary before designing mystery travel packages.

North Airlines flies to major destinations across North America daily. The airline has partnered with several hotel brands, car rental agencies, ground transportation services and tourist attractions to be able to provide travelers with bundled package deals, named **North Getaways**. This allows the traveler to pay in advance in one lump sum and takes away the need for additional bookings and planning.

A new report has shown that 55% of travelers would be interested in reserving a trip where the destination remained a mystery until arrival at the airport. A mystery travel package would include a surprise itinerary tailored to customer preferences and not require the traveler to reserve anything, allowing for a seamless getaway.

You think that a mystery travel package would be a great addition to the services provided. The partners are already in place, so **North Getaways** would just need information from the traveler to create the mystery travel package.

You want the operations manager and the product manager (participant team) to determine specific information required from the traveler to produce a mystery travel package, besides travel dates and home airport. You then want the operations manager and the product manager (participant team) to determine how that information will be obtained from the traveler and how **North Getaways** can use that information to produce a mystery travel package.

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

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

1. How can we ensure the traveler has all the proper travel documents needed?
2. Should we put an extra charge on the mystery travel packages?

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

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

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 team.
- The maximum score for the evaluation is 100 points. The presentation will be weighted twice (2 times) the average of the exam scores.

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	Lists the performance indicators but understanding is incomplete or inaccurate.	Defines the performance indicators but does not connect them to solve the objective of the case study scenario.	Explains the performance indicators and connects them to solve the objective of the case study scenario.	Strategically applies the performance indicators 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.



TRAVEL AND TOURISM TEAM DECISION MAKING – 2026

JUDGE'S EVALUATION FORM ASSOCIATION EVENT 1

INSTRUCTIONAL AREA: Information Management

Participant: _____

Participant: _____

ID Number: _____

Rate the participants' ability to:		Novice	Developing	Proficient	Exemplary	Judged Score
PERFORMANCE INDICATORS						
1.	Identify ways that technology impacts business.	0-1-2-3	4-5-6	7-8-9	10	
2.	Assess information needs.	0-1-2-3	4-5-6	7-8-9	10	
3.	Obtain needed information efficiently.	0-1-2-3	4-5-6	7-8-9	10	
4.	Apply information to accomplish a task.	0-1-2-3	4-5-6	7-8-9	10	
5.	Determine hospitality and tourism customer/guest needs.	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						

Notes

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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