MAAP STARS

Spring Events Manual

Achievement

Teamwork

Recognition

Success

Self-Esteem

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MAAP Website Address: http://www.maapmn.org

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MAAP STARS Vision:

"Achieving extraordinary life changing results for learners throughout the world."

What is MAAP STARS?

Founded in 1993, MAAP is the Minnesota Association of Alternative Programs.
STARS (Success, Teamwork, Achievement, Recognition, and Self-esteem) is a broad based vocational student organization for students in secondary alternative programs in the United States.

MAAP STARS Events

MAAP STARS holds three statewide events each year: The Fall Leadership Conference, Legislative Day, and the Spring Events Conference. Many of our MAAP regions and individual programs hold other STARS activities throughout the year.

FALL LEADERSHIP CONFERENCE

Lake Beauty Camp, Long Prairie

This is a two-day conference for student leaders. Each program may bring up to five students. The format will focus on developing a team of student leaders who will lead on a local level and help motivate other students to get involved in **MAAP STARS** activities. The students will stay together as a team. Advisors are asked to participate with students in the workshops. **STARS** members will elect their leadership team for the next year.

LEGISLATIVE DAY

State Capitol, St. Paul

In February, member school sends a group of student leaders to the State Capitol to meet with their legislators. We recommend not more than six students per school due to the size of most Legislators' offices. A general session is held to provide information on the MAAP platform and educational issues. Key legislative leaders also address this group. This is an opportunity for students to share their school experiences with legislators as well as see how their state government works firsthand.

SPRING EVENTS CONFERENCE

Mankato, Minnesota

This is a two-day conference for all the **MAAP STARS** students from around the state. It gives students an opportunity to demonstrate the artistic, career, and life skills they have developed. Students participate in a wide variety of competitive and demonstrative events including public speaking, career portfolio, employment interview, management decision making, parenting decision-making, community service projects, Life Smarts, display art work and perform project/artistic demonstrations that are done individually and/or in teams. It is the culminating year-end event that demonstrates the true meaning of **STARS:**

Success – Teamwork – Achievement – Recognition - Self-esteem

Purpose of MAAP STARS

- To develop employment, academic, and social skills.
- To experience career related activities that assist students in making an informed career choice.
- To build a cooperative and competitive spirit through individual and team activities and competition.
- To strengthen social skills and build an appreciation for the responsibilities of citizenship, brotherhood, and the American free enterprise system.
- To develop self-confidence, increase motivation, and create a desire for and belief in life-long learning.
- To meet with, have fun with, and ultimately develop an appreciation for students and staff from other alternative programs.

MAAP STARS Membership

There is an annual fee of $150 to become a member school to cover expenses. For more information or to join, please visit www.maapmn.org, or www.facebook.com/maapmn (the MAAP Facebook page). Then watch the MAAP websites and your email for updated information. Most mailings come out about 4 weeks prior to the event and are posted on the MAAP web site. Registration deadlines are strictly enforced.

MAAP STARS
Spring Events Conference Outline

I. Competitive Events

A. Team Competitive Events:

1. **Team Advertising**
   A team of 2-4 students will prepare a promotional plan for a 5-15 minute presentation before a panel of judges.

   Topic: Advertising Campaign for a product, event or place in your school or community

2. **Team Management Decision Making**
   A team of 2-4 students will get a work-related management problem, a decision-making guide, and up to 30 minutes to prepare a solution. Then they make a 5-12 minute presentation before a panel of judges.

3. **Parenting Decision Making**
   A team of 2-4 students get a parenting related problem, a decision-making guide, and up to 30 minutes to prepare a solution. Then they make a 10-minute presentation before a panel of judges.

4. **Team Video Promotion**
   A team of 2-4 students will prepare a commercial or infomercial (one to three minutes in length) designed to air on the Internet. The promotion will be presented to the judges on the team's own computer.

   Topic: Original promotion for your school/program or for the State MAAP STARS organization.

5. **Community Service Project**
   This event involves the planning, organization, implementation, and evaluation of a single service project.

6. **School Annual Program of Activities**
   This event provides an opportunity for schools to develop a plan of activities for the year, and then organize, implement, and evaluate these activities throughout the year.

7. **Entrepreneurship**
   An individual or team of 2-4 students will research and develop a Business Plan to start a business or organization. Participants are encouraged to develop an authentic opportunity but may develop a hypothetical one.

8. **LifeSmarts**
   A "game show" style competition, which tests the knowledge of a team of students on important consumer information in an entertaining way and rewards them for knowledge.

B. Individual Competitive Events:

1. **Employment Interview**
   Participants select a position to interview for from a list of entry-level jobs. Students will complete an application form prior to the interview and interview for maximum of 8 minutes.
2. **Human Resources Decision Making**
   Participants will get a decision-making guide and up to 30 minutes to prepare a solution to a job-related problem. An 8-minute presentation to judges will follow.
3. **Public Speaking**
   Participants will prepare and deliver a 3-5 minute speech before a panel of judges. Bring a printed copy of your speech to leave with the Event Chair.
4. **Career Portfolio**
   Participants will prepare a portfolio-style resume with information and samples that emphasize their skills, work experience, training, and/or future career plans. (Creativity is encouraged!) Students will then use their portfolio during a job interview.
5. **Job Manual**
   Participants will prepare a manual about the job in which they are currently employed. Manuals will be turned in at registration. Contestants **will not meet** with a judge. Manuals can be picked up after judging is complete.
6. **Entrepreneurship**
   An individual or team of 2-4 students will research and develop a Business Plan to start a business or organization. Participants are encouraged to develop an authentic opportunity, but they may develop a hypothetical one.

II. Demonstration Events

A. Project Demonstrations
A 10-minute presentation about any type of learning project completed by a student or group of students. Presenters are encouraged to use a variety of methods: oral, written, video, pictures, computers, etc., to make their presentation. Examples: school video, community service, formation of a band, homemade children's toys, CPR instruction, newsletter, hobbies or other interests. ***Will be scheduled to present on Day 1. (Continued on day 2 if needed)**

B. Artistic Performance
Perform or present an artistic work in dance, original creative writing, music, theater, or media arts. This is a public performance in front of an audience and should be 3-5 minutes in length. Examples: poetry, song, dance, comedy, play, etc. ***Will be performed on Day 1. (Continued on day 2 if needed)**

C. Art Display
Original two or three-dimensional artwork created by the student. Artwork must be accompanied by a one-page biography about the piece and the artist (see handbook). Each piece will receive a confidential critique. Only students participating at the MAAP STARS Conference may display their work. ***Will be displayed both days of the conference.**

MAAP Website

Please visit the MAAP website frequently and "LIKE" the MAAP Facebook page.

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MAAP Facebook Page: https://www.facebook.com/maapmn

MAAP STARS Instagram: https://www.instagram.com/maapstarsofficial/

MAAP STARS events were designed to let students "show what they know," a concept that is widely used in alternative programs. STARS events are intended to prepare students for an ever-changing work place. To this endeavor the events are based on the Secretary's Commission on Achieving Necessary Skills Report, the Minnesota Graduation Standards and SCANS employability skills. Events are intended to support and encourage, not inhibit creativity and performance.

MAAP STARS events can be used to:

- allow students/staff to create real-life projects
- meet performance assessment and educational goals
- apply and integrate knowledge and higher order thinking skills

Manual

We know the manual is not perfect, and we update it each year. Consequently, it is a working document, and ***any and all input is welcome***. We are also looking for new events and/or improvements to existing events. If you see errors or have suggestions, please send them to:

Linda Valentine, (763) 546-9678 lavalentine@comcast.net

Volunteers

STARS is an all-volunteer organization and benefits from a wide range of talent and expertise throughout the years. We are constantly seeking "new blood." Please consider joining this high-energy group — we can find a role for you! Please contact:

Patti Haasch, (612) 751-2490 maapstarschair@gmail.com
Kristin Tuel, (218) 731-7418 tuelfam3@gmail.com

General Spring Conference Information

Event registration will take place prior to and immediately after the Opening Session. The conference begins with a mandatory Opening Session. The times of actual events may change based on registration. Many will begin at 12:00 noon. Students should arrive at the conference hotel dressed and ready to compete.

When students are not working on an event, they should be looking at the student art display, watching project or artistic demonstrations, using the available facilities or meeting new people and friends. There will be a Career/Futures Fair on day 2.

Spring Conference Award Criteria

Recognition is an integral part of the STARS experience, and we try to recognize everyone in a meaningful way. Each participant will receive a certificate and colored ribbons to place on the certificate for each event they complete. For competitive events, the colored ribbons represent:

Gold	90% of winning score
Silver	80% of winning score
Bronze	70% of winning score

In addition, plaques and medals are awarded for places 1-8 in Individual Events and 1-3 in Team Events. Medallions are awarded to the top individuals. Demonstration Events are not scored, but participants receive feedback and a certificate.

Suggestions for preparing for the competition

Read through the manual. Go through the events and have the students sign up for the events that interest them. Take the manual apart, make copies of the individual and team events and distribute copies to each student for their events.

The rating sheets are particularly helpful for preparation. Practicing for the competition allows advisors and other staff an opportunity for instruction, review and/or coaching. Sample case problems are provided for practice. Many textbooks have case problems you could also use for practice.

Students will do the competitive events without observers or an audience. There will be one or more judges, who have been instructed to make this a positive, challenging experience for all. Because of the length of the conference, it is wise to have students sign up for 3 to 5 events, in addition to any artwork displays. This will prevent too much down time and keep students from getting bored. Many advisors require their students to watch the Demonstrations or LifeSmarts events when not competing.

Contact other MAAP STARS advisors that have participated in the past.

Event Scheduling

All <u>team events</u> will be prescheduled. This will help save time and eliminate stress. Advisors will receive team event times at registration, and should have students write these times on their program schedule. Advisors should tell their students how much time to leave open for completion of the event. **If a school has multiple teams, students need to know if they are team A, B or C.** Students must have their team event times with them when they **register for their <u>individual events</u>.** Students should write their individual event times on their program schedule, the times given represent when students are to begin their preparation (if the event has prep) for the presentation. It's important that students show up early for events and that event coordinators send students in as soon as the students and the judges are ready.

<u>If individual events have NOT been pre-scheduled, students sign up for their own Individual Event times at the Conference. Register for all of your competitive events before scheduling your demonstration events.</u> Advisors need to help students select their times based on team event times and other individual events.

Approximate Time Frames for Events

Individual events:

Employment Interview	12 minutes
Human Resources	45 minutes
Public Speaking	10 minutes
Career Portfolio	20 minutes
Job Manual	0 (submit at registration, no interview)
Entrepreneurship	20 minutes (submit written entry at registration)

Team events*:*

Team Advertising	15 minutes (submit written entry at registration)
Team Management Decision Making	45 minutes
Parent Decision Making	45 minutes
Video Promotion	12 minutes
Community Service Project	15 minutes (submit written entry at registration)
School Annual Program of Activities	0 (submit at registration, no interview)
Entrepreneurship	20 minutes (submit written entry at registration)
LifeSmarts	40 minutes

Scheduling problems: Together with your student try all of the following:

- switch times with another student from your school
- talk to the event coordinators of all conflicting events

Events with multiple stations will have second and possibly third rounds. An equal number of participants will advance from each station. Finals will have the same set of judges.

Above all, encourage students to believe in themselves, think positive, and have fun.

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TEAM ADVERTISING

TOPIC: Original Advertising Campaign for a Product, Event, or Place in Your School, Community, or Region.

PURPOSE: *To investigate a product, event or place through market research and use fundamentals of informed decision-making and business management practices.*

NOTE TO ADVISORS: ***Please ensure that this is an original campaign created during the current school year.***

SPECIFICATIONS:

1. Each team must consist of two to four student participants.
2. Each student team will develop a comprehensive promotional plan, which should include the following:
   a. Identify target market
   b. Present objectives of the plan
   c. Prepare and present a detailed budget
   d. Coordinate multiple promotional activities such as:
      - Video
      - Brochure
      - Flyer
      - Cover letter
      - Presentation script
      - Posters
      - Bulletin board/display
      - PowerPoint presentation
      - Buttons
      - Banners
      - Print ad
      - Commercial/infomercial
      - Web page
   e. Provide a written plan (presentation). This plan will be presented orally to the judges at the conference.
3. Each team will have 8-12 minutes to present their promotional plan to the judges and answer questions. The team may elect to have one spokesperson or divide the presentation between members.
4. No audience will be allowed unless authorized by participants & judges.

JUDGING:

Before the event begins, the judges will develop a list of three to six questions to be asked of each participating team. The use of other questions, which arise from the participants' responses, is allowed. Probing of the responses is encouraged.

Team Advertising Evaluation Sheet

School Name _____**Team #** _____

Names of Teammates (first and last) **1.**_____
2._____
3._____
4._____

Items to Evaluate **Rate students from lowest (poor) to highest (excellent)**

		Point Value	Points Awarded
1. COMPREHENSIVE CAMPAIGN (30 pts)			
	Target Market Identified: Appropriate, realistic	0 – 10	
	Objectives: Well-defined, clearly stated	0 – 10	
	Objectives: Budget (detailed & realistic)	0 – 10	
	Subtotal		
2. PROMOTIONAL ACTIVITIES/PRODUCTS/MEDIA OUTLETS (40 pts)			
	Content: Persuasive, creative, directed at target market	0 – 10	
	Professional Quality: Appeal, effective use of chosen technology/materials	0 – 10	
	Coordinated: Multiple promotional activities work together to meet objectives	0 – 5	
	Coordinated: Publicity, advertisement, or/and news release provided	0 – 5	
	Variety of Promotions: Maximum use of products, activities, mediums	0 – 10	
	Subtotal		
3. **PRESENTATION (30 pts)**			
	Professionalism: Organized, logical, clear	0 – 10	
	Knowledge of Campaign: Demonstrates/articulates chosen technology/materials	0 – 10	
	Sales Ability: Ability to really “sell” their ideas	0 – 10	
	Subtotal		

Judge’s Initials _____ Total: _____/100

Comments:

Team Management Decision Making

PURPOSE: *To use fundamentals of informed decision-making and business management to solve a personnel problem related to a customer, employee, or management practice.*

SPECIFICATIONS:

1. Each team must consist of two to four student participants.
2. MAAP STARS participants should report to the contest area at the specified time or be disqualified. **Your scheduled event time is when you pick up your problem.** The problem and a decision-making guide will be provided by the event administrator.
3. Each team will be allowed up to 30 minutes to review the problem, reach a solution, and create presentation materials.
4. In finals, prep time may be reduced to 20 minutes. Exceeding prep time limits will result in disqualification.
5. Total presentation including judges' questions will not exceed 10 minutes.
6. During the presentation, students may use visual aids prepared by them during their preparation time. Students will need to supply their own materials for preparation of any visual aids. **No computers or electronic equipment will be allowed.**
7. Student participants are to turn in all paperwork and notes to the event chairperson or judges, erase white boards, and remove materials relating to the event before leaving the room.

   BE FAIR! DON'T SHARE the problem information with other teams.
8. Participants will present their solutions orally in a business-like manner or role play to a panel of two or more judges.
9. No audience will be allowed unless authorized by participants & judges.
10. Student participants are not allowed to give judges any gifts, thank-you cards, or items that might be considered a "bribe."

JUDGING:

1. Each team will be judged based on the criteria contained on the rating sheet. Judges will be briefed by the event administrator on the criteria.
2. Before the event begins, the judges will develop a list of three to six questions to be asked of each participant team. The use of other questions which arise from the participant's presentation is allowed. Probing of the responses is encouraged.

Team Management Decision Making
Sample Problem #1

You are the new manager of a restaurant. You have been working at the restaurant for three years and were promoted to manager four months ago. The previous manager was fired for arguing with and complaining to the owner of the restaurant. Everything went smoothly at first, but you are now faced with a real dilemma.

The owner has two sons, Michael (16 years old) and John (18 years old) who just started working for you. The owner told you that he plans to have his sons run the family business when he retires in a few years. He expects you to teach them the "ins and outs" of the business— everything from washing dishes to ordering supplies to keeping the books.

While Michael is a nice kid, he is careless, not very bright, and has trouble remembering things. He is always forgetting how to do things, even after you tell him several times, and he has made a lot of costly mistakes. If it were any other employee, you would release him after his probationary period is up, or at best, relegate him to dishwashing duty.

John is more intelligent but is lazy and has an attitude problem. From working with him so far, you can see that he may have the ability to take over the business someday, but he has a chip on his shoulder that makes him very difficult to deal with. If you are not in his presence, John goofs around and doesn't do what he is supposed to do. He has told other employees that he really doesn't have to work hard because his dad owns the business so he can't be fired. In addition, he is constantly hitting on young female workers and customers.

Both Michael and John are causing tension among the staff who feel the two boys don't have to follow the rules because they are the owner's sons. John's negative work attitude has rubbed off on other employees. Some employees have voiced complaints to you, but they are afraid to go to the owner. You feel that your hands are tied because you can't just fire the boss's sons without his approval.

How do you plan to address this situation?

Team Management Decision Making
Sample Problem #2

Upon graduation from high school you began working for John Meyers at the Better Ways Company located in Fridley, MN. Mr. Meyers is head of the shipping department for Better Ways. In the course of a year, Better Ways ships over 100 million dollars worth of inventory. Business has been slipping due to the poor economy.

Your job is to load inventory into trucks that are being shipped out. There are five loaders, you, and the crew foreman, Tim Carns. Mr. Carns is about to retire. After four months on the job, Mr. Meyers calls you into his office. He is happy with your work and promotes you to foreman of your crew. Mr. Meyers then informs you that Better Ways is cutting positions due to recent setbacks. You will have to release two of your crew. Mr. Meyers will leave the decision up to you. Your five loaders are:

1. Ann Wilcox. Ann is thirty years old and has worked for Better Ways for three years. She is a single mother of three children. She is not happy that you have been given the job as foreman and has told you so several times. Her work reviews have not been great, but she always shows up on time and is willing to work extra hours. Her one child is always sick and needs an operation.

2. John Cider. John is forty years old and a great worker. He doesn't want to be foreman. He just wants to do his job as well as he can and go home at night. He has been working for the company for one year.

3. Joe Carns. Joe is Tim's son. He goes to college at night and needs this job to continue to go to school. He has worked for the company for three years and has never missed a day of work. However, he is planning to graduate from college in five months.

4. Mary Jackson. Mary is not a great worker but knows the inventory like the back of her hand. She is able to locate items quickly, which helps save time when the crew is behind. She is always a few minutes late to work each day. She has just announced that she is getting married in eight months and needs a lot of money.

5. Ed Stern. Ed is dependable. He is not too bright, but he works hard. He makes at least three minor loading mistakes a week, but never complains. Ed is 54 years old and has limited chances for other employment due to his slowness.

Who are you going to release and why?

Team Management Decision Making Guide

Opening Statement	What is the problem?
List important facts to consider.	
Solution	
Pros	Cons
Solution	
Pros	Cons
Solution	
Pros	Cons
What action should be taken and how will you follow-up?	Closing

Team Management Decision Making Evaluation Sheet

School Name _____**Team #** _____

Names of Teammates (first and last) **1.**_____
2._____
3._____
4._____

Items to Evaluate **Rate students from lowest (poor) to highest (excellent)**

		Point Value	Points Awarded
1. OPENING STATEMENT (10 pts)			
	Appropriate to topic	0 – 5	
	Problem identified	0 – 5	
2. CONSIDERATION OF FACTS (10 pts)			
	Listed several with possible results	0 – 10	
3. **SOLUTION(S) TO THE PROBLEM (20 pts)**			
	Quality of solutions	0 – 5	
	Results of each solution	0 – 5	
	Listed supportive facts	0 – 5	
	Workability	0 – 5	
4. **SOLUTION SUMMARY (10 pts)**		0 – 10	
5. **SOLUTION FOLLOW-UP PROCEDURES (10 pts)**		0 – 10	
6. **PROBLEM SOLVING SKILLS —** Overall impression **(10 pts)**		0 – 10	
7. **EFFECTIVENESS OF PRESENTATION (20 pts)**			
	Presentation Skills (voice, volume, pace, language, poise, enthusiasm, eye contact)	0 – 10	
	All members worked as a team	0 – 10	
8. **PERSONAL APPEARANCE —** Neat, clean, well groomed **(5pts)**		0 – 5	
9. **ANSWERS TO JUDGES' QUESTIONS (5 pts)**			
	Complete and concise	0 – 5	

Judge's Initials _____ Total: _____/100

Comments:

PARENTING DECISION MAKING

PURPOSE: *To apply principles of personal and family resource management and informed decision making to solve a parenting problem in a group setting.*

SPECIFICATIONS:

1. Each team must consist of two to four student participants.
2. MAAP STARS participants should report to the contest area at the specified time or be disqualified. **Your scheduled event time is when you pick up your problem.** The problem and a decision-making guide will be provided by the event administrator.
3. Each team will be allowed up to 30 minutes to review the problem, reach a solution, and create presentation materials.
4. In finals, prep time may be reduced to 20 minutes. Exceeding prep time limits will result in disqualification.
5. Participants will then meet with the judges to role-play or identify the problem, the possible solutions recommended by the team, and the reasons for selecting the solution. The team may elect to have a single spokesperson or divide the time between members to speak to the judges. Total presentation including judges' questions will not exceed 10 minutes.
6. During the presentation, students may use visual aids prepared by them during their preparation time. Students will need to supply their own materials for preparation of any visual aids. **No computers or electronic equipment will be allowed.**
7. Student participants are to turn in all paperwork and notes to the event chairperson or judges, erase white boards, and remove materials relating to the event before leaving the room.

   BE FAIR! DON'T SHARE the problem information with other teams.
8. Participants will present their solutions orally in a business-like manner or role play to a panel of two or more judges.
9. No audience will be allowed unless authorized by participants & judges.
10. Student participants are not allowed to give judges any gifts, thank you cards, or items that might be considered a "bribe."

JUDGING:

1. Each team will be judged based on the criteria contained on the rating sheet. Judges will be briefed by the event administrator on the criteria.

2. Before the event begins, the judges will develop a list of three to six questions to be asked of each participant team. The use of other questions which arise from the participant's response is allowed. Probing of the responses is encouraged.

PARENTING DECISION MAKING
SAMPLE PROBLEM #1

A 20-year-old single mother, Beth, was having trouble with her four-year-old daughter Kim. Recently, Beth's live-in boyfriend had moved out and Beth was having a difficult time making ends meet. Beth had a full-time job and Kim had been in daycare full-time for the past year. In spite of being overworked and over stressed, Beth was very committed to her career. She projected the image of being totally in control of her life and Kim's. Though Kim seemed quieter at home, she still reluctantly obeyed her mother's rules and misbehavior was not an issue. However, at daycare, Kim had recently been acting out, refusing to follow rules, throwing tantrums when she didn't get her way and fighting with other children. The daycare provider has called Beth in to discuss Kim's misbehavior. What should be done?

PARENTING DECISION MAKING
SAMPLE PROBLEM #2

Julie and her boyfriend Mark are the parents of three-month-old Brenna. Mark and Julie have stayed together, even though Mark has a bad temper and hasn't always been supportive of Julie. While she was pregnant, Julie felt that she was "in the middle" of a conflict between Mark and her mother. Julie's mother doesn't like Mark and forbids Julie to stay overnight at Mark's house. Mark wants Julie and Brenna to move in with him at his father's house, but Julie is reluctant to do that because the house tends to be chaotic. There is rarely enough food in the refrigerator and the house doesn't seem clean enough for a baby. Brenna has experienced some symptoms of asthma, so Julie is also concerned about Mark's father smoking. Julie wishes her relationship with Mark would improve because she wants him to be there for her and Brenna. Mark would also like to be a good parent, but he's frustrated that Julie won't move in with him. He knows that right now, they can't afford a place of their own, as he is between jobs. What should be done?

PARENTING DECISION MAKING GUIDE

Opening Statement	What is the problem?
List important facts to consider.	
Solution	
Pros	Cons
Solution	
Pros	Cons
Solution	
Pros	Cons
What action should be taken and how will you follow-up?	Closing

Parent Decision Making Evaluation Sheet

School Name _____**Team #** _____

Names of Teammates (first and last) **1.**_____
2._____
3._____
4._____

Items to Evaluate **Rate students from lowest (poor) to highest (excellent)**

		Point Value	Points Awarded
1. OPENING STATEMENT (10 pts)			
	Appropriate to topic	0 – 5	
	Problem identified	0 – 5	
2. CONSIDERATION OF FACTS (10 pts)			
	Listed several with possible results	0 – 10	
3. **SOLUTION(S) TO THE PROBLEM (20 pts)**			
	Quality of solutions	0 – 5	
	Results of each solution	0 – 5	
	Listed supportive facts	0 – 5	
	Workability	0 – 5	
4. **SOLUTION SUMMARY (10 pts)**		0 – 10	
5. **SOLUTION FOLLOW-UP PROCEDURES (10 pts)**		0 – 10	
6. **PROBLEM SOLVING SKILLS —** Overall impression **(10 pts)**		0 – 10	
7. **EFFECTIVENESS OF PRESENTATION (20 pts)**			
	Presentation Skills (voice, volume, pace, language, poise, enthusiasm, eye contact)	0 – 10	
	All members worked as a team	0 – 10	
8. **PERSONAL APPEARANCE —** Neat, clean, well groomed **(5pts)**		0 – 5	
9. **ANSWERS TO JUDGES' QUESTIONS (5 pts)**			
	Complete and concise	0 – 5	

Judge's Initials _____ Total: _____/100

Comments:

TEAM VIDEO PROMOTION

TOPIC: Original Promotion for Your School/Program or for the State MAAP STARS Organization

PURPOSE: *To use fundamentals of advertising and promotion to produce an original technical composition (promotion) for a particular audience.*

NOTE TO ADVISORS: ***Participants are encouraged to supply their own computers. Please ensure that this is an original production created during the current school year.***

SPECIFICATIONS:

1. Each team must consist of two to four student participants.
2. Identify a target market.
3. The promotion should be created to air on the Internet as a commercial or infomercial (1-3 minutes: not less than 1 minute and not to exceed 3 minutes)
4. The use of copyrighted music/material is not allowed.
5. The promotion must be prerecorded on an external media storage device or participants' computer. Teams presenting on computer must **supply their own presentation hardware.**
6. Only team members involved in the presentation will be allowed in the room unless agreed to by participants and judges.

JUDGING:

1. Each team will be judged based on the criteria contained on the rating sheet. Judges will be briefed by the event administrator on the criteria.
2. The judges will develop a list of three to six questions to be asked of each participant team. The use of other questions which arise from the participant's response is allowed. Probing of the responses is encouraged.

   SAMPLE QUESTIONS:

   a) Tell us about the idea behind your video.
   b) How long did it take you to create your video?
   c) What part(s) did each team member play in the creation of the video?
   d) What did you learn?

Team Video Promotion Evaluation Sheet

School Name _____**Team #** _____

Names of Teammates (first and last) **1.**_____
2._____
3._____
4._____

VIDEO ENTRY RATINGS:
Not Ready: Please try again. Ask for more help and evaluation.
Average: The promotion has merit but needs major changes.
Good: The promotion meets all requirements for airing with minor changes.
Professional: The promotion meets all requirements for airing.

Items to Evaluate **Rate students from lowest (not ready) to highest (professional)**

		Point Value	Points Awarded
1. APPEAL (10 pts) – Targets and appeals to target market		0 – 10	
2. THE MESSAGE (10 pts) – Compelling setup and delivery		0 – 10	
3. EFFECTIVENESS (15 pts) – Appropriate pacing and cohesiveness		0 – 15	
4. VIDEO PRODUCTION (15 pts) – Camera work, graphics, lighting, etc.		0 – 15	
5. AUDIO PRODUCTION (15 pts) – Clear voice, music, sound effects, and audio appropriate for audience.		0 – 15	
6. MOTIVATIONAL (10 pts) – Call for action, a reason or benefit to act		0 – 10	
7. CREATIVITY (10 pts)		0 – 10	
8. **EFFECTIVENESS OF PRESENTATION TO JUDGES (15 pts)**			
	Presentation (voice, volume, pace, language, poise, enthusiasm, eye contact, appropriate dress)	0 – 10	
	Answers to judges' questions and all members worked as a team	0 – 5	
9. **DEDUCTIONS FOR EXCESSIVE TIME**			
	1 or more seconds under time (under 1 minute)	-10	
	1 or more seconds over time (over 3 minutes)	-10	

Judge's Initials _____ Total: _____/100

Comments:

COMMUNITY SERVICE PROJECT

PURPOSE: *The Community Service Project provides an opportunity for students to develop, plan, implement and evaluate a single community service project.*

SPECIFICATION

1. The Community Service Project involves the planning, organization, implementation and evaluation of a specific service project within your school or community. This may focus on any topic or subject of interest to the program that provides a community service. The project may begin at any time after the close of the previous Spring Conference.
2. These guidelines are your instructions. *Read everything carefully,* including the evaluation form. It explains what you have to do.
3. The major emphasis of the written entry is on the content, but drawings, illustrations, photographs and other graphic presentations are encouraged.
4. A minimum of two students from a program are eligible to participate in the oral presentation. Participants should prepare an oral presentation to last no longer than ten minutes. The presentation should include all elements of the written entry. Five additional minutes will be allotted for judges' questions. Visual aids are encouraged.
5. This must be an original project/activity not previously presented at MAAP STARS.
6. Submit written entry at registration.

GUIDELINES FOR THE FORMAT OF THE WRITTEN ENTRY

I. PROJECT INTRODUCTION
Description of the project and the school/alternative program.

II. THEME OR FOCUS
A. Rationale for selecting the issue
B. Description of the target population (such as community, school, etc.)

III. PROJECT ORGANIZATION AND IMPLEMENTATION
A. Member involvement and participation
B. Project documentation
C. Promotional activities

IV. EVALUATION AND RECOMMENDATIONS
A. Evaluation of the process
B. Feedback from groups involved
C. Recommendations improvement

V. BIBLIOGRAPHY (if applicable)

VI. APPENDIX (if applicable)

Community Service Written Entry Evaluation Sheet

School Name _____**Team #** _____

Names of Teammates (first and last) **1.**_____
2._____
3._____
4._____

Items to Evaluate **Rate students from lowest (below expectations) to highest (exceptional)**

		Point Value	Points Awarded
1. PROJECT INTRODUCTION (4 pts) – Brief description of the school/alternative program		0 – 4	
2. **DESCRIPTION OF PROJECT (11 pts)**			
	Statement and description of project	0 – 6	
	Rational for selection	0 – 5	
3. **PROJECT ORGANIZATION AND IMPLEMENTATION (20 pts)**			
	Member involvement and participation	0 – 7	
	Description of the activities and documentation	0 – 7	
	Promotional activities used	0 – 6	
4. **EVALUATION AND RECOMMENDATIONS (15 pts)**			
	Evaluation of the process	0 – 5	
	Feedback from groups involved	0 – 5	
	Recommendations for future activities	0 – 5	
5. **APPEARANCE AND WORD USAGE (10 pts)**			
	Attractive layout, neatness	0 – 5	
	Proper grammar, spelling, word usage	0 – 5	

Judge's Initials _____ Total: _____/60

Comments:

Community Service Written Entry Evaluation Sheet

School Name _____**Team #** _____

Names of Teammates (first and last) **1.**_____
2._____
3._____
4._____

Items to Evaluate **Rate students from lowest (below expectations) to highest (exceptional)**

		Point Value	Points Awarded
1.	**DESCRIPTION OF PROJECT & RATIONALE (8 pts)**	0 – 8	
2.	**PROGRAM PARTICIPATION & IMPLEMENTATION (8 pts)**	0 – 8	
3.	**POSITIVE IMPACT (8 pts)**	0 – 8	
4.	**EVALUATION AND RECOMMENDATIONS (8 pts)**	0 – 8	
5.	**EFFECTIVENESS OF PRESENTATION TO JUDGES (8 pts)**	0 – 8	

Total: _____/40

- -

RECAP: Written Entry Total Points: _____/60

Total Presentation Points: _____/40

Judge's Initials _____ **FINAL: Total Points: _____/100**

Comments:

SCHOOL ANNUAL PROGRAM OF ACTIVITIES
(Non-participatory at state conference. See #2 below.)

PURPOSE: *This event provides an opportunity for schools to develop a program of work for the year, and then plan, organize, implement, and evaluate multiple program activities throughout the school year.*

SPECIFICATIONS

1. The various activities may focus on any topic or subject of interest to the program or school and should involve participation by the majority of members. The project may begin at any time after the close of the previous Spring Conference and run to the beginning of the next Spring Conference.

2. There will be **NO INTERVIEW** for this event. The School Annual Program of Activities will be **a single booklet turned in at registration** and returned at the end of the conference.

3. These guidelines are your instructions. ***Read everything carefully, including the evaluation form.*** They explain what you have to do. The major emphasis is on the content, but drawings, illustrations, photographs and other graphic presentations are encouraged. Students can earn from 1-3 bonus points for entries assembled by hand versus digital books (photo books/iBooks).

GUIDELINES FOR THE FORMAT OF THE WRITTEN ENTRY

1. Your written entry must follow these specifications. Refer also to the Annual Program Outline and the Evaluation form.

2. ***Title Page***. The first page of the written entry is the title page, and should include the following:
   School Annual Program of Activities
   Name of School/Program
   Name of Advisor
   School Address
   Name of Participant
   City/State/Zip
   Date

3. ***Table of contents.*** The second page is the table of contents and must list every heading of every section. The table of contents may be single-spaced and may be one or more pages long.

4. ***Body of the written entry.*** The body of the written entry should start with a table of contents. The program of activities should be in chronological order using the suggested format.

5. Follow this outline when you write your entry. Points for each section are included on the Written Entry Evaluation Form.

ANNUAL PROGRAM OUTLINE

I. OVERALL LAYOUT
Brief description of the program

II. PROGRAM OF ACTIVITIES
A. Statement and description of the projects
B. Rationale for selecting the issue
C. Description of the target population (such as community, school, etc.)
D. Member involvement and participation
E. Local media and other promotional activities

III. EVALUATION AND RECOMMENDATIONS
A. Evaluation of the process
B. Recommendations for the future activities

IV. BIBLIOGRAPHY (if applicable)

V. APPENDIX (if applicable)

TEAMS MUST SUBMIT THEIR WRITTEN ENTRY FOR SCORING AT REGISTRATION

Annual Program of Activities
Written Entry Evaluation Sheet

School Name _____**Team #** _____

Names of Teammates (first and last) **1.**_____
2._____
3._____
4._____

Items to Evaluate **Rate students from lowest (below expectations) to highest (exceptional)**

		Point Value	Points Awarded
1. OVERALL LAYOUT (10 pts) – Brief description of the program		0 – 10	
2. **PROGRAM OF ACTIVITIES (50 pts)**			
	Statement and description of projects	0 – 10	
	Rational for selection	0 – 10	
	Description of the activities and documentation	0 – 10	
	Member involvement and participation	0 – 10	
	Local media and other promotional activities	0 – 10	
3. **EVALUATION AND RECOMMENDATIONS (20 pts)**			
	Evaluation of the process	0 – 10	
	Recommendations for future activities	0 – 10	
4. **APPEARANCE AND WORD USAGE (20 pts)**			
	Cover	0 – 5	
	Pictures/other visual elements	0 – 5	
	Attractive layout, neatness	0 – 5	
	Proper grammar, spelling, word usage	0 – 5	
BONUS FOR HAND-ASSEMBLED BOOKS (not digital photo book or iBook)		0 – 3	

Judge's Initials _____

Total: _____/100
IF NO BONUS POINTS

Comments:

ENTREPRENEURSHIP

PURPOSE: *To develop and implement a plan to start a business or organization.*

SPECIFICATIONS

1. An individual or team of 2-4 students will research and develop a Business Plan to start a business or organization.
2. All of these guidelines are your instructions. Read everything carefully, including the Evaluation Form. (Note: **75%** of your score is for the written entry and **25%** is for the presentation.)
3. For essential explanation, check the business plan icon at the Small Business Administration web site—www.sbaonline.sba.gov
4. The written entry must be submitted at registration, **NOT** when you arrive for your interview appointment.
5. The written entry will be judged prior to your oral presentation.

GUIDELINES FOR WRITTEN ENTRY

1. Cover Sheet
2. Statement of purpose & self-analysis (check SBA icon "Your First Steps")
3. Table of contents

SAMPLE OUTLINE

I. The Business
   - A. Description of business (go beyond the SBA web site info to include the demographic study; research & analysis of the trading area, customer and location; geographic, demographic & economics of the trading area; customer & proposed locale of business)
   - B. Marketing
   - C. Competition
   - D. Operating procedures
   - E. Personnel
   - F. Business insurance
   - G. Financial data

II. Financial Data
   - A. Loan applications
   - B. Capital equipment and supply list
   - C. Balance sheet
   - D. Breakdown analysis
   - E. Pro-forma income projections (profit & loss statements)
   - F. Pro-forma cash flow

III. Supporting Information
   - A. Include here information on licensing and zoning
   - B. Include resumes of the principals
   - C. Include other information as needed

GUIDELINES FOR PARTICIPANT INTERVIEWS

1. The presentation/interview will last a maximum of 15 minutes.
2. During the first 10 minutes,(presentation) participants will outline their proposal to the judges. Visual aids (charts, pictures, posters, etc.) may be used, as well as a laptop computer (must supply own power source). Participants may use the written entry or any personal notes during the presentation.
3. The last 5 minutes will consist of questions from the judges.
4. If there are a significant number of entries, teams may be recalled for a final interview.

Entrepreneurship Evaluation Sheet

School Name _____**Team #** _____

Participant or Team Member Names (first and last)

1._____
2._____
3._____
4._____

WRITTEN ENTRY (75 PTS)
Items to Evaluate **Rate students from lowest (poor) to highest (excellent)**

		Point Value	Points Awarded
COVER SHEET & TABLE OF CONTENTS (5 pts)		0 – 5	
STATEMENT OF PURPOSE & SELF-ANALYSIS (10 pts)		0 – 10	
I. **THE BUSINESS (30 pts)**			
	A. Description of business	0 – 10	
	B. Marketing	0 – 5	
	C. Competition	0 – 5	
	D. Operating procedure	0 – 5	
	E. Personnel & business insurance	0 – 5	
II. **FINANCIAL DATA (20 pts)**			
	A. Description of business	0 – 5	
	B. Marketing	0 – 5	
	C. Competition	0 – 5	
	D. Operating procedure	0 – 5	
III. SUPPORTING INFORMATION **(10 pts)**			
	Information on licensing and zoning, resumes of the principals, & other information as needed	0 – 10	

ORAL PRESENTATION (25 PTS)
Items to Evaluate **Rate students from lowest (poor) to highest (excellent)**

PROFESSIONAL MANNER **(10 pts)**			
	Appropriate dress, language, poise, etc.	0 – 10	
UNDERSTANDING OF BUSINESS PLAN **(15 pts)**			
	Demonstrates and articulates knowledge	0 – 15	

Judge's Initials _____ **FINAL: Total Points: _____/100**

Comments:

LIFESMARTS

PURPOSE: 1. To measure student's knowledge in consumer information
2. To enhance team-building skills
3. To give students experience in "thinking on their feet"

ENTRIES: One team per school; 4–5 participants per team. More teams could be accommodated in a "Pay In" Round.

SPECIFICATIONS:
LifeSmarts is a game-show competition that tests the knowledge of participants on important consumer information. See "Coach's Guide" for details and preparation information. LifeSmarts, established in 1994, is operated by the National Consumers League that graciously allows STARS to use the program.

1. **Questions will be asked from the following categories:**
   - Personal Finance
   - Environment
   - Health and Safety
   - Consumer Rights and Responsibilities
   - Technology

2. Teams must have at least **four** participants to compete, with one alternate permitted. Each team will designate a captain. Teams will be paired by random drawing and will compete in a "tournament" format (2 or 3 teams at a time).

3. There are three rounds to each competition:
   A. Round 1: (5 points each) Four multiple-choice questions will be offered to the entire team. They will have 10 seconds to confer and have the captain respond.
   B. Round 2: (5 points each) Four team-plus questions will be used during each round of competition. The first question is for the first player on each team. The second question is asked of the second player on each team, and so on, until each player has had the opportunity to answer one question.
      - When the first player buzzes in, the player's light will come on, and all other buzzers will be blocked. An eligible player may buzz in at any time, but the player must wait for the question master to call the player's name. (If a player answers before being called upon, the answer is disqualified.)
      - Players cannot discuss answers; the person who buzzes in must provide an answer. If an incorrect answer is given, the question master will read the question again for the eligible players on the other teams. Players from other teams must buzz in if they wish to respond.
      - If the player answers the question correctly, the player's team has the opportunity to answer **two** related questions. The second and third questions are team questions, conferring allowed, and the captain will provide the answers. Only the team that controlled the first question will have the opportunity to answer the second and third questions. If the team does not correctly answer the second question, the third question is not read. Players have 5 seconds to answer the first question, and the captain has 10 seconds to confer with teammates and answer the second and third questions.
      - Questions are open-ended. Each correct answer is worth 5 points.

C. Round 3 (Challenge Round): (10 points each) Fifteen open-ended questions are offered to all teams. The individual who "buzzes in" first will have an opportunity to answer the question without conferring with teammates. Individuals may "buzz in" before the complete question is read. If an incorrect answer is given, the question master will read the question again for the eligible players on the other teams.

D. Tie Breaker: (1 point each) If a tie breaker is needed, three Challenge Round style questions will be asked.

RESOURCES

Contact the following resources to obtain information and materials to prepare for the STARS competition. There is a statewide on-line competition beginning each fall that qualifies teams for a live State Tournament in March. The on-line competition is an ideal way to prepare for the STARS Conference.

- Minnesota LifeSmarts Coordinator
  Mary Hillman, mhillman@mnscsc.org, 952-715-8745
- National LifeSmarts Office, www.lifesmarts.org,
  Lisa Hertzberg: (651) 699-3650

EMPLOYMENT INTERVIEW

PURPOSE: *To demonstrate understanding of interpersonal communication and employment interview strategies.*

SPECIFICATIONS

1. Each participant must apply for one of the part-time jobs listed on the "Help Wanted" page included in the materials for this event. Participants must be qualified for the position they are seeking. Participant's work history and education must be factual.

2. Each participant must introduce him/herself to a receptionist, and state desired position. **Students must bring completed job applications found in the school's registration packet distributed at the conference**.

3. Each participant will complete an employment application form immediately prior to the actual interview. **Participants are only allowed to use their applications, an optional one-page resume, and a list of questions to ask the interviewer(s).**

4. Student participants are not allowed to give judges any gifts, thank-you cards, or items that might be considered a "bribe."

5. This event is conducted in two judged stages: receptionist and interviewer. The student may not be judged by the receptionist in the first round BUT WILL BE in the final round.

6. Each participant will be allowed a maximum of eight minutes in which to complete the actual employment interview.

JUDGING:

1. Each participant will be judged based on the criteria contained on the Rating Sheets. Judges will be briefed by the Event Administrator on the criteria. Three is considered an average score.

2. The judges will choose a minimum of seven questions before the event begins. All participants will be asked the same questions. The use of other questions which arise from the participant's responses is allowed. Probing of the responses is encouraged.

3. The role of interviewer **cannot** be rotated among the judges of the event.

EMPLOYMENT INTERVIEW — HELP WANTED

Smallville Park and Recreation Department is taking applications for summer positions: certified life guards, park maintenance and landscaping, and playground supervisors. Apply in person at City Hall.

Oak Trees Golf course has an opening for a part-time landscaping/grounds person.

New Restaurant at Town Mall now interviewing for: servers, hosts & hostesses, line cooks, prep cooks, bussers, dishwashers (tips included in wages).

Tiny Tots Day Care is looking for a part-time child care provider 20-30 hrs per week.

Be a part of the state of the art medical field. Work part-time while in high school at Skyview Medical Center. Openings include: coffee shop, housekeeping, health care aid, and medical records.

Johnson's Grocery Store has openings for stock clerks and cashiers.

Rounds Bicycle Shop looking for part-time person to assemble and repair bicycles.

Cats and Dogs Vet Clinic is looking for a part-time person to clean kennels, walk dogs, play with animals, and assist as needed.

Home Town Pizza is looking for a delivery person evening and weekends. Reliable car, car insurance, and good driving record required.

Minnesota State Parks—Part-time summer positions for outdoor maintenance.

Blue's Department Store taking applications for retail sales associates in all departments. Apply in person.

Just Right Lube needs an oil change assistant.

Braids & Weaves needs a late afternoon/early evening salon receptionist. Apply in person.

Shark Car Wash is looking for a weekend car wash attendant (12-16 hrs per week).

Village Care Center has openings for part-time Certified Nursing Assistants (CNAs) and health care aides.

County Courthouse—part-time positions for data entry clerks. Must have excellent typing skills.

Tires & Rims is looking for sales and service technicians at all locations.

Employment Interview
Receptionist's Evaluation Sheet

School Name _____

Participant's Name (first and last) _____

Position Desired_____

Items to Evaluate **Rate students from lowest (poor) to highest (excellent)**

		Point Value	Points Awarded
1. **PRE-INTERVIEW (10 pts)**			
	Arrived on time	0 – 2	
	Introduced self by name and stated desired position	0 – 2	
	Displayed courtesy, politeness, sincerity	0 – 2	
	Displayed enthusiasm and confidence	0 – 2	
	Spoke in a clear voice, was easy to understand	0 – 2	
2. **APPLICATION FORM (10 pts)**			
	Followed instructions on application form	0 – 2	
	Application was complete with no blank spaces	0 – 2	
	Had no spelling errors	0 – 2	
	Provided specific information such as full names and titles, area codes, zip codes, etc.	0 – 2	
	Used neat, legible handwriting in blue or black ink	0 – 2	

Receptionist's Initials _____ **Total: _____/20**

Note to Judges — Please transfer the total points from this rating sheet to the Interviewer's rating sheet and make comments of the back.

Employment Interview
Interviewer's Evaluation Sheet

School Name _____

Participant's Name (first and last) _____

Position Desired_____

Items to Evaluate **Rate students from lowest (poor) to highest (excellent)**

		Point Value	Points Awarded
1. **PERSONAL APPEARANCE (20 pts)**			
	Appropriately dressed, business attire	0 – 5	
	Neat, clean, well-groomed	0 – 5	
	Good handshake & eye contact	0 – 5	
	Sat comfortably, good posture	0 – 5	
2. **EMPLOYMENT INTERVIEW (45 pts)**			
	Greeting, introduction	0 – 5	
	Knowledge of job and its duties	0 – 5	
	Explained personal qualifications	0 – 5	
	Used factual work history & education, didn't exaggerate qualifications	0 – 5	
	Answered concisely, completely, didn't dominate, was not passive	0 – 5	
	Avoided slang and criticism	0 – 5	
	Used clear voice, easy to understand	0 – 5	
	Asked for job, clarified next steps (follow-up)	0 – 5	
	Thanked interviewer	0 – 5	
3. PERSONAL ATTITUDE **(10 pts)**			
	Courteous, polite, sincere	0 – 5	
	Enthusiastic, confident	0 – 5	
4. OVERALL IMPRESSION **(5 pts)**		0 – 5	

Interview Total: _____/80

Receptionist's Rating (transfer from other sheet) **Receptionist Total: _____/20**

FINAL TOTAL: _____/100

Judge's Initials _____

Note to Judges — Feel free to make further comments on the back.

HUMAN RESOURCES DECISION MAKING

PURPOSE: *To demonstrate an understanding of communication strategies and problem solving to resolve an interpersonal problem in a workplace setting.*

SPECIFICATIONS:

1. This is an individual event.
2. MAAP STARS participants should report to the contest area at the specified time or be disqualified. **Your scheduled event time is when you pick up your problem.** The problem and a decision-making guide will be provided by the event administrator.
3. Participants will be allowed up to 30 minutes to review the problem, reach a solution, and create presentation materials.
4. In finals, prep time may be reduced to 20 minutes. Exceeding prep time limits will result in disqualification.
5. Total presentation including judges questions will not exceed 10 minutes.
6. During the presentation, students may use visual aids prepared by them during their preparation time. Students will need to supply their own materials for preparation of any visual aids. **No computers or electronic equipment will be allowed.**
7. Student participants are to turn in all paperwork and notes to the event chairperson or judges, erase white boards, and remove materials relating to the event before leaving the room.

BE FAIR! DON'T SHARE the problem information with others.

8. Participants will present their solutions orally in a business-like manner or role play to a panel of two or more judges.
9. No audience will be allowed unless authorized by participants and judges.

JUDGING:

1. Each participant will be judged based on the criteria contained on the rating sheet. Judges will be briefed by the event administrator on the criteria.
2. Before the event begins, the judges will develop a list of three to six questions to be asked of each participant. The use of other questions which arise from the participant's presentation is allowed. Probing of the responses is encouraged.

Human Resources Decision Making
Sample Problem #1

Mary, a senior in high school, has been working at Target part-time for almost a year. She works enough hours to make her car payment and have extra cash for spending money. Mary's parents cannot afford to make Mary's car payment so she has to work if she wants to keep her car.

Mr. Lake is Mary's manager. He seems like a good supervisor, but Mary hasn't had much one-on-one communication with him other than to ask basic work questions about stocking shelves.

Tom, also a senior in high school, works as a cashier at the same Target. Tom and Mary occasionally visit at work about school and some friends they have in common. Tom knew that Mary didn't have a boyfriend so he asked her to the prom. Mary told him "no" because she already had a date. Tom found out through Facebook that Mary really didn't have a date, but she didn't want to go to prom with him.

To get back at Mary, Tom is trying to get her in trouble at work. He changed some times on her schedule and time sheet, took a note out of her mailbox informing her of a mandatory staff meeting, among other things. He is also spreading rumors about Mary's "after hours" activities.

Mary can't afford to lose her job. She knows she tell Mr. Lake, but Mr. Lake is Tom's uncle. Mary is worried that Mr. Lake wont' believe her side of the story. What should she do?

Human Resources Decision Making
Sample Problem #2

Jason has worked at Quick Lube for about a year and a half. He goes to school at the ALC in the mornings and works from 12:00 8:00 pm every day. His job works out perfectly for him because he can still go to school and he has weekends off to spend with his girlfriend and son. He is making $9.00 an hour, which is a lot more than he made at his last job. He is scheduled to get a raise next month and is trying to save enough money to get married.

Jason's boss, Scott, just installed a new computer system at the garage. Scott wants his business to have the latest technology that customers have come to expect.

When customers come in for an oil change, the car goes through a twenty-point test. Things such as transmission fluid, brake fluid, the air filter, and tire pressure are checked. Results from the tests are stored in the computer and a printout is given to the customer. Jason thinks this system is great.

However, Jason has a problem with how Scott deals with some of the customers, especially females. When Scott explains the printout to the customer, he tells them that problems with their cars are more serious than they actually are. For example, it the transmission fluid is a bit discolored, Scott will tell them that they need a transmission filter change right away. This will cost them an extra $50.00!

This has been going on for a couple of months now, and Scott is asking his employees, Jason included, to do the same thing. Scott is offering his employees a 2% commission for sales above the original oil change.

Jason knows that this is wrong. He does not want to cheat people, but he does want to keep his job. However, the extra money is tempting. What should he do?

HUMAN RESOURCES DECISION MAKING GUIDE

Opening Statement	What is the problem?
List important facts to consider.	
Solution	
Pros	Cons
Solution	
Pros	Cons
Solution	
Pros	Cons
What action should be taken and how will you follow-up?	Closing

Human Resources Decision Making
Evaluation Sheet

School Name _____

Participant's Name (first and last) _____

Items to Evaluate **Rate students from lowest (poor) to highest (excellent)**

		Point Value	Points Awarded
1. OPENING STATEMENT (15 pts)			
	Appropriate to topic	0 – 5	
	Problem identified	0 – 10	
2. CONSIDERATION OF FACTS (10 pts)			
	Listed several with possible results	0 – 10	
3. **SOLUTION(S) TO THE PROBLEM (20 pts)**			
	Quality of solutions	0 – 5	
	Results of each solution	0 – 5	
	Listed supportive facts	0 – 5	
	Workability	0 – 5	
4. **SOLUTION SUMMARY (10 pts)**		0 – 10	
5. **SOLUTION FOLLOW-UP PROCEDURES (10 pts)**		0 – 10	
6. **PROBLEM SOLVING SKILLS —** Overall impression **(10 pts)**		0 – 10	
7. **EFFECTIVENESS OF PRESENTATION (10 pts)**			
	Presentation Skills (voice, volume, pace, language, poise, enthusiasm, eye contact)	0 – 10	
8. **PERSONAL APPEARANCE —** Neat, clean, well groomed **(5pts)**		0 – 5	
9. **ANSWERS TO JUDGES' QUESTIONS (10 pts)**			
	Complete and concise	0 – 10	

Judge's Initials _____ Total: _____/100

Comments:

PUBLIC SPEAKING

PARTICIPANTS WILL SPEAK ON THE FOLLOWING:

- ***Tell us about your educational journey OR***
- ***A topic that you are passionate about***

PURPOSE: *To demonstrate the ability to construct and deliver a speech using English language conventions for a specific purpose, situation, and audience.*

NOTE: *Spoken word and Rap presentations are not recommended for this event as the judges have a hard time evaluating them based on the event evaluation sheets. Those would be better as an Artistic Performance event. The intent of the Public Speaking event is to prepare you for speaking in the workplace, which does not generally involve a performance piece.*

SPECIFICATIONS

1. The length of the speech should be about five minutes in length. **Points will be deducted if speech exceeds seven minutes.**
2. Bring a printed copy of your speech to leave with the Event Chair.
3. Participants will speak before one or more judges.
4. Participants are encouraged to use notes.
5. Visuals are optional and will not affect your score
6. See "Evaluation Sheet" for clarification.

Public Speaking Evaluation Sheet

School Name _____

Participant's Name (first and last) _____

Items to Evaluate **Rate students from lowest (poor) to highest (excellent)**

		Point Value	Points Awarded
1. INTRODUCTION (24 pts)			
	Opening appropriate for topic/purpose	0 – 7	
	Clearly stated purpose/topic/thesis	0 – 10	
	Hooked (engaged) audience in opening	0 – 7	
2. BODY (34 pts)			
	Clearly stated main points	0 – 10	
	Clear, logical sequence	0 – 7	
	Good transitions	0 – 5	
	Adequate use of details/examples/facts/statistics	0 – 12	
3. **CONCLUSION (12 pts)**			
	Summary of main points	0 – 6	
	Strong, clear closing	0 – 6	
4. **DELIVERY (20 pts)**			
	Neat, clean, well groomed, appropriate dress	0 – 5	
	Eye contact	0 – 5	
	Enthusiasm for topic evident	0 – 5	
	Voice varied and clear, appropriate pace/tempo	0 – 5	
5. **OVERALL IMPRESSION (10 pts)**		0 – 10	
6. **DEDUCTIONS FOR EXCESSIVE SPEECH TIME –** Deduct 2 points for each (partial) minute over specified time			
	Up to 1 minute over 7 minutes or under 3 minutes	-2	
	Up to 2 minutes over 7 minutes	-4	
	Up to 3 minutes over 7 minutes	-6	

Judge's Initials _____ Total: _____/100

Comments (use back if needed):

CAREER PORTFOLIO

PURPOSE: *To demonstrate an understanding of a specific career through applying a decision-making process in researching, organizing and presenting information directly related to the participant's work, training and career plans. Additionally, participants are expected to use their portfolio in an employment interview setting.*

REQUIREMENTS: This event requires a written portfolio and the effective use of the same in an interview situation. The portfolio and interviews are judged separately, but the use of the portfolio in the interview constitutes a major element in scoring.

GUIDELINES FOR THE WRITTEN PORTFOLIO:

1. Participants should **select an entry-level position that they are CURRENTLY qualified for or will be in the near future** which will lead to a job in their chosen field. For example, if a student has a long-range plan to become a carpenter, he/she should create a portfolio based on a job application for a job which could help him/her further that goal, such as a job at a Home Depot which would help pay for schooling to obtain his/her goal. Or perhaps the student is thinking of becoming a lawyer, law school is expensive, so the student may have to apply for any type of entry level position to help further the law school dreams.

2. Career portfolios must be a minimum of 10 pages but should not exceed 20 pages. A page consists of one sheet of paper with materials presented on a single side. The 20-page limit includes title pages, supplementary materials, and visuals but not the cover or table of contents. Page numbers are not required on the cover. Page numbers should be on pages where appropriate (exception would be cover and reference letters). Portfolios should be concise and meaningful collections that reflect a decision-making process, and not "padded" with irrelevant materials to reach the page requirements.

3. Career Portfolios must be the original and creative work of the student submitting the work.

4. Career portfolios must be typewritten or word-processed.

5. Relevant artwork, photographs and colored paper are allowed.

6. For specific criteria of focus, please consult the Judges Career Portfolio Evaluation Rubric (attached). Referral to an online tool or website may be allowed if applicable. Student participants are not allowed to give judges any gifts, thank-you cards, or items that might be considered a "bribe."

7. Each Career Portfolio must contain:
   - A written Introduction (detailing the participant's decision-making process and presenting relevant information. The Introduction should address the central questions of WHY this career was chosen and HOW the student plans to pursue the career).
   - List of Personal References: the list should not include family members and should include references relevant to the career choice, if possible. References must include complete information for each contact.

- A formal Resume (one page, per employment standards, not including references).
- Letters of Recommendation: at least 3 are required, with a maximum of 6 included. General letters of recommendation are permitted but scoring preference will be given to letters that support relevance to the chosen career.
- Career Information: Information includes career research, preparation needed, or specific information about the career. Include your ultimate career goal.
- Supplemental Materials: Anything that demonstrates the skills and for the position may be included, including Job Evaluations, Performance Reviews, examples of work from job experiences or internships, related school projects, school assessments, and Career Aptitude Assessments. If school materials or materials not directly relevant to the immediate position are used the participant MUST include a brief explanation for each piece used explaining the relevance of those materials to their chosen career area.

GUIDELINES FOR THE JOB INTERVIEW PORTION:

1. Interviews will be limited to 10 minutes and will be conducted before individual judges. Semi-final and Final interviews will be conducted before a panel of judges.

2. The participants **must bring their portfolio to the first interview**. The portfolio will be left with the judges at the conclusion of the interview. If a participant makes the Semi-finals and/or Finals, the Judges will make the portfolios available to the participants at their interview times.

3. Participants **must present a short, written job description (one paragraph) of the position that they are applying for.** This description may be included in the portfolio without affecting the page limits, but it **must be presented to the judges immediately upon entering the interview**. The judges require this information to formulate appropriate questions for the interview.

4. The participant will begin the interview with a short oral statement describing their qualifications for and interest in the position.

5. The participant **MUST** refer effectively to their portfolio throughout the interview. The participant **MUST NOT** simply present a "walk-through" of the work collected in the portfolio but must rather **USE** the portfolio to support their answers to interview questions.

6. The portfolio is the only printed material that participants are allowed to use in the interview. Referral to an online tool or website may be allowed if applicable.

7. For specifics of scoring on the Interview portion, please consult the Judges Interview Scoring Rubric (attached).

Written Career Portfolio
Judges' Evaluation Sheet

School Name _____

Participant's Name (first and last) _____

Items to Evaluate **Rate students from lowest (poor) to highest (excellent)**

	Point Value	Points Awarded
1. COVER (3 pts) – Page number not required	0 – 3	
2. TABLE OF CONTENTS (3 pts) – With accurate page numbers where appropriate	0 – 3	
3. INTRODUCTION (9 pts) – Clearly presents personal information, why career was chosen (decision-making process), and plans for pursuing career	0 – 9	
4. RESUME (12 pts) – Spelling, format, grammar, content, one-page	0 – 12	
5. REFERENCES (3 pts) – Three references, non-family, complete information	0 – 3	
6. LETTERS OF RECOMMENDATION (3 pts) – At least three references from a variety of sources, non-family with preference given to sources relevant to the career field (1 pt each up to 3 pts). Page numbers are not required.	0 – 3	
7. CAREER INFORMATION (10 pts) – Includes career research and preparation needed for the position and the ultimate career goal.	0 – 10	
8. SUPPLEMENTAL MATERIALS (7 pts) – Items demonstrate transferable skills, aptitude, and performance, such as work samples/job evaluation. Not directly relevant materials MUST include a. brief written statement explaining their inclusion.	0 – 7	

Judge's Initials _____ Total: _____/50

Comments (use back if needed):

Career Portfolio Interview
Judges' Evaluation Sheet

School Name _____

Participant's Name (first and last) _____

Items to Evaluate **Rate students from lowest (poor) to highest (excellent)**

		Point Value	Points Awarded
1. JOB DESCRIPTION (6 pts) – A typed job description is presented upon entering the interview and has appropriate information from #3 in Guidelines for the Job Interview (pg. 46)		0 – 6	
2. PERSONAL APPEARANCE (6 pts) – Well groomed, appropriate dress for the job		0 – 6	
3. INTERVIEW (32 pts)			
	Greeting/Introduction	0 – 6	
	Career/Job knowledge clearly communicated strengths, qualifications, and showed interest in the position from #4 in Guidelines for the Job Interview (pg. 46)	0 – 6	
	Communication Skills: posture, clarity, eye contact, oral communication skills	0 – 6	
	Clarified follow-up, thanked interviewer	0 – 6	
	Effective use of Portfolio (**NOTE**: this is the tie-breaker category)	0 – 8	
4. PERSONAL QUALITIES (6 pts) – Demonstrated ability/skills to work effectively with others. Demonstrated sense of integrity, personal responsibility, enthusiasm, and initiative		0 – 6	
5. BONUS POINTS (4 pts) – WOULD YOU HIRE THIS APPLICANT?			
	NO	0	
	MAYBE	1-2	
	YES	3-4	

PENALTY POINTS

*Subtract 2 points for each item used other than portfolio items as outlined in #6 in Guidelines for the Job Interview (pg. 46)

*Subtract 2 points if the student job description/want ad is for a job they do not currently qualify for or will not qualify for within the next 3 months.

Total: _____50 possible if **NO bonus pts**

WRITTEN CAREER PORTFOLIO Total: _____ 50 possible

Judge's Initials _____ **FINAL TOTAL**: _____100 possible if **NO bonus pts**

Comments (use back if needed):

JOB MANUAL

(Non-participatory at state conference. See #1 below.)

PURPOSES:

- To prepare an organized representation of your job & job site
- To gain a better understanding of your job and your relationship to it
- To evaluate

SPECIFICATIONS

1. There will be **NO INTERVIEW** for this event. The Job Manual will be a single booklet turned in at registration and returned at the end of the conference.

2. This manual will be completed for a job in which you are currently employed.

3. The manual will be a single booklet.

4. The cover should relate to your job (be creative).

5. The contents will include information from the outline on the next sheet. The information is to be written in paragraph form and **in your own words.** Write it so a person who knows nothing about your job could read and understand it. (Pretend you are responsible to train someone in for your job, except you can't be there to talk with him; you must pass on the information through this manual.)
   - Correct spelling is a must. Contents can be word processed or written clearly in ink.

6. Pamphlets, copies of company policies, forms, and career literature are to be placed in the appendix.

7. Job manuals may not be submitted for the same company and student more than two years. If the same company is used the second year, changes have to be made from year one.

Requirements for Job Manual

Cover: **Be creative**! **Include on the cover:** Your Job Title; Job Site; and Your Name

Table of Contents: List the manual's contents & page numbers

Part 1 History & Function of Company

A. Name the company, its address and location.
B. Explain the history of the company.
C. Describe the products or services of the company.
D. Include an organizational chart (who supervises who). On the chart, show where you and your supervisor are placed.
E. State the number of employees in your company.
F. Include a floor plan of the business or, if it's a very large business, include a floor plan of the department in which you work.
G. List the employee benefits available to part-time & fulltime employees. (Examples: medical insurance, sick leave, vacations, employee discounts, training for job advancement, etc.)

Part 2 Your Job

A. The heading for this section will be your job title at your job site.
B. Write a brief job description.
C. Explain the qualifications a person needs in order to do your job. (Include personal characteristics, experience, education, etc.)
D. Explain a typical day/shift at your job. Include:
   - description of your work area
   - your duties and responsibilities
   - forms or supplies you use to do your job
   - special vocabulary needed for your job
   - safety & health regulations for your job
   - labor laws, rules & regulations for your job
E. Describe your favorite part of your job.
F. Include a self-evaluation of your job performance and an employer evaluation of your job performance. Write a comparison of the two evaluations and state your next job performance goals.

Part 3 Related Careers

A. List other jobs available at your job site. State which of these might interest you in your career future.
B. List other related jobs (beyond those available at your job site) that might interest you in your career future.
C. Describe the career outlook, advancement possibilities, and potential earnings for careers in A & B that are of interest to you.
D. Describe the positive and negative aspects of this general career area in which you are employed.

Part 4 Appendix Include related forms & company literature.

Bibliography List the resources (including human) you used for this manual.

Individual Job Manual
Evaluation Sheet

School Name _____

Participant's Name (first and last) _____

Items to Evaluate **Rate students from lowest (below expectations) to highest (exceptional)**

		Point Value	Points Awarded
1. COVER (10 pts) – Creative, includes name, job title, and company		0 – 10	
2. TABLE OF CONTENTS (5 pts) – Includes all areas of manual		0 – 5	
3. **PART 1: History and Function of Company (15 pts)**			
	Includes company name, history, products/services, organizational chart, employees, floor plan, and benefits	0 – 15	
4. **PART 2: Your Job (25 pts)**			
	Includes job title, job description, qualifications, description of work area, duties and responsibilities, supplies, vocabulary, safety/health regulations, labor laws, favorite part of job, self and employer evaluations, and summary	0 – 25	
5. **PART 3: Related Careers (15 pts)**			
	Includes other jobs at job site, related jobs, career outlooks, advancement and earnings, and positive/negative aspects of this career area	0 – 15	
6. **PART 4: Appendix (5 pts) –** Includes related material		0 – 5	
7. **BIBLIOGRAPHY (5 pts) –** All resources listed		0 – 5	
8. **FORMAT (20 pts) –** Well written, accurate spelling, organized effectively		0 – 20	

Judge's Initials _____ Total: _____/100

Comments:

PROJECT DEMONSTRATION

PURPOSE: To present interesting or innovative learning projects and share unique learning activities that other STARS schools may replicate.

SPECIFICATIONS:

1. Any interesting or innovative learning project can be presented; the event is designed to be a formal "show and tell." This should include the story of the project from beginning to end and include things that worked and things that didn't.

2. Presentations will not be evaluated, but the presenter(s) and presentation will be given feedback on: (see feedback form)
   - communication/presentation skills
   - use of visuals (charts, posters, pictures, handouts, etc.), technology (computers, video, sound effects, etc.) and/or other presentation aids
   - content and significance of project

3. **Examples of past projects include:**
   - service learning projects
   - mock trial
   - urban music techniques
   - entrepreneur ventures (student making and selling creative hats)
   - children's books
   - newsletter
   - video: school promotion
   - home page, computer creations
   - solar boat
   - talk show video

4. A reminder of equipment available:
   - a microphone and small speaker system
   - a cassette tape player
   - a TV and VCR

5. **Presentations can be done by an individual or group and should not be longer than 10 minutes, including setup.**

Remember to indicate this event on the main registration form You must register for a time and fill out an individual registration form when you arrive at the conference.

Project Demonstration
Feedback Form

School Name _____

Student Name(s) (first and last) _____

_____

_____

Project_____

Presentation Feedback

Rate students from lowest (needs improvement) to highest (exceptional)

		Point Value	Points Awarded
1. COMMUNICATION SKILLS (9 pts)			
	Were you prepared?	1 – 3	
	Were you heard and understood/enthusiastic?	1 – 3	
	Was there a logical order: Introduction/body/conclusion?	1 – 3	
2. USE OF VISUAL AIDS AND/OR PROPS (3 pts)		1 – 3	
3. CONTENT AND SIGNIFICANCE OF PRESENTATION (6 pts)			
	Were it interesting?	1 – 3	
	Did you give enough information?	1 – 3	

Total: _____/18

Overall Impression of Project:

ARTISTIC
PERFORMANCE

PURPOSE: Perform or present an artistic work in dance, original creative writing, music, theater, or media arts.

SPECIFICATIONS:

1. Any performing art form can be presented:
   - music,
   - original creative writing,
   - media arts
   - dance
   - comedy
   - theater

2. The length of each presentation should be no less than three minutes and no longer than five minutes. Set up and strike time is not included in this time. However, set up and strike should be as short as possible and no longer than 5 minutes. **Time will be called if the length is excessive.**

3. Participants will perform in front of a live audience and two or more evaluators.

4. The content and style of each performance is expected to be in good taste. Your advisor should be of assistance in this matter. **Performance will be terminated if offensive or too loud.**

5. Appropriate props and equipment can and should be used in moderation, as not to slow the concert setting. Advisors will help.

6. Performances are expected to be well rehearsed.

7. Do not hesitate to use experienced performers as advisors to ensure the best possible, most professional performance.

ARTISTIC PERFORMANCE EVALUATION HINTS

Each entry will be evaluated by a panel of two or more evaluators. The evaluations should be helpful in assisting you to improve future performances. This is a public performance. There will be no placement awards in terms of winners. You are all winners. Instead you will receive an accomplishment award for your participation.

ITEMS TO KEEP IN MIND:

1. A short introduction. This will not be counted as part of your performance time.

2. Consider the audience to whom you are playing. Don't think about or worry about the evaluators. Remember they are not here to judge you.

3. Plan the use of dress, props, and equipment with great care. Less is better in this setting.

4. **ORIGINALITY, ORIGINALITY…** This is a chance to show off your talents. Make it your own.

5. Clear diction, grammar, and pronunciation are essential to all good performances.

6. **86 decibels or less. . . . . .**

7. Practice set up and strikes as much as you do your performance and you will be ahead, especially bands and theater pieces.

8. The evaluators will rate your entry as one of the following:
   - Professional Quality
   - Good Quality
   - Average
   - Not Ready

   They will define these terms in detail on the evaluation sheet.

Remember to indicate this event on the main registration form.

You must register for a time and fill out an individual registration form when you arrive at the conference

Artistic Performance
Evaluation Sheet

School Name _____

Student Name(s) (first and last) _____

_____

Performing Art _____

Appeal: **Comments**

Does the performance reach the target audience?

Does the performance keep the audience interested?

Idea:

Is the idea creative and original?

Techniques:

Can the words/lyrics/introduction be understood?

Does the performance appear well rehearsed?

Production:

Are the props, sound effects, music, lights and costumes used appropriately in the performance?

Is the decibel level at a comfortable listening volume, 86 db or lower?

Is the setup and strike of equipment and stage materials efficient, rehearsed and well organized?

Evaluator's overall statement: (use back if needed)

Make an overall statement using one of the following as an umbrella phrase:

Professional Quality Good Quality Average

ART DISPLAY

PURPOSE: *To create an original work of art, display the work of art at the MAAP STARS Conference, and receive feedback.*

Evaluation:
You will register for the art critique like you do for the rest of your events. Artwork will receive feedback from a professional artist or art educator. All comments will be respectful and encouraging.

MAAP participants will also have an opportunity to provide feedback to the artists at the conference. All the feedback form will be placed in an envelope and given to the participants at the end of the event. They will not be made public.

NOTE TO ADVISORS: *Advisors should screen feedback forms before giving them to the students.*

Specifications:
1. Only students participating at the MAAP Conference may submit their work for display.

2. Select a quality piece of artwork you have completed this year.

3. If it is a drawing, photograph, pen and ink, pastel, etc. mount it neatly making certain that it has a stiff backing so it will not bend on an easel.

4. If it is a painting the canvas edge should be painted, finished, or preferably framed although framing is not required.

5. Three-dimensional work will be displayed on table tops.

6. Write a biography following these directions. (An example follows at the end of this section.)
    A. Title of work
    B. Student's full name
    C. Student's age
    D. Materials used to create the work
    E. School or program
    F. Location of program (city, town, etc.)
    G. Paragraph written by student about him or herself
    H. Second paragraph written by student about the artwork
    I. Biographies* are to be mounted and able to rest neatly on an easel next to the student's work without bending or sagging. Biographies for three-dimensional work should be able to "stand up" in the same way as freestanding picture frames.

*See biography example on next page.

- Bring your artwork to the art display registration area at the beginning of the conference. Look for the sign. Write your name and school on your artwork.

- Pick up your artwork at the end of the conference along with your critiques.

All work will be accepted for display if it is in accordance with the guidelines if it is quality work, and is not disrespectful to any person, group or culture. If a work is rejected for any of these reasons, an explanation will be provided to the student.

Questions?

Contact: Eliza Kelly at kelly.liza@gmail.com

Remember to indicate this event on the main registration form —
and register your work when you arrive at the conference

- - - - - - - - - - - - - - -

Biography Sample

The Future Arrives

by Sam Soup
16 years old
Black and White Photographs
Deer River ALC
Deer River, MN

I'm a full-time student at Deer River ALC and work part-time at the Quick Stop. Since I was a kid I've been into drawing. Most of my artwork is on notebook pages. If I could, I would like to get a job in the field of art but that seems to be a long shot. I haven't totally given up on the idea. I'd like to try computer animation and I've heard there are jobs in that area.

This year our ALC has a dark room and I've been able to use an old Pentax to do some shooting. I really like the mood you can capture with black and white photography. And when I'm in the dark room I like the effects I am able to achieve by developing the prints myself. This is a three-piece series I named "The Future Arrives" because it reminds me of the way things might be in the future...depending on the choices we make now.