INTRODUCTION
This publication is designed to assist DECA members and their local chapter advisors in preparing for DECA’s Team Decision Making Events in the fields of Business Law and Ethics, Buying and Merchandising, Financial Analysis, Hospitality Services, Marketing Communications, Sports and Entertainment Marketing or Travel and Tourism Marketing. This document will be useful in preparing students for local, state and international competition by familiarizing them with the format, structure and evaluation tools used in international competition. This series of events is presented as an example of the types of case studies in which a team might expect to participate at the International Career Development Conference. The competitive events found herein, however, are not representative of all performance indicators that the students may be expected to demonstrate on the national level. A complete list of performance indicators upon which the events are written is available online at http://www.deca.org/competitions/2/.

OVERVIEW OF EVENT
The Sports and Entertainment Marketing Team Decision Making Event is a case study event in a role-play format. A team of two is given a real-world, decision-making case study situation involving a problem in the sports and entertainment industry. Sports and Entertainment relates to amateur or professional sports or sporting events, entertainment or entertainment events, selling or renting of supplies and equipment (other than vehicles) used for recreational or sporting purposes, products and services related to hobbies or cultural events, or businesses primarily engaged in satisfying the desire to make productive or enjoyable use of leisure time. The team has 30 minutes to study the situation and organize their analysis. The team will then make an oral presentation to the judge assuming the role of an executive for the business represented.

Team members also take a written exam testing general marketing, management, entrepreneurship and business and also knowledge specific to the sports and entertainment area. Test scores are averaged with the role-play for the team score. Past test questions are available for sale from DECA Images at www.deca.org/shop.
SUGGESTIONS

Prepare Mentally
Competitors should get sufficient sleep the night before competition so that they will be mentally alert and able to concentrate on the case study.

Dress Appropriately
Professional dress should be worn to all conference sessions. Competitors must wear an official DECA blazer during interaction with the judges.

Follow the Program Agenda
Locate the event room beforehand and arrive at the site early enough to be acclimated to the environment, relaxed, etc. Competitors must be on time for each event.

Use Preparation Time Wisely
Competitors should take advantage of the time provided for each activity of the event. During the written test, competitors should think through each item completely and carefully while gauging the time appropriately. If time allows, recheck the answers. While preparing for the case study presentation, competitors should use all the time allotted constructively.

Performance Indicators
When teams approach the case study situation, they are given a list of seven performance indicators (PIs). These are tasks or competencies the team must demonstrate as they accomplish the specific industry-oriented task. They will be evaluated on the specific performance indicators listed for the event. Lists of performance indicators are available on DECA’s Web site at http://www.deca.org/competitions/2/.

Performance indicators are bits of the curriculum, such as “Identify a target market,” or “Identify the elements of a promotional mix,” or “Explain the principles of supply and demand.”

Although they are quite specific, performance indicators are organized under broader topics called instructional areas. You will recognize instructional areas as units of the marketing education curriculum, such as selling, promotion, economics, distribution, pricing, marketing information management, financial analysis, product / service management, communication skills, and operations.

To have the best chance in competition, teams must focus on the performance indicators.

For more tips and suggestions, please refer to the Everything You Wanted to Know About Team Decision Making Events, An Instructor’s Guide available for purchase through DECA Images (catalog code TDMIG)
SPORTS AND ENTERTAINMENT MARKETING
TEAM DECISION MAKING EVENT

PARTICIPANT INSTRUCTIONS

• The event will be presented to you through your reading of the General Performance Indicators, Specific Performance Indicators and Case Study Situation. You will have up to 30 minutes to review this information and prepare your presentation. You may make notes to use during your presentation.
• You will have up to 10 minutes to make your presentation to the judge (you may have more than one judge), followed by up to 5 minutes to answer the judge’s questions. All members of the team must participate in the presentation, as well as answer the questions.
• Turn in all of your notes and event materials when you have completed the event.

GENERAL PERFORMANCE INDICATORS

• Communications skills—the ability to exchange information and ideas with others through writing, speaking, reading or listening
• Analytical skills—the ability to derive facts from data, findings from facts, conclusions from findings and recommendations from conclusions
• Production skills—the ability to take a concept from an idea and make it real
• Teamwork—the ability to be an effective member of a productive group
• Priorities/time management—the ability to determine priorities and manage time commitments
• Economic competencies

SPECIFIC PERFORMANCE INDICATORS

• Describe types of business activities.
• Identify factors that affect a business’s profit.
• Explain the nature of overhead/operating costs.
• Explain the concept of marketing strategies.
• Explain how organizations adapt to today’s markets.
• Identify company’s unique selling proposition.
• Determine factors affecting business risk.
CASE STUDY SITUATION

You are to assume the role of a management team at The Heritage Theatre, an outdoor summer theatre. The operations manager (judge) has asked you to make recommendations that will return the operation to profitability.

For the past thirty-four summers, The Heritage Theatre has been entertaining visitors with classical theater productions from the world’s greatest playwrights. From June through September, the theater company stages six plays from writers who include: Shakespeare, George Bernard Shaw, Moliere, John Steinbeck, Noel Coward, Tennessee Williams and others. All plays are performed in an outdoor open-air theater in a rural setting, twenty-seven miles from the nearest metropolitan area.

The Heritage Theatre has a company of thirty-three actors, many of whom return year after year and have developed a very loyal following among regular theater attendees. Stage roles are divided up so that each actor will perform in three plays every summer. The typical production features at least ten actors. The Heritage Theatre also employs twelve individuals who work in maintenance, staging, marketing and administration. The theater is able to rely on many local volunteers who serve as ushers, carpenters and seamstresses, in exchange for unlimited access to the shows.

Throughout the summer, the theater stages a total of 125 performances. All performances begin at 7:00 p.m. on Tuesday through Sunday. The theater is “dark” on Monday. A snack bar serves coffee, water, soft drinks, cookies and ice cream before each performance and during intermission. There is also a gift shop that measures approximately 400 square feet selling books, apparel and novelties. Weather (rain) has an impact on the shows and results in an average of thirteen percent of performances being lost every season.

The target customer is over the age of thirty-five, college educated, with household income over $85,000 and travels over 30 miles to attend a performance. Theater patrons typically attend two performances every season and have been attending plays at The Heritage Theatre for ten years or more. Ticket prices range from $40 - $90 with the average customer paying $74. The theater seats 1,200 and must achieve at least 83% seating capacity in order to break-even financially.

Last season, given some absolutely horrendous weather, two negative play reviews and the continued economic slump, theater capacity averaged only 72% and significant losses were realized. The Heritage Theatre has now sustained operating losses in three of the last four years.

The operations manager (judge) is very concerned about the trend of the past few years and is looking for strategies that will return The Heritage Theatre to profitability. The manager (judge) has requested a meeting with your management team to make recommendations that will then be forwarded to the board of directors for a more in-depth financial analysis. Your team should consider, but is not limited to:

- finding ways of increasing the current revenue
- creating additional revenue streams
- developing promotional events and activities
- modifying the grounds/facility
- reducing current operating expenses
For each recommendation, identify and explain the strengths and weaknesses if implemented.

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

You are to assume the role of operations manager of The Heritage Theatre, an outdoor summer theater. You have asked your management team (participants) to make recommendations that will return the operation to profitability.

For the past thirty-four summers, The Heritage Theatre has been entertaining visitors with classical theater productions from the world’s greatest playwrights. From June through September, the theater company stages six plays from writers who include: Shakespeare, George Bernard Shaw, Moliere, John Steinbeck, Noel Coward, Tennessee Williams and others. All plays are performed in an outdoor open-air theater in a rural setting, twenty-seven miles from the nearest metropolitan area.

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• finding ways of increasing the current revenue
• creating additional revenue streams
• developing promotional events and activities
• modifying the grounds/facility
• reducing current operating expenses
For each recommendation, the management team (participant team) has been asked to identify and explain the strengths and weaknesses if implemented.

The management team (participant team) will present their ideas to you in a meeting to take place in your office. You will begin the meeting by greeting the team and asking to hear about their ideas.

After the management team has presented, you are to ask the following questions of each participant team:

1. If there isn’t another classic outdoor theater within 1,000 miles, does The Heritage Theatre really have competition?

2. If a performance is underway and has to be halted because of weather problems, at what point are patrons entitled to a refund?

Once the management team has answered your questions, you will conclude the meeting by thanking them for their work.

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

Calculations
1,200 capacity x 83% = 996 patrons needed per night to break even.
996 x $74 average ticket price = $73,704 revenue needed per night to break even.

1,200 capacity x 72% = 864 average patrons for each performance last season.
864 x $74 average ticket price = $63,936 revenue per night last season.

$73,704 - $63,936 = $9,768 deficit per performance last season.

125 performances x 13% = 16 performances lost every season.
125 – 16 = 109 average number of performances per season.
109 x $9,768 deficit per performance = $1,064,712 total deficit for last season.

Recommendations
Answers will vary but given a deficit of over $1 million for last season, reducing expenses and/or increasing revenue will have to be significant to reach break-even.

One of the trends in live stage theatrical productions is to select plays/shows that utilize a smaller cast. Fewer roles can lead to a reduction in the number of actors needed for the season.
JUDGING THE PRESENTATION

Team members, assuming the role of a management team for the business represented, will analyze a case situation related to the chosen occupational area. The team will make decisions regarding the situation, and then make an oral presentation to the judge. The role of the judge is that of an executive for the business.

Participants will be evaluated according to the Evaluation Form.

Please place the name and identification number label on the Scantron sheet (unless it has already been done for you).

Participants will have a 30-minute preparation period and may make notes to use during the role-play.

During the first 10 minutes of the presentation (after introductions), the team will present their analysis, their decisions and the rationale behind the decisions. Allow the teams to complete this portion without interruption, unless you are asked to respond.

During the next 5 minutes, you may ask questions of the team to determine their understanding of the situation presented. Each member of each team should respond to at least one question. To ensure fairness, you must ask each team the same questions. After asking the standard questions, you may ask other questions for clarification specific to the current team.

After the questioning period, please thank the team and state that they will be notified of your decision soon. Then complete the Evaluation Form, making sure to record a score for all categories. The maximum score for the evaluation is 100 points. The presentation will be weighted at twice (2 times) the value of the exam scores.

A maximum score of “Exceeds Expectations” in any category means that, in your opinion, the information is presented effectively and creatively; nothing more could be expected of an employee.

A “Meets Expectations” rating means that the information is present well. Though there may be a few minor problems or omissions, they are not significant. Creativity, however, is not shown to any great degree. A combined total score of 70 or better on the written and presentation sections will earn the participant team DECA’s Certificate of Excellence at the international conference.

A “Below Expectations” score means that the information presented does not meet minimum standards of acceptability.

A “Little/No Value” score means either that some major flaw has been noted that damages the effectiveness of the presentation (this may be a major omission, a serious misstatement or any other major flaw) or that the information presented is of no value (does not help the presentation at all).

We hope you are impressed by the quality of the work of these potential managers. If you have any suggestions for improving the event, please mention them to your series director.

We thank you for your help.
# Judge’s Evaluation Form

**STDM**

## Performance Indicators

<table>
<thead>
<tr>
<th>Did the Participant:</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Below Expectations</th>
<th>Little/No Value</th>
<th>Judged Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe types of business activities?</td>
<td>10-9</td>
<td>8-7</td>
<td>6-5-4</td>
<td>3-2-1-0</td>
<td></td>
</tr>
<tr>
<td>2. Identify factors that affect a business’s profit?</td>
<td>10-9</td>
<td>8-7</td>
<td>6-5-4</td>
<td>3-2-1-0</td>
<td></td>
</tr>
<tr>
<td>3. Explain the nature of overhead/operating costs?</td>
<td>10-9</td>
<td>8-7</td>
<td>6-5-4</td>
<td>3-2-1-0</td>
<td></td>
</tr>
<tr>
<td>4. Explain the concept of marketing strategies?</td>
<td>10-9</td>
<td>8-7</td>
<td>6-5-4</td>
<td>3-2-1-0</td>
<td></td>
</tr>
<tr>
<td>5. Explain how organizations adapt to today’s markets?</td>
<td>10-9</td>
<td>8-7</td>
<td>6-5-4</td>
<td>3-2-1-0</td>
<td></td>
</tr>
<tr>
<td>6. Identify company’s unique selling proposition?</td>
<td>10-9</td>
<td>8-7</td>
<td>6-5-4</td>
<td>3-2-1-0</td>
<td></td>
</tr>
<tr>
<td>7. Determine factors affecting business risk?</td>
<td>10-9</td>
<td>8-7</td>
<td>6-5-4</td>
<td>3-2-1-0</td>
<td></td>
</tr>
</tbody>
</table>

## Presentation

<table>
<thead>
<tr>
<th></th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Below Expectations</th>
<th>Little/No Value</th>
<th>Judged Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Clarity of expression</td>
<td>6-5</td>
<td>4</td>
<td>3-2</td>
<td>1-0</td>
<td></td>
</tr>
<tr>
<td>9. Organization of ideas</td>
<td>6-5</td>
<td>4</td>
<td>3-2</td>
<td>1-0</td>
<td></td>
</tr>
<tr>
<td>10. Showed evidence of mature judgment</td>
<td>6-5</td>
<td>4</td>
<td>3-2</td>
<td>1-0</td>
<td></td>
</tr>
<tr>
<td>11. Effective participation of both team members</td>
<td>6-5</td>
<td>4</td>
<td>3-2</td>
<td>1-0</td>
<td></td>
</tr>
<tr>
<td>12. Overall impression and responses to the judge’s questions</td>
<td>6-5</td>
<td>4</td>
<td>3-2</td>
<td>1-0</td>
<td></td>
</tr>
</tbody>
</table>

**Total Score**
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GENERAL PERFORMANCE INDICATORS

• Communications skills—the ability to exchange information and ideas with others through writing, speaking, reading or listening
• Analytical skills—the ability to derive facts from data, findings from facts, conclusions from findings and recommendations from conclusions
• Production skills—the ability to take a concept from an idea and make it real
• Teamwork—the ability to be an effective member of a productive group
• Priorities/time management—the ability to determine priorities and manage time commitments
• Economic competencies

SPECIFIC PERFORMANCE INDICATORS

• Explain the nature of financial needs.
• Describe sources of income.
• Explain the nature of overhead/operating costs.
• Demonstrate a customer-service mindset.
• Describe current business trends.
• Explain the nature of risk management.
• Describe legal issues affecting businesses.
CASE STUDY SITUATION

You are to assume the role of a management team at Eastern University, a large American university. The athletic director (judge) has asked you to make a recommendation to eventually eliminate the department’s current operating deficit.

Eastern University has an enrollment of 32,000 undergraduate students and is a Division 1 school meaning it participates in the highest level of athletic competition sanctioned by the NCAA. Eastern University fields varsity teams in a total of eighteen sports. There are men’s and women’s teams in basketball, cross country, golf, soccer, tennis, track/field, and swimming/diving. In addition there are men’s teams in football and women’s teams in volleyball, softball and lacrosse.

While on-the-field success varies from sport to sport and year to year, the amount of revenue generated by each sport does not. The top revenue producing sports are (in order): football, men’s basketball, women’s basketball and women’s volleyball. Paid attendance for these sports averages as follows:

<table>
<thead>
<tr>
<th>Sport</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Football</td>
<td>64,000</td>
</tr>
<tr>
<td>Men’s basketball</td>
<td>13,500</td>
</tr>
<tr>
<td>Women’s basketball</td>
<td>3,800</td>
</tr>
<tr>
<td>Women’s volleyball</td>
<td>1,200</td>
</tr>
</tbody>
</table>

The remaining fourteen sports are sparsely attended and bring in little or no revenue.

Because of some serious financial mismanagement and weak economy, the Eastern University athletic department has produced a deficit of $7.1 million over the past two years. In addition, some of the athletic facilities are very outdated. The field house is in serious need of renovation or replacement. A new field house is estimated to cost $81 million. The Eastern athletic board’s first priority is to eliminate the operating deficit and to eventually upgrade the facilities. The board has proposed three options to return the athletic department “to the black.”

Seat Licenses: As with most schools, the football program is relied upon to generate enough revenue to not only fund football but the non-revenue producing sports as well. Eastern University has been able to fill its 67,400 seat stadium to 95% of capacity over the past five seasons. There are 9,400 season ticket holders who account for 47,000 seats every game. The remaining seats are purchased by students and the general public. Tickets are priced at $46 and $65 per game depending on location. Student tickets are $12. There are six home football games every season.

The athletic board is considering an annual seat license from between $50 and $300 (depending on location) for every seat held by season ticket holders. For example, a season ticket holder who has a four-seat package in the best location would make an annual payment of $1,200 (4 X $300) to the athletic department before paying for the season tickets.

Price Increase: Under this proposal, the price for each football ticket would increase from the current $46 and $65 per game to $60 and $80 per game. Student tickets would increase to $15.

Program Reduction: A minimum of three sports would be permanently eliminated. While equipment and
facility costs vary by sport, every sport costs the university for coaching, transportation and insurance. If this option is selected, the recommendation must prioritize four sports to eliminate, in the event three doesn’t produce enough of an expense reduction.

While the athletic board will determine the actual financial effect of each proposal in much more detail, the athletic department is being asked to assess the impact of each proposal. The athletic director (judge) has requested a meeting with your management team to obtain your analysis of each proposal based on the impact of the parties affected. Specifically:

- Analyze each proposal by identifying and explaining the advantages and disadvantages to fans, students, student-athletes and university image.
- Offer a recommendation on one of the three proposals and provide supporting rationale.

You will present your analysis and recommendation to the athletic director (judge) in a meeting to take place in the athletic director’s (judge’s) office. The athletic director (judge) will begin the meeting by greeting you and asking to hear your team’s ideas. After you have presented and have answered the athletic director’s (judge’s) questions, the athletic director (judge) will conclude the meeting by thanking you for your work.
**JUDGE’S INSTRUCTIONS**

You are to assume the role of athletic director of Eastern University, a large American university. You have asked your management team (participant team) to make a recommendation to eventually eliminate the department’s current operating deficit.

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- Football: 64,000
- Men’s basketball: 13,500
- Women’s basketball: 3,800
- Women’s volleyball: 1,200

The remaining fourteen sports are sparsely attended and bring in little or no revenue.

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The management team (participant team) will present their analysis and recommendation to you in a meeting to take place in your office. You will begin the meeting by greeting the management team (participant team) and asking to hear about their ideas.

After the management team (participant team) has presented, you are to ask the following questions of each participant team:

1. Many of our alumni have commented that Eastern University seems to be for sale, given all the advertising and promotional signage on display in our stadium and field house. How would you respond to that criticism?

2. Explain the importance of up-to-date athletic facilities from the perspective of the university and the student-athlete.

Once the management team (participant team) has answered your questions, you will conclude the meeting by thanking them for their work.

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

Response Guidelines: While responses will vary, it is possible that some teams may bring up university compliance with Title IX and its modifications. Compliance requires federally assisted institutions to disclose information on roster sizes as well as budgets for recruiting, coaches salaries, scholarships and other expenses for both men’s and women’s athletics. The standard does not seem to require an equal number of sports for men and women but instead looks at the number of men compared to the number of women competing in all sports at the same institution.

Calculations:

Seat License: For a season ticket holder of four prime location seats, the one-year cost of the license and the current price of tickets to six home games would be $1,200 license + ($65 x 4 tickets x 6 games) = $2,760.
Price Increase: The increase from $46 to $60 is a 30.4% increase.
The increase from $65 to $80 is a 23% increase.
The increase in student tickets from $12 to $15 is a 25% increase.
JUDGING THE PRESENTATION

Team members, assuming the role of a management team for the business represented, will analyze a case situation related to the chosen occupational area. The team will make decisions regarding the situation, and then make an oral presentation to the judge. The role of the judge is that of an executive for the business.

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Please place the name and identification number label on the Scantron sheet (unless it has already been done for you).

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We hope you are impressed by the quality of the work of these potential managers. If you have any suggestions for improving the event, please mention them to your series director.

We thank you for your help.
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<tr>
<th>PERFORMANCE INDICATORS</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Below Expectations</th>
<th>Little/No Value</th>
<th>Judged Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DID THE PARTICIPANT:</strong></td>
<td></td>
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<tr>
<td>1. Explain the nature of financial needs?</td>
<td>10-9</td>
<td>8-7</td>
<td>6-5-4</td>
<td>3-2-1-0</td>
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<tr>
<td>2. Describe sources of income?</td>
<td>10-9</td>
<td>8-7</td>
<td>6-5-4</td>
<td>3-2-1-0</td>
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<tr>
<td>3. Explain the nature of overhead/operating costs?</td>
<td>10-9</td>
<td>8-7</td>
<td>6-5-4</td>
<td>3-2-1-0</td>
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<tr>
<td>4. Demonstrate a customer-service mindset?</td>
<td>10-9</td>
<td>8-7</td>
<td>6-5-4</td>
<td>3-2-1-0</td>
<td></td>
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<tr>
<td>5. Describe current business trends?</td>
<td>10-9</td>
<td>8-7</td>
<td>6-5-4</td>
<td>3-2-1-0</td>
<td></td>
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<tr>
<td>6. Explain the nature of risk management?</td>
<td>10-9</td>
<td>8-7</td>
<td>6-5-4</td>
<td>3-2-1-0</td>
<td></td>
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<tr>
<td>7. Describe legal issues affecting businesses?</td>
<td>10-9</td>
<td>8-7</td>
<td>6-5-4</td>
<td>3-2-1-0</td>
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<tr>
<td><strong>PRESENTATION</strong></td>
<td></td>
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<tr>
<td>8. Clarity of expression</td>
<td>6-5</td>
<td>4</td>
<td>3-2</td>
<td>1-0</td>
<td></td>
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<tr>
<td>9. Organization of ideas</td>
<td>6-5</td>
<td>4</td>
<td>3-2</td>
<td>1-0</td>
<td></td>
</tr>
<tr>
<td>10. Showed evidence of mature judgment</td>
<td>6-5</td>
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<td>11. Effective participation of both team members</td>
<td>6-5</td>
<td>4</td>
<td>3-2</td>
<td>1-0</td>
<td></td>
</tr>
<tr>
<td>12. Overall impression and responses to the judge’s questions</td>
<td>6-5</td>
<td>4</td>
<td>3-2</td>
<td>1-0</td>
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</tr>
</tbody>
</table>

**TOTAL SCORE**
PARTICIPANT INSTRUCTIONS

• The event will be presented to you through your reading of the General Performance Indicators, Specific Performance Indicators and Case Study Situation. You will have up to 30 minutes to review this information and prepare your presentation. You may make notes to use during your presentation.
• You will have up to 10 minutes to make your presentation to the judge (you may have more than one judge), followed by up to 5 minutes to answer the judge’s questions. All members of the team must participate in the presentation, as well as answer the questions.
• Turn in all of your notes and event materials when you have completed the event.

GENERAL PERFORMANCE INDICATORS

• Communications skills—the ability to exchange information and ideas with others through writing, speaking, reading or listening
• Analytical skills—the ability to derive facts from data, findings from facts, conclusions from findings and recommendations from conclusions
• Production skills—the ability to take a concept from an idea and make it real
• Teamwork—the ability to be an effective member of a productive group
• Priorities/time management—the ability to determine priorities and manage time commitments
• Economic competencies

SPECIFIC PERFORMANCE INDICATORS

• Explain the role of business in society.
• Describe factors used by marketers to position products/services.
• Explain the nature of a promotional plan.
• Explain the types of promotions.
• Coordinate activities in the promotional mix.
• Describe marketing functions and related activities.
• Demonstrate connections between company actions and results.
CASE STUDY SITUATION

You are to assume the roles of a management team of The Northwest Sled Dogs, a professional minor league hockey team. The marketing director (judge) has asked you to develop a promotional campaign that will benefit a new community partner.

The Northwest Sled Dogs are a professional minor league hockey team about to begin its second year of operation. Founded in a city that lost its NHL franchise five years ago because of poor attendance, The Northwest Sled Dogs have found success by offering a similar hockey experience but at a much lower ticket price. In their inaugural year as a member of the Frontier Hockey League, The Northwest Sled Dogs finished with a 36-34 record but led the league in attendance, averaging 8,200 fans per game.

The 35-game home schedule is played in a major sports/entertainment venue with a seating capacity of over 18,000. The Northwest Sled Dogs share the facility with an NBA team, a Division 1 men’s college basketball program, and concerts. Being the tenant with the least seniority, The Northwest Sled Dogs are last in line for the prime weekend game dates. Even though they played on many less than desirable dates, the team attracted fans by providing them with a fun-filled and affordable entertainment experience. A post-season survey found that while 57% of fans were unable to accurately explain an “icing penalty,” 88% said they still enjoyed attending a hockey game.

Given that the first year went so well both on the ice and at the turnstiles, the owner would like to give back to the community by developing a close relationship with a community organization—The Northwest Humane Society. The goals of this relationship will be to increase public awareness, encourage animal adoption and raise needed funds. The owner felt that, given the name of the team, the selection of The Northwest Humane Society was a natural fit.

The Northwest Humane Society has an annual operating budget of $14 million, all of which comes from donations and fund raising activities. Last year the group responded to over 20,000 calls for help and arranged for the adoption of 11,300 animals (mostly dogs and cats). The director of The Northwest Humane Society is excited about the new relationship with The Northwest Sled Dogs and has pledged to help out in any way he can.

The owner of The Northwest Sled Dogs has instructed the marketing director (judge) that he would like a promotional campaign developed around the new relationship with The Northwest Humane Society. Every activity and event of the campaign must meet at least one of the three goals: increase public awareness of the humane society, encourage animal adoption, and raise needed funds.

The marketing director (judge) has requested a meeting with your team to obtain your recommendations for promotional events and activities that will meet the stated goals. Specifically:

- Develop one promotional night where the overall theme is to benefit the humane society. Explain the event(s) that would take place before, during and/or after the game and how they would work.
- Develop one in-game promotion that would take place during every game. Explain the activity, when it would occur and why it is appropriate.
- Develop one out-of-season event or activity that would benefit the humane society. Explain the event,
when it would take place and why it would be appropriate.

- Explain how the overall campaign will benefit The Northwest Sled Dogs and The Northwest Humane Society.

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

You are to assume the role of marketing director of The Northwest Sled Dogs, a professional minor league hockey team. You have asked your management team (participant team) to develop a promotional campaign that will benefit a new community partner.

The Northwest Sled Dogs are a professional minor league hockey team about to begin its second year of operation. Founded in a city that lost its NHL franchise five years ago because of poor attendance, The Northwest Sled Dogs have found success by offering a similar hockey experience but at a much lower ticket price. In their inaugural year as a member of the Frontier Hockey League, The Northwest Sled Dogs finished with a 36-34 record but led the league in attendance, averaging 8,200 fans per game.

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You have requested a meeting with your management team (participant team) to obtain their recommendations for promotional events and activities that will meet the stated goals. Specifically, the management team (participant team) has been asked to:

- Develop one promotional night where the overall theme is to benefit the humane society. Explain the event(s) that would take place before, during and/or after the game and how they would work.
- Develop one in-game promotion that would take place during every game. Explain the activity, when it would occur and why it is appropriate.
• Develop one out-of-season event or activity that would benefit the humane society. Explain the event, when it would take place and why it would be appropriate.
• Explain how the overall campaign will benefit The Northwest Sled Dogs and The Northwest Humane Society.

The management team (participant team) will present their ideas to you in a meeting to take place in your office. You will begin the meeting by greeting the team and asking to hear about their ideas.

After the management team (participant team) has presented, you are to ask the following questions of each team:

1. Is it essential to have some players involved in your out-of-season activity? If so, how will you encourage them to become involved?
2. Wouldn’t it really be more appropriate if the community organization we choose to assist is based on helping people rather than animals? Please explain.

Once the management team (participant team) has answered your questions, you will conclude the meeting by thanking them for their work.

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

Team members, assuming the role of a management team for the business represented, will analyze a case situation related to the chosen occupational area. The team will make decisions regarding the situation, and then make an oral presentation to the judge. The role of the judge is that of an executive for the business.

Participants will be evaluated according to the Evaluation Form.

Please place the name and identification number label on the Scantron sheet (unless it has already been done for you).

Participants will have a 30-minute preparation period and may make notes to use during the role-play.

During the first 10 minutes of the presentation (after introductions), the team will present their analysis, their decisions and the rationale behind the decisions. Allow the teams to complete this portion without interruption, unless you are asked to respond.

During the next 5 minutes, you may ask questions of the team to determine their understanding of the situation presented. Each member of each team should respond to at least one question. To ensure fairness, you must ask each team the same questions. After asking the standard questions, you may ask other questions for clarification specific to the current team.

After the questioning period, please thank the team and state that they will be notified of your decision soon. Then complete the Evaluation Form, making sure to record a score for all categories. The maximum score for the evaluation is 100 points. The presentation will be weighted at twice (2 times) the value of the exam scores.

A maximum score of “Exceeds Expectations” in any category means that, in your opinion, the information is presented effectively and creatively; nothing more could be expected of an employee.

A “Meets Expectations” rating means that the information is present well. Though there may be a few minor problems or omissions, they are not significant. Creativity, however, is not shown to any great degree. A combined total score of 70 or better on the written and presentation sections will earn the participant team DECA’s Certificate of Excellence at the international conference.

A “Below Expectations” score means that the information presented does not meet minimum standards of acceptability.

A “Little/No Value” score means either that some major flaw has been noted that damages the effectiveness of the presentation (this may be a major omission, a serious misstatement or any other major flaw) or that the information presented is of no value (does not help the presentation at all).

We hope you are impressed by the quality of the work of these potential managers. If you have any suggestions for improving the event, please mention them to your series director.

We thank you for your help.
## JUDGE’S EVALUATION FORM
STDM

### PERFORMANCE INDICATORS

<table>
<thead>
<tr>
<th>Exceeds Expectations</th>
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**DID THE PARTICIPANT:**

1. Explain the role of business in society?
   - 10-9
   - 8-7
   - 6-5-4
   - 3-2-1-0

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7. Demonstrate connections between company actions and results?
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   - 6-5-4
   - 3-2-1-0

### PRESENTATION

8. Clarity of expression
   - 6-5
   - 4
   - 3-2
   - 1-0

9. Organization of ideas
   - 6-5
   - 4
   - 3-2
   - 1-0

10. Showed evidence of mature judgment
    - 6-5
    - 4
    - 3-2
    - 1-0

11. Effective participation of both team members
    - 6-5
    - 4
    - 3-2
    - 1-0

12. Overall impression and responses to the judge’s questions
    - 6-5
    - 4
    - 3-2
    - 1-0

**TOTAL SCORE**
This publication is designed to assist DECA members and their local chapter advisors in preparing for the Team Decision Making events. This booklet will be useful in preparing students for local, state and international competition by familiarizing them with the format, structure and evaluation tools used in competition.

DECA Images offers a full range of competitive event preparation materials including:

- Comprehensive Exams
- Sample Role Plays & Case Studies
- Instructor’s Guides
- Bell Ringer Activities
- Written Event Winners
- Flash Cards

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www.deca.org/shop

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- Prepare Students For Competition

**PRACTICE EXAM CD SET**

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