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ABSTRACT

The project described in this report was designed to provide competitive events for students of distributive education which correlate with competency-based curriculum. The products which were developed by the project are 109 written competency-based events in eleven occupational areas and 115 performance events in twelve occupational areas. Writers for the events were selected from teachers of distributive education. Five one-day workshops were conducted to orient the writers, compile the events, and edit the final product. Two sample events, one written and one performance, are included in the report. Complete teacher and student materials and instructions are provided for each event. The performance event requires the student to view a copy of an advertisement and the advertised merchandise. Each participant is required to prepare a fact sheet and orally present the pertinent information to judges. The written event provided in this report is a multiple-choice, true-false test in human relations. (BB)

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ED154130

FINAL REPORT
DEVELOPMENT OF COMPETENCY BASED
COMPETITIVE EVENTS IN DISTRIBUTIVE EDUCATION

BEST COPY AVAILABLE

by

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COMMONWEALTH OF KENTUCKY
STATE DEPARTMENT OF EDUCATION
BUREAU OF VOCATIONAL EDUCATION

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PREFACE

Competency-based events provide students of distributive education programs an opportunity to demonstrate how well they have developed the competencies required by their chosen field of study.

The events also allow the students to determine their degree of preparation in relation to others preparing in the same occupational category.

The final product of this project is a bank of events which are based upon competencies needed in the field of marketing and distribution. This bank will supply Kentucky and other states the events needed to provide competition for students.

It is hoped the events will furnish worthwhile learning experiences and assist in further developing the competencies of students within a chosen occupational category.

William T. Jeffrey
Director
Unit of Marketing &
Distributive Education

Betty H. Turner
Project Director

ABSTRACT

Title of Project: Development of Competency-Based
Competitive Events in Distributive
Education

Project Duration: October 15, 1976 to January 31, 1978

Objectives: To provide competitive events for
students of distributive education
which correlate with competency-
based curriculum.

To develop competency-based events
with objective tests and performance
evaluations in each of the identified
instructional areas for twelve occupa-
tional categories identified by National
DECA.

To be prepared as a state to provide
similar types of events in which a
student may compete at the National
level.

Procedure: Writers for competency-based events
were selected from teachers of
distributive education. Five one-
day workshops were conducted to orient
the writers, compile the events, and
edit the final product.

Contribution to Education: The competency-based events will provide
the opportunity for students to demon-
strate their proficiencies in their
chosen occupation for self-evaluation
and in comparison with others in their
field.

Products Developed by the Project: The products which were developed by the project
are 109 written competency-based events in
11 occupational areas and 115 performance
events in 12 occupational areas.

ACKNOWLEDGEMENTS

I would like to thank the following writers of the competency-based events developed through this project:

Bill Childers
Jeffersontown High School

Helen Hoffman
Pulaski County High

Bill Gottschlich
Newport High School

Dennis Lewis
Bardstown High School

Carol Sparks
Eastern High School

Nancy Shuck
Franklin County Voc.

Cindy Greenlee
Pleasure Ridge Park Voc.

Joe Burton
Pulaski County High

Jane Muenzer
Atherton High School

David Reid
Stuart High School

Roger Amburgey
Montgomery County High

Richard Lyons
Meade County Voc.

Tasso Harris
Valley High School

Evelyn Watson
Franklin County Voc.

Alice Stravolemos
Westport High School

Dudley Berthold
Ballard High School

I would also like to thank William T. Jeffrey, Jim Cole, and Bill Asher for their assistance and the members of all the advisory groups which aided the writers by validating the events.

Betty H. Turner
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INTRODUCTION

Background

A National Competitive Events Reorganization Task Force was appointed in 1972 to examine the current competitive events programs and to make recommendations to the Distributive Education Clubs of America Board of Directors.

The task force elected to experiment with the series approach to a competency-based events program. The first pilot was conducted at the National Career Development Conference both high school and junior collegiate in 1974, in one occupational area. In 1975, the series were held in two occupational areas, in 1976, four occupational areas and in 1977, five areas were implemented.

The decision was made by the board of directors to fully implement the competency-based events at the 1978 National Career Development Conference; thus, all existing events will be incorporated into the series events or eliminated. By 1980, it is planned to provide competency-based events in twelve occupational categories.

Review of Literature

The explanation and time guidelines for the competency-based events are found in "Competency-Based Competitive Events for the Distributive Education Clubs of America", by Richard L. Lynch.

Included in Appendix B, is the original report and an update as of July, 1977.

Contributions to Education

The development of the competency-based events will provide educational experiences for students at the Kentucky State Career Development Conference by:

1. Providing measuring devices of the students' achievement of competencies required in their chosen occupation.
2. Providing an opportunity for student recognition and the experiences of cooperation and competition.
3. Giving the student an insight to determine what areas are in need of self-improvement.
4. Allowing the student the opportunity to demonstrate his proficiencies in his occupational field.
5. Giving the student an avenue of comparing his/her skills, attitudes and knowledges with others pursuing the same occupational category.

The competency-based events will be available to other states through an exchange agreement; thus, providing Kentucky with an alternate event in each instructional area for the occupational categories.

ACTIVITIES AND ACCOMPLISHMENTS

Statement of the Problem

The competency-based events are conducted on two levels, the master-employee level and the owner-manager level. There are ten instructional areas in which competencies may be demonstrated for each occupational category. Therefore, it is necessary to have access to an event either skill performance or written objective evaluation of knowledge or attitude competencies in each of the instructional areas for twelve occupational categories.

The purpose of this project was to revise presently available events and to develop events in instructional areas and occupational categories which have a void. (See Appendix A)

Objectives

The objectives of the project were to:

1. Develop or revise, through a workshop of teachers, competency-based events which will measure the students' competencies in their selected occupational field.
 - a. Develop a performance event in each of the instructional areas of the twelve identified occupational categories (See Appendix A)
 - b. Develop or revise a written objective event for each of the instructional areas of the twelve identified occupational categories.
2. Have completed by October 1, 1977, a source of competency-based events both performance and written for each of the instructional areas in twelve occupational categories to the Kentucky Distributive Education Club for implementation at the State Career Development Conference.
3. Have available for dissemination to other states by October 1, 1977, a package of both written and performance events in all ten instructional areas for each of the twelve occupational categories..

Methods

The competency-based events were developed in two phases for twelve occupational categories. Events for eight of the categories were developed October 30, 1976, through May, 1977. (Phase I) Events for the other four categories were completed June 1977, through September, 1977. (Phase II) (See Appendix D for Flow Chart of Activities)

Written and/or performance events were developed or revised in each of the following instructional areas:

1. Advertising
2. Communications
3. Display
4. Human Relations
5. Management
6. Merchandising
7. Mathematics
8. Product/Service Technology
9. Operations
10. Selling

for each of the occupational categories of:

- | | | |
|-------------|---|----------------------------|
| Phase
I | } | 1. Petroleum |
| | | 2. Food Marketing |
| | | 3. Food Service |
| | | 4. Apparel & Accessories |
| | | 5. General Merchandising |
| | | 6. Finance and Credit |
| | | 7. Advertising Service |
| | | 8. Real Estate |
| Phase
II | } | 9. Automotive Parts Sales |
| | | 10. Recreation and Tourism |
| | | 11. Transportation |
| | | 12. Industrial Sales |

A total of five workshops were conducted. Three workshops were held in Phase I and two within Phase II. (See Appendix C for Workshop Agendas)

In the first phase fifteen teachers agreed to become writers of competency-based events. (See Appendix E) The teachers were selected within a 100-mile radius of the workshop location, Frankfort, Kentucky.

The purposes of the first three workshops were as follows:

Workshop # 1 - October 30, 1976

Orientionation to competency-based event writing

1. Reviewed identified competencies by National DECA in which the event will measure.

2. Identified resources for event content.
3. Discussed how to secure an advisory group from respective industry to validate content of events.
4. Provided instructions on the format for constructing events (See Appendix E for sample event and check list for constructing events)

The writers returned to their home stations for collection of data for events and validation by an advisory group from the industry involved.

Workshop # 2 - December 11, 1976

Constructed event information in proper format for typist.

Workshop # 3 - January 22, 1977

Edited typed events and made necessary revisions and corrections.

For Phase II, six of the writers from Phase I were selected to develop events for occupational areas nine through twelve. (See Appendix F)

The workshops within Phase II consisted of the following activities:

Workshop # 4

Constructed event information in proper format for typist

Workshop # 5

Edited typed events; made necessary revisions and corrections.

Travel expenses and a stipend of \$50.00 was paid for each workshop attended. Writers developed the events in their home stations utilizing their own personal time.

Results

The final events were completed in January, 1978. Total events developed or revised through the project are as follows: (Refer to Appendix H - for a chart showing developed and revised events.)

<u>Occupational Area</u>	<u>Number of Events</u>
Petroleum	10 Performance Events
Food Marketing	10 Written Events 10 Performance Events
Food Service	10 Written Events 5 Performance Events
Apparel & Accessories	10 Written Events 10 Performance Events
General Merchandise	10 Written Events 10 Performance Events
Real Estate	10 Written Events 10 Performance Events
Finance Credit	10 Written Events 10 Performance Events
Advertising Services	10 Written Events 10 Performance Events
Automotive	10 Written Events 10 Performance Events
Transportation	9 Written Events 10 Performance Events
Recreation & Tourism	10 Written Events 10 Performance Events
Industrial Marketing	10 Written Events 10 Performance Events

Conclusions/Recommendations

The 224 events revised and developed through the project will be exchanged with other states through National DECA. These events and those received in the exchange will supply Kentucky with an adequate supply of competency-based events.

Not only did the project produce a large amount of events, but also provided several coordinators with the opportunity to become involved in developing competency based events which enabled the coordinator to have a better insight to the organization and implementation of the events, thus providing Kentucky with individuals who are capable of conducting the series and events.

It is recommended that in future projects of this nature that the events be developed in a controlled workshop setting with no home development. Also that coordination of the project be within one agency to avoid delays in communications and finances.

It is further recommended that the events provided through the project be field tested and revised as needed.

Due to the future implementation of competency-based written project events, it is recommended that workshops be funded to develop these events through teacher education. The development of these new events will enable Kentucky to keep pace with the trend for competency-based competitive events set forth by the Distributive Education Clubs of America.

THE DISSEMINAT

The final product will be available to appointed competency-based event series directors for implementation at the State Career Development Conferences both on the high school and junior collegiate levels.

An exchange will be made with other states in order to increase the number of events Kentucky will have available for implementation.

One copy will be submitted to National DECA who will in turn duplicate and distribute to the states identified in Appendix G, as event exchange states.

The events will not be available for distribution within the state.

APPENDICES

APPENDIX A

Chart for Developing Events

CHART FOR DEVELOPING AND REVISING COMPETENCY-BASED EVENTS

Occupational Categories - Master Employee

Instructional Areas	Petroleum		Food Marketing		Food Service		Apparel & Accessories		General Merchandising		Real Estate		Finance & Credit		Advertising Services		Automotive		Transportation		Recreation & Tourism		Industrial Marketing	
	*	**	W	P	W	P	W	P	W	P	W	P	W	P	W	P	W	P	W	P	W	P	W	P
Type of Event	***	****																						
Advertising	V/R	D	V/R	D	V/R	D	V/R	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
Communications	V/R	V/R	V/R	V/R	V/R	D	V/R	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
Display	V/R	V/R	V/R	D	V/R	D	V/R	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
Human Relations	V/R	D	V/R	D	V/R	D	V/R	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
Management	V/R	D	V/R	V/R	V/R	D	V/R	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
Mathematics	V/R	D	V/R	D	V/R	D	V/R	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
Merchandising	V/R	D	V/R	D	V/R	D	V/R	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
Product/Service Technology	V/R	D	V/R	D	V/R	D	V/R	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
Operations	V/R	D	V/R	D	V/R	D	V/R	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
Selling	V/R	V/R	V/R	V/R	V/R	D	V/R	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D

*Written Event

**Performance Event

***Event needs to be verified and revised.

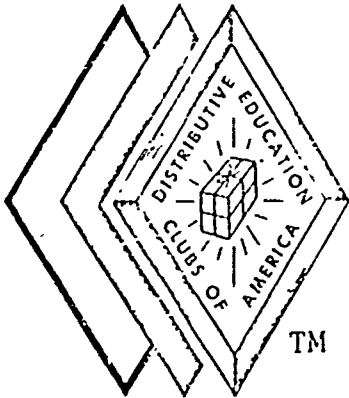
*Event needs to be developed.



APPENDIX B

Literature

COMPETENCY-BASED COMPETITIVE EVENTS
FOR THE
DISTRIBUTIVE EDUCATION CLUBS OF AMERICA



by

Richard L. Lynch

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Presented to

Professional Division

Distributive Education Clubs of America

Career Development Conference

Chicago, Illinois

May 9, 1976

COMPETENCY-BASED COMPETITIVE EVENTS

by

Dr. Richard L. Lynch

In 1972 a National Competitive Events Reorganization Task Force was appointed by the Chairman of the Board of Directors of the Distributive Education Clubs of America. The Task Force was asked to examine the current competitive events program, study and review alternatives to and/or modifications of the current competitive events program, and make appropriate recommendations to the DECA Board of Directors. Mr. Wayne J. Harrison, Jr., Consultant for Marketing and Distributive Education with the Wisconsin Department of Public Instruction, was appointed Chairman of this Competitive Events Reorganization (CER) Task Force.

The Task Force did review numerous alternatives to the existing competitive events program. After careful consideration, the Task Force elected to experiment with a series approach to a competency-based competitive events program. This new approach to competitive events has been in an experimental stage for three years. The first pilot was conducted at the national Career Development Conferences--both High School and Junior Collegiate Divisions--in 1974 in the petroleum occupational category. In 1975 the competency-based series approach to competitive events was held in two occupational areas: petroleum and food marketing. This year, two additional occupational areas have been added: food service and apparel and accessories.

At the Spring meeting of the national Board of Directors, the decision was made to fully implement the concept of competency-based competitive events at the 1978 national Career Development Conference. Thus, all existing participatory events (i.e., job interview, sales demonstration, public speaking, advertising, student of the year, etc.) will be absorbed into the new competency-based approach or eliminated. The Board also gave approval to the Task Force to begin *experimentation* with a written event. This new experimental event will also be competency-based and must include an oral defense of the content submitted in writing by the student. The Board also approved developing guidelines for Group (chapter) events and an Outstanding Student of the Year event, both to be included as *experiments* at the 1978 national Career Development Conference. All experimental events will be evaluated before decisions are made to offer the events on a recurring basis.

The purpose of this paper is to describe the concepts and philosophy of the competency-based series approach to competitive events. The projected dates for implementation of new events; the dates for revision, elimination, or absorption of existing events to meet definitions and guidelines for competency-based events; plans for experimental events; and plans for evaluation are provided.

PURPOSES, RATIONALE, AND DEFINITIONS

The first step in the work of Competitive Events Reorganization Task Force members was to develop a set of purposes for DECA competitive events. The purposes were presented to the DECA Board of Directors and approval was given to proceed with revising existing or developing new competitive events consistent with the following nine purposes for competitive events:

1. To contribute to the development of competencies needed for careers in marketing, merchandising, and management.
2. To evaluate student achievement of the competencies through careful measurement devices.
3. To provide opportunities for student recognition.
4. To provide a constructive avenue for individual or group expression, initiative, and creativity.
5. To motivate students to assume responsibility for self-improvement and self-discipline.
6. To provide a vehicle for students to demonstrate their acquired competencies through individual and group activities.
7. To assist students in acquiring a realistic self concept through individual and group activities.
8. To help students to participate in an environment of cooperation and competition.
9. To provide visibility for the educational goals and objectives of distributive education.

The Task Force members also agreed on a definition for individual competitive events which received Board approval:

A learning activity designed to evaluate a student's development of the essential competencies needed for entry or advancement in marketing, merchandising, and management occupations, in which the student competes with other students and/or predetermined standards.

It is these purposes and this definition that have guided the Task Force, the National DECA staff, and competency-based competitive events writers in the development of new events.

It should be emphasized that the members of the DECA Competitive Events Reorganization Task Force recognized the fact that competitive events are only one of the many phases of the total DECA program of work. Likewise, DECA competitive events should be only one of the strategies used in assisting students in the development of the competencies needed in preparing and advancing in marketing, merchandising, and management careers.

However, the Task Force members were unanimous in their decision that the competitive events program had to be congruent with sound educational practices and had to enhance educational purposes. Therefore, the Task Force members recommended that individual DECA competitive events be a learning activity designed to evaluate students' development of essential competencies needed for entry and/or advancement in the field of distribution. As envisioned, the DECA competency-based competitive events program will facilitate effective integration of DECA as an integral part of the total distributive education instructional program. To do this, individual competitive events have been and will continue to be designed that enable students to engage in activities that will extend their interests and competencies for careers in distribution and measure the degree to which competencies have already been acquired. In effect, the competency-based events are demonstrations of occupational proficiency in marketing, merchandising, and management areas, which, of course, should be the goal of the distributive education curriculum.

It was also believed by the Task Force that it is not sufficient to evaluate students in a single competency area, as appears to be true in the existing individual competitive events. Students who are in training for careers in marketing, merchandising, and management need competencies in several instructional areas. Research studies, in fact, have generally shown that distributive education students need competencies as classified into ten instructional areas: advertising, communications, display, human relations, management, mathematics, merchandising, operations, product and/or service technology, and selling. The Task Force felt, therefore, that students ought to be prepared to participate in competitive events in all of these instructional areas.

The Task Force also realized that there were several levels of competency in the distributive occupations. There were certain competencies needed by entry-level employees and far more needed by those planning to advance into managerial positions. For experimental purposes, the Task Force therefore decided to run pilot competitive events at two levels: master-employee and manager-owner. Participants in each Division (High School or Junior Collegiate) must decide at which level they wish to compete. Obviously, the master-employee level competitive events will be less complex than the manager-owner events.

The Task Force members also felt that a variety of valid evaluative styles ought to be prepared to measure competencies in these instructional areas. The writers for the individual competitive events were therefore instructed to be creative in the design of the events and to try to reflect as nearly as possible the actual business atmosphere in which the competencies would realistically be utilized. Therefore, competitive events were written that incorporate group decision making, role playing, demonstrations, explanations of case problems, operation of equipment and products normally associated with certain distributive occupations (i.e., gasoline pumps, cash registers, creating displays, etc.), paper and pencil tests, in-store and on-site evaluations, etc. In fact, one of the 1976 national competency-based competitive events series will be conducted at a service station, one at a department store, one in a supermarket, and one in a hotel restaurant. The theory, of course, being that participants ought to demonstrate competency attainment in as realistic an environment as possible.

Finally, the Task Force felt that the individual competitive events program ought to be focused on the career interests of the student-learners. Distributive

education students with similar career objectives ought to compete with each other on events designed to measure the competencies needed for entry or advancement in their chosen career area. In other words, students with career objectives in food marketing ought to compete with other students with similar career objectives on competencies needed by food marketers. Therefore, the Task Force made the decision to experiment with competitive events according to occupational category. Competitive events in four occupational categories will be conducted in 1976: food marketing, petroleum marketing, apparel and accessories, and food services. It is assumed that only DECA members with career interests in these four occupational categories will compete in this experimental program this year.

COMPETENCY-BASED EVENTS AT 1976 NATIONAL CDC

In an attempt to reflect the definition, purposes, and rationale for a series approach to competency-based events, the following is occurring at the 1976 National Career Development Conference:

1. The competency-based competitive events are being offered in four occupational categories: apparel and accessories, food marketing, petroleum marketing, and food services.
2. The competitive events were developed as a result of research. Several research studies which identified competencies and/or tasks for managers and employees in apparel and accessories, food marketing, petroleum, and food services industries were examined. Lists of competencies were written from the research studies and revalidated by advisory committees composed of workers in the appropriate occupations. The competencies identified by the advisory committees as being "most important" for workers in the appropriate occupations (apparel and accessories, food marketing, petroleum, and food services) were selected for evaluation at the 1976 National DECA Career Development Conference. (A listing of these competencies is available from National DECA.)
3. Any DECA member who is competing in the competency-based events was asked to identify a career interest in either food marketing, petroleum, apparel and accessories, or food services. All participants will be competing with other DECA members who have identified similar career interests.
4. All DECA members (High School or Junior Collegiate) who are competing in the competency-based events, decided in advance of the National DECA Career Development Conference at which level to compete: master-employee or manager-owner. They are only competing at one level.
5. All DECA members (High School and Junior Collegiate) who are competing in the competency-based events should be prepared to be evaluated on their performance in ten instructional areas:

- | | |
|-------------------|-------------------------------------|
| --Advertising | --Mathematics |
| --Communications | --Merchandising |
| --Display | --Operations |
| --Human Relations | --Product and/or Service Technology |
| --Management | --Selling |

Competitive events have been developed for all ten instructional areas for each occupational category at master-employee and manager-owner levels. However, participants will not compete in all ten areas. The Task Force and national DECA staff have selected several events from the ten instructional areas. All students will compete in at least three events. The students will not know in which events they will be competing until their debriefing session at the national CDC. In any event, all participants at each level (master-employee and manager-owner) must compete in all competitive events in their occupational area that appear on their schedule to be eligible for recognition.

6. In order to compete in the competency-based competitive events at the National CDC, all DECA members should have competed in a similar program at the State level.
7. At the National Career Development Conference, the following will occur with respect to participant recognition:
 - a. The 1st, 2nd, and 3rd place winners in each competitive event at each level (master-employee and manager-owner) in each occupational category will be announced and recognition given.
 - b. The scores each participant received on each competitive event will be added together and a total score determined for each level in each occupational category. The 1st, 2nd, and 3rd place winners in each level in each occupational category will be announced and awards given for each. Therefore, the 1st, 2nd, and 3rd place winners will be recognized for master-employee level and 1st, 2nd, and 3rd place winners for the manager-owner level in all occupational categories: food marketing, petroleum marketing, food services, and apparel and accessories.
 - c. The writers of the competitive events have determined a minimum standard of acceptable performance for each event. These minimum standards have been added to determine a minimum standard of acceptable performance for each level in the occupational category. Those participants in each level of an occupational category who have total points above this minimum standard will be announced and will receive a certificate or honor award for demonstrating acceptable performance. These "standard of acceptable performance" awards will be determined separately for master-employee and manager-owner levels in each occupational category.
8. The competency-based events are being offered at both the High School and Junior Collegiate Division Conference. However, DECA members will be competing only with those from their own division. Both master-employee and manager-owner events are available for members of both student divisions of DECA.

WHERE TO . . . FROM HERE

As stated previously, the concept of the competency-based series approach to competitive events has been endorsed by the National DECA Board of Directors. Existing participatory competitive events will be eliminated or absorbed into

the competency-based approach at the 1978 Career Development Conference. Thus, the existing events will be offered for the last time in their present form at the 1977 Career Development Conference in Anaheim, California. In addition, a written competency-based event will be offered on an experimental basis at the 1977 conference. At the 1978 Conference, a revised Group event and Outstanding Student of the Year event will be initiated on an experimental basis. A brief description of these new experimental events is offered.

Written Event

Several members of the Task Force felt that a written event--rather than a participatory event--ought to be available for members who wished to compete but were uninterested in participatory-type competition. This new event would be somewhat parallel to the existing manual competition; however, it should be competency-based and developed within an occupational category. Competency in several instructional areas would have to be demonstrated through the written event; i.e., participant might demonstrate competency by describing in writing how to advertise a product, display a product, sell a product, train others in product knowledge and/or selling techniques, compute price listings for several products, etc. Participants would also provide an oral explanation and/or defense of the written content at the National CDC.

The National DECA Board of Directors has agreed to experiment with a written event at the 1977 Career Development Conference. The guidelines for such an event will be developed this Summer by a committee appointed by the Task Force under the direction of Roger Ditzenberger, Distributive Teacher-Educator at the University of Northern Iowa in Cedar Falls. The guidelines as developed will be disseminated to all States by October 1, 1976. This experimental written event will either be in apparel and accessories or food marketing. The event will be thoroughly evaluated at the 1977 CDC. The Task Force will then recommend to the DECA Board of Directors based upon this evaluation whether or not to implement a written event as part of the competency-based competitive events structure.

Group Events

The Task Force was also asked to examine group events (chapter events) as part of the competitive events structure. The Task Force has recommended that chapter or group competitive events be developed around the goals and objectives for the Distributive Education Clubs of America as determined through Steve Corbin's doctoral research conducted at Virginia Polytechnic Institute and State University. Guidelines for such events will be written in the Summer of 1977 and disseminated in the Fall of that year. An *experimental* event will be offered at the National CDC for both student divisions in 1978. The group event will be carefully evaluated and recommendations made concerning retention, expansion, or elimination of group competitive events.

In the meantime, the concept and structure of the current chapter-of-the-year competitive event will remain intact. There is no immediate plan to eliminate or revise this event; however, beginning in 1978, no points will be earned for state and national competition.

Outstanding Student of the Year

Several members of the Task Force felt that the concept of student of the year ought to be retained. They further felt this person should be both occupationally competent and considerably involved with chapter, state, and/or national DECA activities, school activities, and service projects. Therefore, the Task Force recommended and the National DECA Board of Directors approved experimenting with a national Outstanding Student of the Year award in 1978. Guidelines will be written in the Summer of 1977 and disseminated in the Fall.

Although the guidelines have not been written, it is the thinking of the CER Task Force that participants in the Outstanding Student of the Year event would compete in either the competency-based participatory events or the competency-based written events. In addition, the persons would submit documentation of their involvement in local, state, and national DECA, school, and service activities. The guidelines for this documentation will probably be developed by using Corbin's dissertation as a research base. Finally, Outstanding Student of the Year candidates would be interviewed regarding personal and professional goals and accomplishments at the National CDC. Awards will be made to the outstanding student in each of the occupational categories for which competency-based competitive events are offered at the Conference.

EVALUATION

The Task Force has been adamant about conducting thorough evaluative studies of the competitive events program. The feeling of the Task Force is that it is imperative that we have unbiased research and evaluative data on the effects competitive events may be having upon the products of our program. Relevant factors need to be delineated and comparisons made concerned with existing events; the experimental events; and, yes--perhaps even with no competitive events.

Last year, the DECA Board approved and a sub-committee of the Task Force awarded a contract to EDUTEK, Inc., from Lincoln, Nebraska, to conduct a study of the 1975 competitive events program. The experimental events were evaluated to determine the degree to which the objectives of competitive events were being accomplished.

The results of the evaluation were indeed supportive of the competency-based competitive events. Judges, advisors, and students all felt the events were "on target" in meeting the objectives of competitive events. As stated in the summary of the evaluation report, "The purposes of collecting this data (for the evaluation) centers around answering one question: Do the reorganized events accomplish two things--are they learning experiences for the students participating in the events and are the reorganized events reflective of the skills required of people working in the jobs simulated by the events? With little qualification, the answer is yes."*

* An Evaluation of the New Competitive Events Designed for Distributive Education Clubs of America's National Career Development Conference--Final Report, EDUTEK, Inc., Lincoln, Nebraska, July 1, 1975.

Personnel from EDUTEK, as part of the contract with DECA, have "packaged" evaluative forms that will be utilized at the competency-based competitive events each year. The CER Task Force has recommended that each conference be evaluated carefully to insure that educational objectives are being met.

The CER Task Force has recommended that all experimental events remain just that--experimental--until thorough evaluations have been completed and the data analyzed. Dr. Steve Egglund, Distributive Teacher-Educator at the University of Nebraska, has been and will continue to give overall leadership to the research and evaluative phase of the competitive events program.

TIMELINES

The following is the timeline that was recently approved by the National Board of Directors. Minor changes may occur in the timeline; however, it can generally be assumed that the following will occur with respect to the new competitive events structure through the Summer of 1978:

Career Development Conference, 1976

1. The following series events will be offered at both levels during the High School and Junior Collegiate Conferences: Apparel and Accessories, Food Marketing, Food Service, and Petroleum.
2. Evaluation instruments will be administered to collect data on the competency-based competitive events.
3. Current High School and Junior Collegiate creative events will be evaluated for data regarding: manageability of increased numbers of entries, advantages of the current structure (e.g., community involvement, Chapter and individual recognition, learning activities, business involvement, etc.) and disadvantages of the current structure (e.g., guidelines not based on identified competencies, coordinator abuse, student abuse, judging abuse, etc.)

Summer, 1976

1. Continue to analyze evaluation data and submit recommendations to CER Task Force, national DECA staff, and DECA Board of Directors.
2. Develop "format" for written events for either the apparel and accessories or food marketing occupational area, determine which written event to pilot (A&A or FM), and send guidelines to states by October 1, 1976.
3. Develop new competency-based competitive events for general merchandising, advertising services, finance and credit, and real estate and revise and add events in food service and apparel and accessories.
4. Clean up bank of events for apparel and accessories, food service, food marketing, and petroleum.
5. Collect data to determine four additional occupational areas in which to conduct competency-based competitive events and develop plans to

validate or revalidate competencies for these four new occupational areas during 1976-1977.

NOTE: During 1976-1977 the CER Task Force will develop for Board action at their Spring 1977 meeting proposals concerned with the following:

- a. Month in which to hold the HS-CDC.
- b. Month in which to hold the JC-CDC.
- c. Number of participants eligible to compete from each state association for each division.
- d. Status of the current JC competitive events in the reorganizational structure.
- e. Recommendations on the format/structure of CDC.

Career Development Conference, 1977

1. Competency-based series events will continue to be offered at both master-employee and manager-owner levels during the *High School* and *Junior Collegiate* Conferences in two occupational areas: apparel and accessories and food marketing.
2. Petroleum and food service will be offered at master-employee and manager-owner levels during the *High School* Conference.
3. Petroleum and food service will be offered at the manager owner level only during the *Junior Collegiate* Conference. (No events in these two categories at the master-employee level at the JC Conference).
4. General merchandising series events will be offered at both levels during the *High School* and *Junior Collegiate* Conferences.
5. Real estate series events to be offered at both levels during the *Junior Collegiate* Conference only.
6. One written event will be offered and evaluated at the *High School* and *Junior Collegiate* CDCs in either apparel and accessories or food marketing. At this time plans do not include two levels for written events.

Summer, 1977

1. Competency-based competitive events will be developed for four new occupational areas.
2. Written events will be developed for two new occupational areas depending upon the outcome of the evaluation conducted during CDC, 1977.
3. Guidelines will be developed for Chapter (group) events and the Outstanding Student of the Year.
4. States will be notified that *ALL* High School participating events will be absorbed into the new competency-based structure.

5. States will be notified that Merchandise Information Manual and Area of Distribution Manual will be dropped at CDC, 1978.
6. States will be notified that Student of the Year will be absorbed into the new event called Outstanding Student of the Year at CDC, 1978.
7. States will be notified that Chapter of the Year event will drop the "competition points"--no points can be earned for state and national competition at CDC, 1978.

Career Development Conference, 1978

1. The following competency-based series events will be offered at both master-employee and manager-owner levels during the *High School* Conference: petroleum, food marketing, food service, apparel and accessories, general merchandising, finance and credit, and advertising services.
2. The following competency-based events will be offered at both master-employee and manager-owner levels during the *Junior Collegiate* CDC: food marketing, apparel and accessories, general merchandising, real estate, finance and credit, and advertising services.
3. Offering of food service and petroleum events during the Junior Collegiate Conference will be based on feedback from Junior Collegiate Division members, evaluation, and Board action.
4. At least two individual written events will be offered for both *High School* and *Junior Collegiate* competition and evaluated (depending upon evaluative data from 1977 CDC).
5. At least one Chapter (group) event will be offered at both *High School* and *Junior Collegiate* competition and evaluated.
6. The Outstanding Student of the Year event will be offered at both *High School* and *Junior Collegiate* Conferences and evaluated.

Summer, 1978

Depending upon evaluation data, recommendations by the CER Task Force, and decisions of the Board of Directors:

1. Competency-based series events will be developed and finalized for 12 occupational areas.
2. Written events will be expanded into at least six occupational areas or dropped.
3. Evaluative data reviewed from chapter event and decision made to revise, expand, or drop.
4. Evaluative data reviewed from Outstanding Student of the Year event and decision made to revise, expand, or drop.

5. All Studies in Marketing to be dropped.
6. Decision to be made on Creative Marketing Project.
7. Junior Collegiate decisions finalized.
8. All decision communicated throughout the membership by Fall, 1978.

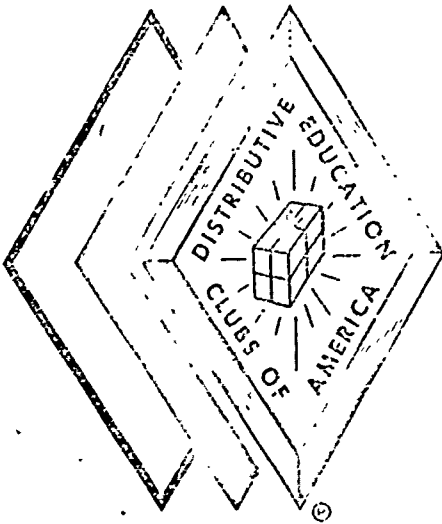
CONCLUSION

Many distributive education persons including students, teacher-coordinators, state supervisors, USOE representatives, and teacher educators have served on the Competitive Events Reorganization Task Force over the past four years. Tremendous philosophizing and compromising and countless hours have been devoted to develop the competency-based competitive events program to its present structure. The final decision on the events always was made in review of the competency-based approach to vocational education curriculum development.

Many teachers often ask, "How do I prepare my students to compete under this new system?" There is only really one answer: You must provide learning experiences (classroom projects and activities and/or on-the-job activities) that are specifically needed by persons employed in the occupational areas for which your students have career interests.

The competitive events are based on the competencies needed to be successful in selected marketing occupations. The competencies, when organized into a pattern, should comprise the major component of the distributive education curriculum. Thus, if you provide for your students a distributive education vocational curriculum, they should be able to compete!

COMPETENCY-BASED COMPETITIVE EVENTS
FOR THE
DISTRIBUTIVE EDUCATION CLUBS OF AMERICA



by
Richard L. Lynch
Program Chairman for Distributive Education
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Virginia Polytechnic Institute and State University
Blacksburg, Virginia 24601

Presented to
Professional Division
Distributive Education Clubs of America
Career Development Conference
Chicago, Illinois
May 9, 1976

UPDATED: JULY 1977

COMPETENCY-BASED COMPETITIVE EVENTS

by

Dr. Richard L. Lynch

In 1972 a National Competitive Events Reorganization Task Force was appointed by the Chairman of the Board of Directors of the Distributive Education Clubs of America. The Task Force was asked to examine the current competitive events program, study and review alternatives to and/or modifications of the current competitive events program, and make appropriate recommendations to the DECA Board of Directors. Mr. Wayne J. Harrison, Jr., Consultant for Marketing and Distributive Education with the Wisconsin Department of Public Instruction, was appointed Chairman of this Competitive Events Reorganization (CER) Task Force.

The Task Force did review numerous alternatives to the existing competitive events program. After careful consideration, the Task Force elected to experiment with a series approach to a competency-based competitive events program. The first pilot was conducted at the national Career Development Conferences -- both High School and Junior Collegiate Divisions -- in 1974 in the petroleum occupational category. In 1975 the competency-based series approach to competitive events was held in two occupational areas: petroleum and food marketing. By 1977, four additional occupational areas were added: food service, apparel & accessories, general merchandise, and real estate.

At the 1976 Spring meeting of the national Board of Directors, the decision was made to fully implement the concept of competency-based competitive events at the 1978 national Career Development Conference. Thus, all existing participatory events (i.e., job interview, sales demonstration, public speaking, advertising, etc.) have been absorbed into the new competency-based approach or eliminated. The Board also gave approval to the Task Force to begin experimentation with written events. These new experimental events will also be competency-based and must include an oral defense of the content submitted in writing by the student. The Board also approved developing guidelines for Group (Chapter) events, experimentation to begin in 1978. All experimental events will be evaluated before decisions are made to offer the events on a recurring basis:

The purpose of this overview is to describe the concepts and philosophy of the competency based series approach to competitive events. The projected dates for implementation of new events; the dates for revision, elimination, or absorption of existing events to meet definitions and guidelines for competency-based events; plans for experimental events; and plans for evaluation are provided.

PURPOSES, RATIONALE, AND DEFINITIONS

The first step in the work of Competitive Events Reorganization Task Force members was to develop a set of purposes for DECA competitive events. The purposes were presented to the DECA Board of Directors and approval was given to proceed with revising existing or developing new competitive events consistent with the following nine purposes for competitive events:

1. To contribute to the development of competencies needed for careers in marketing, merchandising, and management.

2. To evaluate student achievement of the competencies through careful measurement devices.
3. To provide opportunities for student recognition.
4. To provide a constructive avenue for individual or group expression, initiative, and creativity.
5. To motivate students to assume responsibility for self-improvement and self-discipline.
6. To provide a vehicle for students to demonstrate their acquired competencies through individual and group activities.
7. To assist students in acquiring a realistic self concept through individual and group activities.
8. To help students to participate in an environment of cooperation and competition.
9. To provide visibility for the educational goals and objectives of distributive education.

The Task Force members also agreed on a definition for individual competitive events which received Board approval:

A learning activity designed to evaluate a student's development of the essential competencies needed for entry or advancement in marketing, merchandising, and management occupations, in which the student competes with other students and/or predetermined standards.

It is these purposes and this definition that have guided the Task Force, the National DECA staff, and competency-based competitive events writers in the development of new events.

It should be emphasized that the members of the DECA Competitive Events Reorganization Task Force recognized the fact that competitive events are only one of the many phases of the total DECA program of work. Likewise, DECA competitive events should be only one of the strategies used in assisting students in the development of the competencies needed in preparing and advancing in marketing, merchandising, and management careers.

However, the Task Force members were unanimous in their decision that the competitive events program had to be congruent with sound educational practices and had to enhance educational purposes. Therefore, the Task Force members recommended that individual DECA competitive events be a learning activity designed to evaluate students' development of essential competencies needed for entry and/or advancement in the field of distribution. As envisioned, the DECA competency-based competitive events program will facilitate effective integration of DECA as an integral part of the total distributive education instructional program. To do this, individual competitive events have been and will continue to be designed that enable students to engage in activities that will extend their interests and competencies for careers in distribution and measure the degree to which competencies have already been acquired. In effect, the competency based events are demonstrations of occupational proficiency in marketing, merchandising, and management areas, which, of course, should be the goal of the distributive education curriculum.

It was also believed by the Task Force that it is not sufficient to evaluate students in a single competency area, as appears to be true in the existing individual competitive events. Students who are in training for careers in marketing, merchandising, and management need competencies in several

instructional areas. Research studies, in fact, have generally shown that distributive education students need competencies as classified into ten instructional areas: advertising, communications, display, human relations, management, mathematics, merchandising, operations, product and/or service technology, and selling. The Task Force felt, therefore, that students ought to be prepared to participate in competitive events in all of these instructional areas.

The Task Force also realized that there were several levels of competency in the distributive occupations. There were certain competencies needed by entry-level employees and far more needed by those planning to advance into managerial positions. For experimental purposes, the Task Force, therefore, decided to run pilot competitive events at two levels: master-employee and manager-owner. Participants in each Division (High School or Junior Collegiate) must decide at which level they wish to compete. Obviously, the master-employee level competitive events will be less complex than the manager-owner events.

The Task Force members also felt that a variety of valid evaluative styles ought to be prepared to measure competencies in these instructional areas. The writers for the individual competitive events were therefore instructed to be creative in the design of the events and to try to reflect as nearly as possible the actual business atmosphere in which the competencies would realistically be utilized. Therefore, competitive events were written that incorporate group decision making, role playing, demonstrations, explanations of case problems, operation of equipment and products normally associated with certain distributive occupations (i.e., gasoline pumps, cash registers, creating displays, etc.), paper and pencil tests, in-store and on-site evaluations, etc. National competency-based competitive events series have been conducted at petroleum training centers, restaurants, service stations, department stores, and supermarkets. The theory, of course, being that participants ought to demonstrate competency attainment in as realistic an environment as possible.

Finally, the Task Force felt that the individual competitive events program ought to be focused on the career interests of the student-learners. Distributive education students with similar career objectives ought to compete with each other on events designed to measure the competencies needed for entry or advancement in their chosen career area. In other words, students with career objectives in food marketing ought to compete with other students with similar career objectives on competencies needed by food marketers. Therefore, the Task Force made the decision to experiment with competitive events according to occupational category. The categories (or classifications) are those identified by the U. S. Office of Education as the Instructional Program Codes for Distributive Education. Competitive events in eight occupational categories are currently being conducted: advertising services, apparel & accessories, finance & credit, food marketing, food service, general merchandise, petroleum, and real estate.

COMPETENCY-BASED EVENTS AT NATIONAL CDC

In an attempt to reflect the definition, purposes, and rationale for a series approach to competency based events, the following is occurring at the National Career Development Conferences:

1. The competency based competitive events are being offered in eight occupational categories: advertising services, apparel & accessories, finance & credit, food marketing, food service, general merchandise, petroleum, and real estate.
2. The competitive events were developed as a result of research. Several research studies which identified competencies and/or tasks for managers and employees in the specific occupational area, such as apparel and accessories, food marketing, petroleum, and food service industries

were examined. Lists of competencies were written from the research studies and revalidated by advisory committees composed of workers in the appropriate occupations. The competencies identified by the advisory committees as being "most important" for workers in the appropriate occupations (apparel & accessories, food marketing, petroleum, etc.) were selected for evaluation at the National DECA Career Development Conference. (Listings of these competencies are available from the DECA Related Materials Service.)

3. Any DECA member who is competing in the competency-based events identifies the occupational area for competition according to his/her career interest. All participants will be competing with other DECA members who have identified similar career interests.
4. All DECA members (High School or Junior Collegiate) who are competing in the competency-based events decide in advance of the National DECA Career Development Conference at which level to compete, master-employee or manager-owner. They are only competing at one level.
5. All DECA members (High School and Junior Collegiate) who are competing in the competency-based events should be prepared to be evaluated on their performance in ten instructional areas:

- Advertising	- Mathematics
- Communications	- Merchandising
- Display	- Operations
- Human Relations	- Product and/or Service Technology
- Management	- Selling

Competitive events have been developed for all ten instructional areas for each occupational category at master-employee and manager-owner levels. However, participants will not compete in all ten areas. The Task Force and national DECA staff have selected several events from the ten instructional areas. All students will compete in at least three events. The students will not know in which events they will be competing until their briefing session at the national CDC. In any event, all participants at each level (master-employee and manager-owner) must compete in all competitive events in their occupational area that appear on their schedule to be eligible for recognition.

6. In order to compete in the competency-based competitive events at the National CDC, all DECA members should have competed in a similar program at the State level.
7. At the National Career Development Conference, the following will occur with respect to participant recognition:
 - a. The 1st, 2nd and 3rd place winners in each competitive event at each level (master-employee and manager-owner) in each occupational category will be announced and recognition given. Recognition will be given for finalists (4th-8th place).
 - b. The scores each participant received on each competitive event will be added together and a total score determined for each level in each occupational category. The 1st, 2nd and 3rd place winners in each level in each occupational category will be announced and awards given for each. Therefore, the 1st, 2nd and 3rd place winners will be recognized for master-employee level and 1st, 2nd and 3rd place winners for the manager-owner level in all occupational categories. Finalists (4th-8th) will also be recognized.

- c. The writers of the competitive events have determined a minimum standard of acceptable performance for each event. These minimum standards have been added to determine a minimum standard of acceptable performance for each level in the occupational category. Those participants in each level of an occupational category who have total points above this minimum standard will be announced and will receive a certificate or honor award for demonstrating acceptable performance. These "standard of acceptable performance" awards will be determined separately for master-employee and manager-owner levels in each occupational category.
8. The competency-based events are being offered at both the High School and Junior Collegiate Division Conferences. However, DECA members will be competing only with those from their own division. Both master-employee and manager-owner events are available for members of both student divisions of DECA. The following chart identifies the occupational areas and levels proposed* for the 1978 Career Development Conference:

	HIGH SCHOOL		JUNIOR COLLEGIATE	
	ME	MO	ME	MO
Advertising Services	X	X	X	X
Apparel & Accessories	X	X	X	X
Finance & Credit	X	X	X	X
Food Marketing	X	X	X	X
Food Service	X	X	-	X
General Merchandise	X	X	X	X
Petroleum	X	X	-	X
Real Estate	-	-	X	X

*NOTE: Final decisions on Junior Collegiate competition were not available at publication date.

WHERE TO . . . FROM HERE

As stated previously, the concept of the competency-based series approach to competitive events has been endorsed by the National DECA Board of Directors. Existing High School participatory competitive events have been eliminated or absorbed into the competency-based approach. In addition, written competency-based events will be offered on an experimental basis at the 1978 Conferences. A revised Group event will be initiated on an experimental basis in the near future. A brief description of these new experimental events is offered.

Written Event

Several members of the Task Force felt that a written event — rather than a participatory event — ought to be available for members who wished to compete but were uninterested in participatory-type competition. This new event would be somewhat parallel to the existing manual competition, however, it should be competency-based and developed within an occupational category. Competency in several instructional areas would have to be demonstrated through the written event, i.e., participant might demonstrate competency by describing in writing how to advertise a product, display a product, sell a product, train others in product knowledge and/or selling techniques, compute price listings for several products, etc. Participants would also provide an oral explanation and/or defense of the written content at the National CDC.

The National DECA Board of Directors agreed to experiment with the apparel & accessories written event at the 1977 Career Development Conference. The guidelines were developed during the Summer of 1976 by a committee appointed by the Task Force under the direction of Roger Ditzinger, Distributive Teacher Educator at the University of Northern Iowa in Cedar Falls. Experimental written events will be offered in apparel and accessories and food marketing during the 1978 Career Development Conference. The Task Force will recommend to the DECA Board of Directors based upon evaluation whether or not to implement written events as part of the competency-based competitive events structure.

Group Events - High School Division

The Task Force was also asked to examine group events (chapter events) as part of the competitive events structure. The Task Force has recommended that chapter or group competitive events be developed around the goals and objectives for the Distributive Education Clubs of America as determined through Steve Corbin's doctoral research conducted at Virginia Polytechnic Institute and State University. Guidelines for such events will be developed and disseminated at the National High School CDC in 1978.

In the meantime, the concept and structure for the current Chapter of the Year competitive event will remain intact. However, beginning in 1977, no points will be earned for state and national competition. Sections 6, 7, 8 and 9 have been eliminated.

EVALUATION

The Task Force has been adamant about conducting thorough evaluative studies of the competitive events program. The feeling of the Task Force is that it is imperative that we have unbiased research and evaluative data on the effects competitive events may be having upon the products of our program. Relevant factors need to be delineated and comparisons made concerned with existing events, the experimental events; and, yes — perhaps even with no competitive events.

In 1975, the DECA Board approved and a sub-committee of the Task Force awarded a contract to EDUTEK, Inc., from Lincoln, Nebraska, to conduct a study of the 1975 competitive events program. The experimental events were evaluated to determine the degree to which the objectives of competitive events were being accomplished.

The results of the evaluation were indeed supportive of the competency-based competitive events. Judges, advisors, and students all felt the events were "on target" in meeting the objectives of competitive events. As stated in the summary of the evaluation report, "the purposes of collecting this data (for the evaluation) centers around answering one question: Do the reorganized events accomplish two things — are they learning experiences for the students participating in the events and are the reorganized events reflective of the skills required of people working in the jobs simulated by the events? With little qualification, the answer is yes."*

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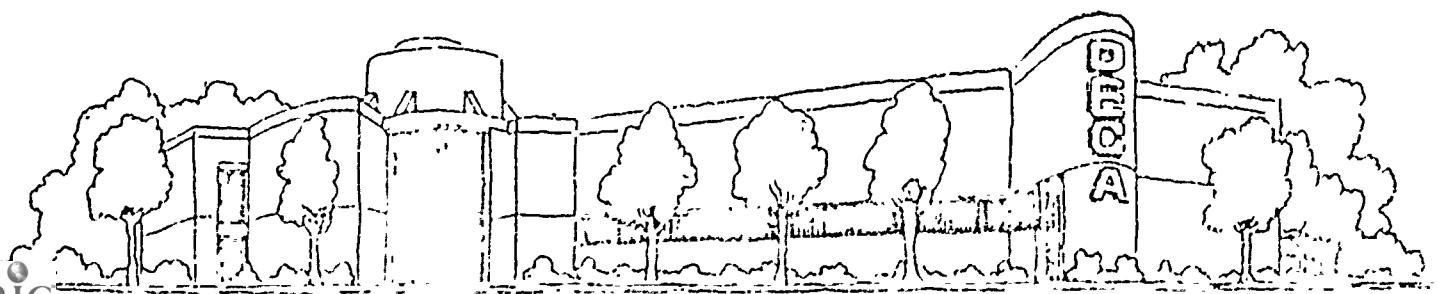
The CER Task Force has recommended that all experimental events remain just that — experimental — until thorough evaluations have been completed and the data analyzed. Dr. Steve Eggland, Distributive Teacher-Educator at the University of Nebraska, has been and will continue to give overall leadership to the research and evaluative phase of the competitive events program.

CONCLUSION

Many distributive education persons including students, teacher-coordinators, state supervisors, USOE representatives, and teacher educators have served on the Competitive Events Reorganization Task Force over the years. Tremendous philosophizing and compromising and countless hours have been devoted to develop the competency based competitive events program to its present structure. The final decision on the events was always made in review of the competency-based approach to vocational education curriculum development.

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The competitive events are based on the competencies needed to be successful in selected marketing occupations. The competencies, when organized into a pattern, should comprise the major component of the distributive education curriculum. Thus, if you provide for your students a distributive education vocational curriculum, they should be able to compete!



APPENDIX C

Workshop Agendas

WRITERS' WORKSHOP

Competency-Based Events

October 30, 1976

9:30 - 9:45	Coffee
9:45 - 12:00	Travel regulations Chart for developing events Time lines Paper on competency-based events Sample event review Guide for writing events Checklist for Covering events Example cover paper
12:00 - 1:30	Lunch
1:30 -	Develop Event

WRITERS' WORKSHOP
Competency-Based Events
December 11, 1976

9:30 - 9:45	Coffee
9:45 - 12:00	Review of Problems and Procedures
12:00 - 1:30	Lunch
1:30 -	Event finalized in format for typist

WRITERS' WORKSHOP
Competency-Based Events
January 22, 1977

9:30 - 9:45	Coffee
9:45 - 12:00	Review events, discuss corrections
12:00 - 1:30	Lunch
1:30 - 4:00	Edit events
4:00 -	Discuss new event areas and make assignments

WRITERS' WORKSHOP
Competency-Based Events

June 28, 1977

9:00 - 9:30	Coffee and Organization
9:30 - 12:00	Write
12:00 - 1:30	Lunch
1:30 - 4:30	Write

WRITERS' WORKSHOP

Competency-Based Events

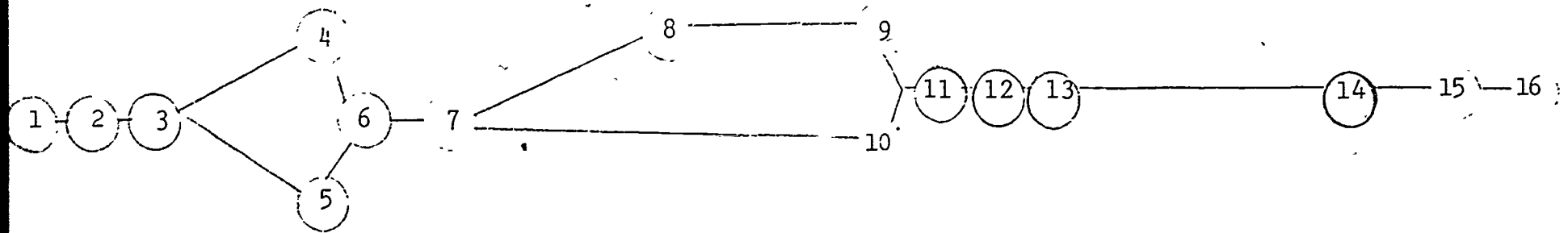
September 23, 1977

3:15 p.m. -

Edit typed events, make corrections

APPENDIX D

Flow Chart of
Activities



Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct-March
-----	-----	-----	-----	-----	-----	-----	-----	------	------	-----	------	-----------

1. Project approved, October 19, 1976
2. Preparation for workshop on October 30, 1976
3. Conducted orientation workshop October 30, 1976
4. Hired typist - December 1, 1976
5. Conducted workshop to set up events in format for typist, December 11, 1976.
6. Quarterly report December 15, 1976
7. Conducted workshop to edit events, January 22, 1977
8. Quarterly report March 15, 1977.
9. Events typed in final format by May 31
10. National DECA identified competencies for four additional areas, May 31, 1977
11. Quarterly report June 15, 1977
12. Conducted writers' workshop to put events in final format for typist, June 28, 1977
13. Hired typist June, 1977
14. Conducted workshop to edit typist events, September 23, 1977.
15. Events in final format for dissemination, January 31, 1978
16. Final report March 21, 1978

APPENDIX E

Writers

COMPETENCY-BASED EVENT WRITERS

PHASE I

<u>Writer</u>	<u>School</u>	<u>Competency-Based Event Series</u>
Bill Childers Bill Gottschlich	Jeffersontown H.S. Newport H.S.	Food Marketing-Performance Food Marketing-Written
Dudley Berthold	Ballard H.S.	Petroleum-Performance
Carol Sparks Cindy Greenlee	Eastern H.S. Pleasure Ridge Pk.	General Merchandise-Performance General Merchandise-Written
Jane Muenzer Roger Amburgey	Atherton H.S. Montgomery Co. H.S.	Apparel & Accessories-Performance Apparel & Accessories-Written
Tasso Harris Alice Stravolemos	Valley H.S. Westport H.S.	Food Service-Performance Food Service-Written
Helen Hoffman Dennis Lewis	Pulaski Co. H.S. Bardstown H.S.	Real Estate-Performance Real Estate-Written
Nancy Shuck Joe Burton	Franklin Co. Voc. Pulaski Co. H.S.	Finance & Credit-Performance Finance & Credit-Written
David Reid Richard Lyons	Stuart H.S. Meade Co. Voc.	Advertising Service-Performance Advertising Service-Written

COMPETENCY-BASED EVENT WRITERS

PHASE II

Automotive Parts Sales

Written - Dennis Lewis
Performance - Bill Gottschlich

Recreation & Tourism

Written - Evelyn Watson
Performance - Nancy Shuck

Transportation

Written - David Reid
Performance - Evelyn Watson

Industrial Sales

Written - Nancy Shuck
Performance - Bill Childers

APPENDIX F

Sample Event

2

CHECKLIST FOR DEVELOPING
COMPETENCY-BASED EVENTS

- _____ Occupational Category
- _____ Level
- _____ Instructional Area
- _____ Evaluation Method (Performance or Written)
- _____ Length of Event
- _____ Objective of this Event
- _____ Brief Description of Event
- _____ Competencies to be Tested
- _____ Minimum level of performance
- _____ Instructions to Event Chairperson
- _____ Material Needs
- _____ Instructions to Judges (Performance Events)
- _____ Instructions to Student
- _____ Rating Sheet for each Participant (Performance Events)
- _____ Overall Rating Sheet
- _____ Facility Layout
- _____ List of supplies and personnel needed to conduct the event
- _____ Answer Key if needed

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Instructional Area: Advertising

Level: Master Employee .

Evaluation Method: Performance

KENTUCKY

ADVISORY COMMITTEE

Mrs. Harris
Bacon's

Mr. Hertzman
Hertzman's Mens' and Boys' Shop

Ms. Karen Wegner
Susie's Casuals

REFERENCES

Fashion Marketing and Merchandising, Ruth Tolman

Bobbs-Merrill Fashion Series

Interstate Distributive Education Curriculum Consortium

Written by: Jane Muenzer

Occupational Category: Fashion Apparel and Accessories

Level: ter Employee

Instructional Area: Advertising

Evaluation Method: Performance

Objective of this Event:

To evaluate the student's skill in identifying the important facts concerning advertised merchandise and how merchandise facts could be used to enhance personal selling and display.

Brief Description of this Event:

The participant will review a copy of the advertisement and view the advertised merchandise. Each participant will prepare a fact sheet and orally present the pertinent information to the judges.

Competencies tested by this particular Event: (This event may not test all of the potential competencies.)

Attitude that advertising should be supplemented by attractive displays and an efficient sales force.

Knowledge of the prices, available sizes, colors, styles, or models of merchandise being advertised in order to better promote or sell.

Minimum Level of Performance:

To be determined by the judges.

Instructions to Event Chairperson: (Include materials needed)

1. Students will be assigned a number for identification. Advisor should check to see that students adhere to the schedule.
2. Students will prepare in the preparation area. They will have 10 minutes to study the advertisement, complete the fact sheet, and view the advertised merchandise.

Occupational Category: Fashion Apparel and Accessories

Level: Master Employee

Instructional Area: Advertising

Evaluation Method: Performance

Instructions to Event Chairperson: (continued)

3. Students will prepare in an area separate from the judging area.
4. Student performance will be judged according to the provided rating sheet. Five minutes is allowed for presenting facts, display, and selling.
5. The following listed materials should be provided:
 - a. 7 copies of the advertisement (the series director will arrange with a local store for a current ad along with an assortment of merchandise for display)
 - b. copies of advertising fact sheet (1 per student) ____
 - c. overall rating sheet (1)
 - d. rating sheets ____
 - e. instructions for students, chairperson, and judges
6. Submit all rating sheets and materials to series director.

Instructions to Judges:

1. Judges will be responsible for rating students according to the attached rating sheet.
2. Students are instructed to present merchandise facts and how they would display and sell merchandise. Please feel free to question students. Collect fact sheet when student enters the room. Five minutes is allowed for presentation and rating.
3. Average the three judges' scores for each student.
4. Record scores on overall rating sheet.
5. Place individual rating sheets and student fact sheets in envelope; give to advisor in charge.
6. Be sure student number is on each rating sheet.

Occupational Category: Fashion Apparel and Accessories

Level: Master Employee

Instructional Area: Advertising

Evaluation Method: Performance

Instructions to Students Participating in this Event:

1. Ten minutes is allowed for studying the advertisement and merchandise, completing the fact sheet, and considering how this information could be used in personal selling and display.
2. You will be called to the judges' room for an oral presentation of the facts about the advertised merchandise, how it could be displayed and the selling appeals which could be used.
3. Give your completed fact sheet to the judge when you enter the room. You will have 5 minutes to present your facts, sales appeals, and display ideas(s).
4. You will be rated according to the attached rating sheet.
5. You may leave the area when you have completed the interview with the judges.

Occupational Category: Fashion Apparel and Accessories

Level: Master Employee

Instructional Area: Advertising

Evaluation Method: Performance

ADVERTISING FACT SHEET

Name of Store: _____

Location: 1234 _____

Shopping Hours: _____

Telephone No.: _____

Description:

a. Fabric or Material _____

b. Styles, Shapes _____

c. Colors _____

d. Sizes _____

e. Sale Price _____

f. Original Price _____

Student No. _____

Occupational Category: Fashion Apparel and Accessories

Level: Master Employee

Instructional Area: Advertising

Evaluation Method: Performance

RATING SHEET

Student No. _____

Score from Advertising Fact Sheet
5 points for each correct line (possible 50 points)

ORAL PRESENTATION RATING SHEET

1. How well did student present facts about advertised merchandise?

a few facts	most of the facts	all of the facts
0 1 2 3 4 5 6	7 8 9 10 11 12 13 14	15 16 17 18 19 20

2. Did student suggest other ways of displaying advertised merchandise?

poorly	convincingly	very convincingly
1 2 3	4 5 6 7	8 9 10

3. Did student suggest uses for merchandise?

ineffectively	partially effective	effectively
1 2 3	4 5 6 7	8 9 10

4. Did student demonstrate knowledge of merchandise other than shown on facts sheet? (Such as hanging ticket, labels, and general knowledge)

very little	some	a great amount
1 2 3	4 5 6 7	8 9 10

TOTAL POINTS _____

Occupational Category: Fashion Apparel and Accessories

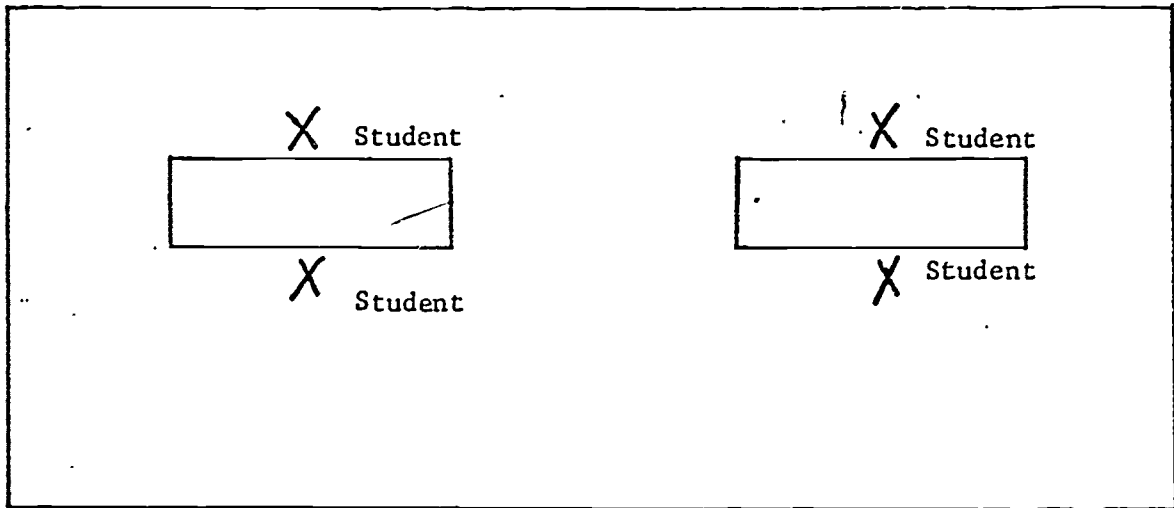
Level: Master Employee

Instructional Area: Advertising

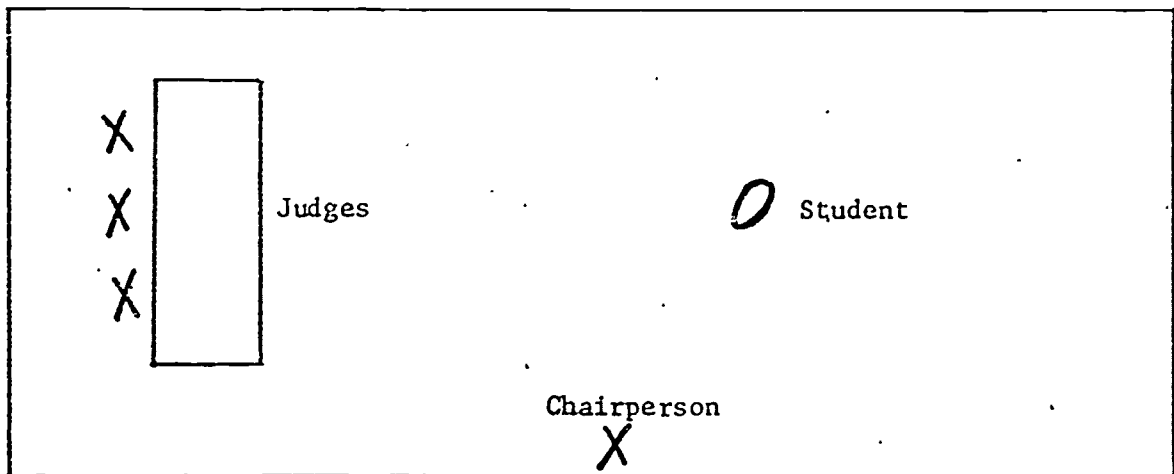
Evaluation Method: Performance

FACILITY LAYOUT

Preparation Room:



Event Room:



Specifications:

Preparation Room - 2 tables, 4 chairs

Event Room: 2 tables, 4 chairs

Occupational Category: Fashion Apparel and Accessories

Level: Master Employee

Instructional Area: Advertising

Evaluation Method: Performance

SUPPLIES & PERSONNEL NEEDED TO CONDUCT EVENT

EVENT	SUPPLIES	PERSONNEL
Advertising	Instructions to Chairperson (1)	1 Chairperson
	Instructions to Students ____	1 Assistant
	Rating sheets (3 per student) ____	3 Judges
	Overall rating sheet (1)	
	Copies of advertisement (7)	
	Samples of Advertised Merchandise (3)	
	Advertising fact sheet (1 per student) ____	
	Series schedules (3)	
	3 Judges' packets:	
	- rating sheets ____	
- advertising fact sheet		
- instructions to judges		
- 1 copy of event		
- 3 pencils		

SCHEDULING

TOTAL TIME INVOLVED:

Total Preparation and Instruction	<u>10 min.</u>
Total Participation Time	<u>5 min.</u>
TOTAL TIME NEEDED FOR THIS EVENT	<u><u>15 min.</u></u>

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Instructional Area: HUMAN RELATIONS

Level: Master Employee

Evaluation Method: Written

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KENTUCKY

ADVISORY COMMITTEE

Mr. James C. Wilson, Owner-Manager
Wilson Lumber Yard
Warsaw, Kentucky

Mrs. Louise Wilson, Sales Representative
Wilson Lumber Yard
Warsaw, Kentucky

Mr. Phillip Perry, Sales Representative
Harrod-Carter, Inc.
Frankfort, Kentucky

REFERENCES

Retail Selling, Yvonne Gallegos Bodle, Joseph A. Corey; Gregg Division/
McGraw-Hill Book Company; St. Louis, Missouri; 1972.

Retailing Principles and Practices, 5th Ed., G. Henry Ric.ert, Warren
G. Meyer, Peter G. Haines; Gregg Division/McGraw-Hill Book
Company; St. Louis, Missouri; 1972.

Fundamentals Of Selling, 9th Ed., John W. Wingate, Carroll A. Nolan;
South-Western Publishing Company; Cincinnati, Ohio; 1969.

Written by: Ms. Nancy M. Shuck
D.E. Instructor
Franklin Co. Area Voc. Ed. Cn
Frankfort, Kentucky

Occupational Category: Industrial Marketing

Level: Master Employee

Instructional Area: Human Relations

Evaluation Method: Written

Objective of this event:

In the total series, the participant will be evaluated in several instructional areas. This event will evaluate the human relations area.

Brief Description of this event:

The participant will be given 25 minutes to complete this test. This test is composed of 15 true or false, 15 matching, and 10 multiple-choice questions. Each question is worth 2 1/2 points.

Competencies tested by this particular event: (This event may not test all of the potential competencies.)

1. Maintain appearance and health.
2. Demonstrate appropriate ethics such as integrity and honesty.
3. Convey a positive image of self and firm.
4. Maintain positive attitude toward individual responsibilities and/or department and company operations.
5. Treat others as individuals.
6. Demonstrate initiative in dealing with customers, other employees, and managers.
7. Assume a shared responsibility for success or failure of the work group.

Minimum Level of Performance:

90%

Occupational Category: Industrial Marketing

Level: Master Employee

Instructional Area: Human Relations

Evaluation Method: Written

Instructions to Event Chairperson: (Include materials needed)

1. Distribute all materials to participants. (Participants must demonstrate an understanding of time restrictions.)
2. Give "Instructions to Participants."
3. At the end of testing period, collect all tests, answer sheets and pencils.
4. Be sure participant's identification number is written on answer sheet.
5. Return tests to packet and turn in with answer sheets to tabulation center. Answer sheets will be graded in tabulation center by a mechanical device.
6. Check to see if you have the materials below:

Materials Furnished:

- a. 1 Instructions to Event Chairperson
- b. ___ Instructions to Participants (1 per participant)
- c. ___ Tests (1 per participant)
- d. ___ No. 2 Pencils (1 per participant)
- e. ___ Answer Sheets (1 per participant)

Occupational Category: Industrial Marketing

Level: Master Em-loyee

Instructional Area: Human Relations

Evaluation Method: Written

Instructions to Students Participating in this Event:

1. Do your own work.
2. Place all answers on the answer sheet provided, (Do not write on tests.)
3. You will have approximately 25 minutes for this section.
4. Don't waste time--pass over any question you can't answer quickly.
5. You may return to unanswered questions if you have time.
6. Be sure your identification number is on your answer sheet.

Occupational Category: Industrial Marketing

Level: Master Employee

Instructional Area: Human Relations

Evaluation Method: Written

T E S T

SECTION I. True or False. If the statement is true, fill in the first blank on your answer sheet; if the statement is false, fill in the second blank on your answer sheet. Be sure to darken the space sufficiently.

1. In retailing, most of the jobs involve close contact with people.
2. While managers will tolerate a lack of some retailing skills and information while a person is learning, they cannot overlook a person's failures in human relations.
3. Poor human relations only affects the individual who has the quality, not anyone else.
4. All people who create favorable physical impressions have the personal qualities necessary for success.
5. The person who succeeds in retailing is almost always one who seeks to advance through his own efforts, rather than depending on breaks, "pull," or seniority.
6. Loyal employees do not destructively criticize the firm, its policies, its personnel, and its merchandise, especially to outsiders.
7. It is not dishonest for a worker to help his friends obtain merchandise at less than the required price.
8. Wasting time on the job results in loss of profit to the store.
9. Personnel directors frequently point out that initiative is a prime requisite in the selection of persons for supervisory and management training.
10. Industriousness means keeping busy without being prodded.
11. Only the extrovert can be a good salesperson.
12. A salesperson's good posture gives the impression that he/she is successful and has confidence in him/herself and the work.

SECTION I (Continued)

13. Desirable habits can be learned, and objectionable habits can be isolated and eliminated.
14. A dependable salesperson who works very hard when being supervised can "slack off" a little when not being supervised.
15. The moral attitudes that are particularly important in business are loyalty, honesty, and dependability.

SECTION II. Matching. In each of the groups of words or phrases below, there are five choices from which you are to choose four and match with the words or phrases in that group only. Do not crossover into another group for an answer. Fill in the proper blank on your answer sheet. Be sure to darken the space sufficiently.

- | | |
|--|-------------------------|
| 16. Steady, earnest, diligent effort. | 1. Human relations |
| 17. Getting along with people. | 2. Initiative |
| 18. Ability to see a job that needs to be done and the courage to go ahead and do it. | 3. Venturesome spirit |
| 19. The courage to try new things. | 4. Industriousness |
| | 5. Loyalty |
| 20. Placing oneself mentally in the other person's shoes. | 1. Tact |
| 21. The ability to say and do the right thing at the right time. | 2. Coiffure |
| 22. Earning the trust of others. | 3. Empathy |
| 23. Hairstyle. | 4. Dependability |
| | 5. Business wardrobe |
| 24. An acute awareness of what is going on. | 1. Enthusiasm |
| 25. Those actions or mannerisms that irritate or annoy others. | 2. Poise |
| 26. Control of emotions. | 3. Fidget |
| 27. Someone who simply cannot keep still. | 4. Alertness |
| | 5. Objectionable habits |
| 28. Being genuinely concerned about the store in which you work and protecting its interest. | 1. Fashions |
| 29. Clothes that are worn on the job. | 2. Enthusiasm |
| 30. A positive approach combined with alert interest. | 3. Loyalty |
| | 4. Sincerity |
| | 5. Business wardrobe |

SECTION III. Multiple-Choice. In the following, choose the one best answer by filling in the proper blank on your answer sheet. Be sure to darken in the space sufficiently.

31. Which of the following is not a good way to gain acceptance as a new worker?
1. Approach your new job with enthusiasm.
 2. Do not join cliques.
 3. Do not ask questions.
 4. Show eagerness to learn.
 5. Look sharp.
32. Which of the following is not a key to good human relations?
1. Treat people as individuals.
 2. Be loyal.
 3. Stay on the team.
 4. Stay as close to your supervisor as possible.
 5. Never pass the buck.
33. Which of the following things should management not expect of you?
1. Regular attendance.
 2. Willingness to work all weekends and holidays.
 3. Adherence to store rules and policies.
 4. Respect for authority.
 5. Enthusiasm and loyalty.
34. Which of the following is not a reason supervisors are chosen?
1. They know the jobs and the people they supervise.
 2. They know store policies and rules.
 3. They can handle people well.
 4. They always agree with the boss.
 5. They have been successful as regular employees.
35. Which of the following is not a good principle or foundation of building good relationships with supervisors?
1. Never suggest new ideas or changes to your supervisor.
 2. Be sold on the aims of the store.
 3. Carryout responsibilities assigned.
 4. Make good use of constructive criticism.
 5. Be loyal to supervisors.
36. Which of the following is not a good character trait?
1. Friendliness.
 2. Cheerfulness.
 3. Joker.
 4. Courtesy.
 5. Tact.
37. Which of the following would not be considered being dishonest?
1. Accept full responsibility for errors.
 2. Taking overly long coffee breaks.
 3. Taking merchandise from store without paying.
 4. Being late to work and leaving early.
 5. Overstating value of merchandise to customer.

SECTION III (Continued)

38. Which of the following is not a good way to build good human relations?
1. Speak to people.
 2. Smile at people.
 3. Be friendly, helpful, and genuinely interested in people.
 4. Give service when asked; don't bother the customer.
 5. Be thoughtful of the opinions of others.
39. Gossip creates all but which one of the following?
1. Feelings of jealousy.
 2. Fear.
 3. Cheerful atmosphere.
 4. Envy.
 5. Worry.
40. In order to be properly dressed for working, you must do all but which one of the following?
1. Keep clothes in good order.
 2. Make sure clothes fit properly.
 3. Pick clothes that are acceptable now.
 4. Wear plenty of jewelry, both men and women salespersons, in order to be in style.
 5. Pick your business shoes carefully, according to the comfort and support.

Occupational Category: Industrial Marketing

Level: Master Employee

Instructional Area: Human Relations

Evaluation Method: Written

T E S T K E Y

<u>SECTION I</u>			<u>SECTION III</u>
1. True	19.	3	31. 3
2. True	20.	3	32. 4
3. False	21.	1	33. 2
4. False	22.	4	34. 4
5. True	23.	2	35. 1
6. True	24.	4	36. 3
7. False	25.	5	37. 1
8. True	26.	2	38. 4
9. True	27.	3	39. 3
10. True	28.	3	40. 4
11. False	29.	5	
12. True	30.	2	
13. True			
14. False			
15. True			
 <u>SECTION II</u>			
16.	4		
17.	-		
18.	2		

Occupational Category: Industrial Marketing

Level: Master Employee

Instructional Area: Human Relations

Evaluation Method: Written

SUPPLIES & PERSONNEL NEEDED TO CONDUCT EVENT

EVENT	SUPPLIES	PERSONNEL
Human Relations	1 Instructions to Event Chairperson	1 Event Chairperson
	Instructions to Participants (1 Per Participant)	2 Monitors
	Tests (1 Per Participant)	
	No. 2 Pencils (1 Per Participant)	
	Answer Sheets (1 Per Participant)	

SCHEDULING

TOTAL TIME INVOLVED:

5 Total Preparation and Instruction

25 Total Testing Time

30 TOTAL TIME NEEDED FOR EVENT

APPENDIX G

Event Exchange States

1976-77 EVENT EXCHANGE

STATE ASSIGNMENTS

MASTER-EMPLOYEE
LEVEL

MANAGER-OWNER
LEVEL

FOOD MARKETING

Oregon
Indiana
Utah

Iowa
Colorado

FOOD SERVICE

Ohio
Georgia
Montana

New Jersey
Minnesota
Montana

PETROLEUM

Texas
Kansas (?)
Utah

Florida
Maryland (?)

APPAREL/ACCESSORIES

Illinois
D.C.
Delaware

Massachusetts
Missouri
California

GENERAL MERCHANDISE

Oklahoma
Arizona
North Dakota
Nebraska (4)

Pennsylvania
New Mexico
Virginia
Nebraska (5)

FINANCE & CREDIT

Alabama
Nebraska (3)

North Dakota
Nebraska (3)

REAL ESTATE

Wisconsin JC-(5)
Michigan JC

Wisconsin JC-(5)

ADVERTISING SERVICES

Wisconsin HS-(5)
Nebraska (3)

Wisconsin HS-(5)
Nebraska (3)

1977-78 COMPETENCY BASED
EXCHANGE STATES

ADVERTISING SERVICES

MASTER EMPLOYEE

1. Kentucky
2. New Jersey - 7 events
3. New Mexico
4. Tennessee

MANAGER OWNER

1. New Jersey - 3 events
2. North Dakota

APPAREL & ACCESSORIES

MASTER EMPLOYEE

1. Alabama
2. Arkansas
3. Kentucky
4. Wyoming

MANAGER OWNER

1. California
2. Louisiana
3. Minnesota

FINANCE & CREDIT

MASTER EMPLOYEE

1. Arizona
2. Kentucky
3. Montana
4. Pennsylvania

MANAGER OWNER

1. Wisconsin - JC Division

FOOD MARKETING

MASTER EMPLOYEE

1. Illinois
2. Kentucky
3. New York - HS Division
4. Ohio

MANAGER OWNER

1. New York - JC Division
2. Texas

FOOD SERVICE

MASTER EMPLOYEE

1. Kentucky
2. New Hampshire
3. Oregon
4. Virginia

MANAGER OWNER

1. Oklahoma
2. Wisconsin - HS Division

GENERAL MERCHANDISE

MASTER EMPLOYEE

1. Colorado
2. DC
3. Kentucky
4. South Carolina

MANAGER OWNER

1. Mississippi
2. Nebraska

PETROLEUM

MASTER EMPLOYEE

1. Connecticut
2. Kentucky
3. Washington

MANAGER OWNER

1. Michigan

MASTER EMPLOYEE

REAL ESTATE

MANAGER OWNER

1. Kentucky
2. Massachusetts
3. Missouri

1. Florida

-ASSIGNMENTS PENDING-

1. Hawaii
2. Idaho

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cc: Board of Directors
CER Task Force

APPENDIX H
RESULTS

CHART FOR DEVELOPING AND REVISING COMPETENCY-BASED EVENTS

Occupational Categories - Master Employee

Instructional Areas	Petroleum		Food Marketing		Food Service		Apparel & Accessories		General Merchandising		Real Estate		Finance & Credit		Advertising Services		Automotive		Transportation		Recreation & Tourism		Industrial Marketing	
	* W	** P	W	P	W	P	W	P	W	P	W	P	W	P	W	P	W	P	W	P	W	P	W	P
Type of Event																								
Advertising	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Communications	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Display	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Human Relations	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Management	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Mathematics	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Merchandising	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Product/Service Technology	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Operations	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Selling	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

*Written Event

**Performance Event

***Event needs to be verified and revised.

*Event needs to be developed.

X - Not Completed

✓ - Completed