INTRODUCTION
This publication is designed to assist DECA members and their local chapter advisors in preparing for the Individual Series Events. 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 events in which a student 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 student may be expected to demonstrate on the international level. A complete list of performance indicators upon which the events are written can be found at www.deca.org/competitions/2/.

PROCEDURE
An individual series event consists of two major parts: a written comprehensive exam and two preliminary role-playing events. A third role-play activity will be given to finalists.

The comprehensive exam is a 100-question multiple-choice test developed especially for each series based on the knowledge, skills and attributes associated with the particular occupation. Exams from previous years are available for sale through DECA Images at www.deca.org/shop.

In the role-playing portion of the event, participants must accomplish a task by translating what they have learned into effective, efficient and spontaneous action.

The participant is given a situation to review. It may indicate a product or service to sell, a merchandising decision or a problem in communication and interpersonal skills. Participants are allowed 10 minutes to review the situation and to develop a professional approach to solving the problem.

Up to 10 minutes are then allowed for the participant to be examined by a competent judge and asked to explain how (s)he would solve the situation or problem. The judge is a qualified business executive playing the role of second party in the situation. Following the examination, the judge evaluates the participants’ responses and records the results on an evaluation form which has been developed specifically for each competitive event.
PREPARATION

In order for DECA members to realize success in competition, DECA advisors are encouraged to carefully plan curriculum which will contribute to student success in the competency based competitive events and to provide real world experiences specifically necessary in the occupational area for which the student has a career interest.

Competency based competitive events are intended to be a motivational tool used by the DECA advisor to encourage student learning. The success of the member’s participation in competency based competitive events directly relates to the experiences (s)he has gained in the classroom and/or at the training station.

As the local, district, state or international competitive event approaches, the advisors are encouraged to further prepare the competitor in tasks such as the following:

**Prepare yourself mentally.**
The competitor should get sufficient sleep the night before competition so that (s)he will be mentally alert and able to concentrate on the activities.

**Dress appropriately.**
Professional dress should be worn to all conference sessions. Please note: Competitors at the ICDC must wear an official DECA blazer during interaction with the judges. Official DECA blazers are sold through DECA Images.

**Follow the program agenda.**
Competitors should carefully follow the program agenda provided at the conference. (S)he should 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 tests, the competitor should think through each item completely and carefully while gauging the time appropriately. If time allows, recheck the answers. While preparing for role play events, competitors should use all the time allotted constructively.
PROCEDURES

1. The event will be presented to you through your reading of these instructions, including the Performance Indicators and Event Situation. You will have up to 10 minutes to review this information to determine how you will handle the role-play situation and demonstrate the performance indicators of this event. During the preparation period, you may make notes to use during the role-play situation.

2. You will have up to 10 minutes to role-play your situation with a judge (you may have more than one judge).

3. You will be evaluated on how well you meet the performance indicators of this event.

4. Turn in all your notes and event materials when you have completed the role-play.

PERFORMANCE INDICATORS

1. Distinguish guaranteed from non-guaranteed reservations.

2. Explain factors affecting pricing decisions.

3. Demonstrate a customer service mindset.

4. Interpret business policies to customers/clients.

5. Handle customer/client complaints.
You are to assume the role of front desk manager at BLUE HOTEL, a large hotel located in the downtown area of a metropolitan area. You have been asked to speak with a guest (judge) who is irate because a non-guaranteed reservation was cancelled.

BLUE HOTEL, like other hotel properties, offers reservations through the property’s own website and through several third party travel and lodging websites. The room rates for BLUE HOTEL on third party websites are closely monitored to make sure comparable rates are offered on the property’s own website. One main difference in making a reservation through third party websites is that only non-guaranteed reservations can be made.

An angry guest (judge) is waiting to speak with you. The guest (judge) made the BLUE HOTEL reservation on a third party website last month. The guest (judge) took advantage of a special the website was running and booked the room for two nights at $149.00/night (standard rates are $199.00/night). Due to poor weather conditions, the guest (judge) did not arrive until after 6:00 PM, which cancelled the non-guaranteed reservation at the special rate. When told a new reservation could be made but that the standard $199.00/night rate would apply, the guest (judge) demanded to speak with a manager.

You will be meeting with the angry guest (judge) to explain the BLUE HOTEL reservation policy and to try to satisfy the guest’s (judge’s) needs.

You will explain the reservation policies to the guest (judge) and try to satisfy the guest’s (judge’s) needs in a role-play to take place in your office. The guest (judge) will begin the role-play by greeting you and asking how you will fix the problem. After you have explained the reservation policies, have satisfied the guest’s (judge’s) needs and have answered the guest’s (judge’s) questions, the guest (judge) will conclude the role-play by thanking you for your work.
JUDGE’S INSTRUCTIONS

DIRECTIONS, PROCEDURES AND JUDGE’S ROLE

In preparation for this event, you should review the following information with your event manager and other judges:

1. Procedures

2. Performance Indicators

3. Event Situation

4. Judge Role-play Characterization
   Participants may conduct a slightly different type of meeting and/or discussion with you each time; however, it is important that the information you provide and the questions you ask be uniform for every participant.

5. Judge’s Evaluation Instructions

6. Judge’s Evaluation Form
   Please use a critical and consistent eye in rating each participant.

JUDGE ROLE-PLAY CHARACTERIZATION

You are to assume the role of guest at BLUE HOTEL, a large hotel located in the downtown area of a metropolitan area. You have asked to speak with the front desk manager (participant) because you are angry that a non-guaranteed reservation was cancelled.

BLUE HOTEL, like other hotel properties, offers reservations through the property’s own website and through several third party travel and lodging websites. The room rates for BLUE HOTEL on third party websites are closely monitored to make sure comparable rates are offered on the property’s own website. One main difference in making a reservation through third party websites is that only non-guaranteed reservations can be made.

You made a BLUE HOTEL reservation on a third party website last month. You took advantage of a special the website was running and booked the room for two nights at $149.00/night (standard rates are $199.00/night). Due to poor weather conditions, you did not arrive until after 6:00 PM, which cancelled the non-guaranteed reservation at the special rate. When told a new reservation could be made but that the standard $199.00/night rate would apply, you demanded to speak with a manager.

You will be meeting with the front desk manager (judge) to hear the hotel’s reservation policy and to find out how they will accommodate you.

The front desk manager (participant) will explain the hotel’s reservation policy to you in a role-play to take
place in the front desk manager’s (participant’s) office. You will begin the role-play by greeting the front
desk manager (participant) and asking to hear how the problem will be solved.

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

1. With special rates for military, senior citizens and travel agents, why can’t you honor any rate at any
time?

2. If this problem routinely occurs, why not remove your property from the third party websites?

3. Do you think I should write about this incident on the third party website’s comment section?

Once the front desk manager (participant) has solved your problem and has answered your questions, you
will conclude the role-play by thanking the front desk manager (participant) for the work.

You are not to make any comments after the event is over except to thank the participant.
JUDGE’S EVALUATION INSTRUCTIONS

Evaluation Form Information

The participants are to be evaluated on their ability to perform the specific performance indicators stated on the cover sheet of this event and restated on the Judge’s Evaluation Form. Although you may see other performance indicators being demonstrated by the participants, those listed in the Performance Indicators section are the critical ones you are measuring for this particular event.

Evaluation Form Interpretation

The evaluation levels listed below and the evaluation rating procedures should be discussed thoroughly with your event chairperson and the other judges to ensure complete and common understanding for judging consistency.

<table>
<thead>
<tr>
<th>Level of Evaluation</th>
<th>Interpretation Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeds Expectations</td>
<td>Participant demonstrated the performance indicator in an extremely professional manner; greatly exceeds business standards; would rank in the top 10% of business personnel performing this performance indicator.</td>
</tr>
<tr>
<td>Meets Expectations</td>
<td>Participant demonstrated the performance indicator in an acceptable and effective manner; meets at least minimal business standards; there would be no need for additional formalized training at this time; would rank in the 70-89th percentile of business personnel performing this performance indicator.</td>
</tr>
<tr>
<td>Below Expectations</td>
<td>Participant demonstrated the performance indicator with limited effectiveness; performance generally fell below minimal business standards; additional training would be required to improve knowledge, attitude and/or skills; would rank in the 50-69th percentile of business personnel performing this performance indicator.</td>
</tr>
<tr>
<td>Little/No Value</td>
<td>Participant demonstrated the performance indicator with little or no effectiveness; a great deal of formal training would be needed immediately; perhaps this person should seek other employment; would rank in the 0-49th percentile of business personnel performing this performance indicator.</td>
</tr>
</tbody>
</table>
**DID THE PARTICIPANT:**

1. **Distinguish guaranteed from non-guaranteed reservations?**

<table>
<thead>
<tr>
<th>Little/No Value</th>
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<th>Exceeds Expectations</th>
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<tbody>
<tr>
<td>0, 1, 2, 3, 4, 5</td>
<td>6, 7, 8, 9, 10, 11</td>
<td>12, 13, 14, 15</td>
<td>16, 17, 18</td>
</tr>
</tbody>
</table>

Attempts at distinguishing guaranteed from non-guaranteed reservations were inadequate or weak.

2. **Explain factors affecting pricing decisions?**

<table>
<thead>
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</tbody>
</table>

Attempts at explaining factors affecting pricing decisions were inadequate or weak.

3. **Demonstrate a customer service mindset?**

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<thead>
<tr>
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</tr>
</tbody>
</table>

Attempts at demonstrating a customer service mindset were weak or incorrect.

4. **Interpret business policies to customers/clients?**

<table>
<thead>
<tr>
<th>Little/No Value</th>
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</tr>
</tbody>
</table>

Attempts at interpreting business policies to customers/clients were inadequate or unclear.

5. **Handle customer/client complaints?**

<table>
<thead>
<tr>
<th>Little/No Value</th>
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</tbody>
</table>

Attempts at handling customer/client complaints were inadequate or weak.

6. **Overall impression and response to the judge’s questions.**

<table>
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<td>6, 7, 8</td>
<td>9, 10</td>
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</table>

Demonstrated few skills; could not answer the judge’s questions.

Judge’s Initials ____________________  TOTAL SCORE ______________
PROCEDURES

1. The event will be presented to you through your reading of these instructions, including the Performance Indicators and Event Situation. You will have up to 10 minutes to review this information to determine how you will handle the role-play situation and demonstrate the performance indicators of this event. During the preparation period, you may make notes to use during the role-play situation.

2. You will have up to 10 minutes to role-play your situation with a judge (you may have more than one judge).

3. You will be evaluated on how well you meet the performance indicators of this event.

4. Turn in all your notes and event materials when you have completed the role-play.

PERFORMANCE INDICATORS

1. Describe the functions of the human resources office.

2. Employ communication styles appropriate to target audience.

3. Explain the nature of staff communication.

4. Choose appropriate channel for workplace communication.

5. Adapt communication to the cultural and social differences among clients.
EVENT SITUATION

You are to assume the role of human resources assistant at ACADEMY HOTEL AND CONVENTION CENTER, a large hotel located in a major city that also houses a convention center. The director of human resources (judge) has asked you to develop a strategy to increase communication among staff and customers.

ACADEMY HOTEL AND CONVENTION CENTER hosts over 30 large conferences and conventions every year. In addition, the property boasts a high occupancy rate; guests are mostly business travelers and conference attendees. The conferences and conventions bring in a large number of international visitors to the property. The management at ACADEMY HOTEL has tried to make international visitors feel comfortable at the property by offering information sheets in several foreign languages.

A property as large as ACADEMY HOTEL employs over 1,000 people. From entry level, to supervisory positions to managerial positions, the property employs very heavily diverse staff. The staff represents a wide age range (staff members are anywhere from 18 to 67 years-old) and several different countries (ten) and languages (five).

The director of human resources (judge) has noticed an increase in the number of guests frustrated by language barriers. Guests are finding it difficult to communicate with staff members and are not able to translate menus, signage and postings around the hotel. At the same time, internal communication among staff has declined, with important information not being shared due to language barriers.

The director of human resources (judge) has asked you to create a strategy that will increase communication both internally and externally.

You will present the communications strategy to the human resources director (judge) in a role-play to take place in the director’s (judge’s) office. The director (judge) will begin the role-play by greeting you and asking to hear your strategy. After you have presented the communication strategy and have answered the director’s (judge’s) questions, the director (judge) will conclude the role-play by thanking you for your work.
JUDGE’S INSTRUCTIONS

DIRECTIONS, PROCEDURES AND JUDGE’S ROLE

In preparation for this event, you should review the following information with your event manager and other judges:

1. Procedures

2. Performance Indicators

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4. Judge Role-play Characterization
   Participants may conduct a slightly different type of meeting and/or discussion with you each time; however, it is important that the information you provide and the questions you ask be uniform for every participant.

5. Judge’s Evaluation Instructions

6. Judge’s Evaluation Form
   Please use a critical and consistent eye in rating each participant.

JUDGE ROLE-PLAY CHARACTERIZATION

You are to assume the role of human resources director at ACADEMY HOTEL AND CONVENTION CENTER, a large hotel located in a major city that also houses a convention center. You have asked the human resources assistant (participant) to develop a strategy to increase communication among staff and customers.

ACADEMY HOTEL AND CONVENTION CENTER hosts over 30 large conferences and conventions each year. In addition, the property boasts a high occupancy rate; guests are mostly business travelers and conference attendees. The conferences and conventions bring in a large number of international visitors to the property. The management at ACADEMY HOTEL has tried to make international visitors feel comfortable at the property by offering information sheets in several foreign languages.

A property as large as ACADEMY HOTEL employs over 1,000 people. From entry level, to supervisory positions to managerial positions, the property employs a very diverse staff. The staff represents a wide age range (staff members are anywhere from 18 to 67 years-old) and several different countries (ten) and languages (five).

You have noticed an increase in the number of guests frustrated by language barriers. Guests are finding it difficult to communicate with staff members and are not able to translate menus, signage and postings around the hotel. At the same time, internal communication among staff has declined, with important information not being shared due to language barriers.
You have asked the human resources assistant (participant) to create a strategy that will increase communication both internally and externally.

The human resources assistant (participant) will present the communication strategy to you in a role-play to take place in your office. You will begin the role-play by greeting the human resources assistant (participant) and asking to hear the strategy.

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

1. What is a possible consequence of not addressing internal staff communication?

2. Why isn’t offering information sheets in other languages enough?

3. Is it possible to have adequate communication with every single guest?

Once the human resources assistant (participant) has presented the communication strategy and has answered your questions, you will conclude the role-play by thanking the human resources assistant (participant) for the work.

You are not to make any comments after the event is over except to thank the participant.
JUDGE’S EVALUATION INSTRUCTIONS

Evaluation Form Information

The participants are to be evaluated on their ability to perform the specific performance indicators stated on the cover sheet of this event and restated on the Judge’s Evaluation Form. Although you may see other performance indicators being demonstrated by the participants, those listed in the Performance Indicators section are the critical ones you are measuring for this particular event.

Evaluation Form Interpretation

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<tr>
<td>Little/No Value</td>
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</table>
## JUDGE’S EVALUATION FORM
### HLM 2013

**DID THE PARTICIPANT:**

1. Describe the functions of the human resources office?

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<td>16, 17, 18</td>
</tr>
</tbody>
</table>

   Attempts at describing the functions of the human resources office were inadequate or weak.

   Little/No Value: 0, 1, 2, 3, 4, 5
   Below Expectations: 6, 7, 8, 9, 10, 11
   Meets Expectations: 12, 13, 14, 15
   Exceeds Expectations: 16, 17, 18

   Very effectively described the functions of the human resources office.

2. Employ communication styles appropriate to target audience?

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</tr>
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</table>

   Attempts at employing communication styles appropriate to target audience were inadequate or weak.

   Little/No Value: 0, 1, 2, 3, 4, 5
   Below Expectations: 6, 7, 8, 9, 10, 11
   Meets Expectations: 12, 13, 14, 15
   Exceeds Expectations: 16, 17, 18

   Very effectively employed communication styles appropriate to target audience.

3. Explain the nature of staff communication?

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<td>16, 17, 18</td>
</tr>
</tbody>
</table>

   Attempts at explaining the nature of staff communication were weak or incorrect.

   Little/No Value: 0, 1, 2, 3, 4, 5
   Below Expectations: 6, 7, 8, 9, 10, 11
   Meets Expectations: 12, 13, 14, 15
   Exceeds Expectations: 16, 17, 18

   Very effectively explained the nature of staff communication.

4. Choose appropriate channel for workplace communication?

<table>
<thead>
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<th>Meets Expectations</th>
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<td>12, 13, 14, 15</td>
<td>16, 17, 18</td>
</tr>
</tbody>
</table>

   Attempts at choosing appropriate channel for workplace communication were inadequate or unclear.

   Little/No Value: 0, 1, 2, 3, 4, 5
   Below Expectations: 6, 7, 8, 9, 10, 11
   Meets Expectations: 12, 13, 14, 15
   Exceeds Expectations: 16, 17, 18

   Very effectively chose appropriate channel for workplace communication.

5. Adapt communication to the cultural and social differences among clients?

<table>
<thead>
<tr>
<th>Little/No Value</th>
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<td>6, 7, 8, 9, 10, 11</td>
<td>12, 13, 14, 15</td>
<td>16, 17, 18</td>
</tr>
</tbody>
</table>

   Attempts at adapting communication to the cultural and social differences among clients were inadequate or weak.

   Little/No Value: 0, 1, 2, 3, 4, 5
   Below Expectations: 6, 7, 8, 9, 10, 11
   Meets Expectations: 12, 13, 14, 15
   Exceeds Expectations: 16, 17, 18

   Very effectively adapted communication to the cultural and social differences among clients.

6. Overall impression and response to the judge’s questions.

<table>
<thead>
<tr>
<th>Little/No Value</th>
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<td>6, 7, 8</td>
<td>9, 10</td>
</tr>
</tbody>
</table>

   Demonstrated limited ability to link some skills; answered the judge’s questions adequately.

   Little/No Value: 0, 1, 2
   Below Expectations: 3, 4, 5
   Meets Expectations: 6, 7, 8
   Exceeds Expectations: 9, 10

   Demonstrated skills confidently and professionally; answered the judge’s questions very effectively and thoroughly.

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Judge’s Initials ___________________________  TOTAL SCORE ___________________
PROCEDURES

1. The event will be presented to you through your reading of these instructions, including the Performance Indicators and Event Situation. You will have up to 10 minutes to review this information to determine how you will handle the role-play situation and demonstrate the performance indicators of this event. During the preparation period, you may make notes to use during the role-play situation.

2. You will have up to 10 minutes to role-play your situation with a judge (you may have more than one judge).

3. You will be evaluated on how well you meet the performance indicators of this event.

4. Turn in all your notes and event materials when you have completed the role-play.

PERFORMANCE INDICATORS

1. Explain the nature of operations.

2. Determine number of employees to schedule at each level of occupancy.

3. Explain how frequency schedules are determined for public area cleaning.

4. Define variable labor as it applies to housekeeping.

5. Demonstrate problem-solving skills.
EVENT SITUATION

You are to assume the role of assistant manager of PATHWAY INN, a limited service 200-room hotel located 80 miles outside of a major city. The general manager (judge) has asked you to determine the number of housekeeping staff to schedule during upcoming high occupancy events.

PATHWAY INN opened just three years ago. The property offers a free continental breakfast to guests, along with access to a fitness center and indoor pool. Being limited service, there is no restaurant, lounge or spa on premises. PATHWAY INN is most often used by tired travelers just looking for a place to stay the night. In the three years since it opened, the property has never exceeded a 75% occupancy rate. The property normally maintains a 40-50% occupancy rate.

For the first time in history, the major city located 80 miles away will be hosting the Super Bowl. Due to this huge event, PATHWAY INN will be at 85% occupancy for one night and 100% occupancy for two nights. The general manager (judge) knows that the appearance and cleanliness of the hotel will leave a lasting impression on guests. The general manager (judge) wants you to look through past housekeeping staffing records to determine how many housekeepers to schedule for the 85% occupancy day and the 100% occupancy dates, keeping in mind the property has never exceeded a 75% occupancy rate. The housekeeping staff at Pathway Inn is not only responsible for cleaning guestrooms, but also for tidying up the public areas as well. This usually takes just 20 minutes to accomplish, twice a day.

<table>
<thead>
<tr>
<th>50% Occupancy</th>
<th>75% Occupancy</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 rooms</td>
<td>150 rooms</td>
</tr>
<tr>
<td>4 housekeepers staffed</td>
<td>5 housekeepers staffed</td>
</tr>
<tr>
<td>20 minutes/guest room</td>
<td>20 minutes/guest room</td>
</tr>
<tr>
<td>40 minutes total/public areas</td>
<td>10 minutes total/public areas</td>
</tr>
</tbody>
</table>

The general manager (judge) has asked you to determine the number of housekeeping staff to schedule during the high occupancy days. The manager (judge) wants to ensure adequate time to clean guestrooms and the public areas.

You will present the housekeeping staffing needs to the general manager (judge) in a role-play to take place in the general manager’s (judge’s) office. The general manager (judge) will begin the role-play by greeting you and asking to hear your staffing needs. After you have presented the housekeeping staffing needs and have answered the general manager’s (judge’s) questions, the general manager (judge) will conclude the role-play by thanking you for your work.
In preparation for this event, you should review the following information with your event manager and other judges:

1. Procedures

2. Performance Indicators

3. Event Situation

4. Judge Role-play Characterization
   Participants may conduct a slightly different type of meeting and/or discussion with you each time; however, it is important that the information you provide and the questions you ask be uniform for every participant.

5. Judge’s Evaluation Instructions

6. Judge’s Evaluation Form
   Please use a critical and consistent eye in rating each participant.

You are to assume the role of general manager of PATHWAY INN, a limited service 200-room hotel located 80 miles outside of a major city. You have asked the assistant manager (participant) to determine the number of housekeeping staff to schedule during upcoming high occupancy events.

PATHWAY INN opened just three years ago. The property offers a free continental breakfast to guests, along with access to a fitness center and indoor pool. Being limited service, there is no restaurant, lounge or spa on premises. PATHWAY INN is most often used by tired travelers just looking for a place to stay the night. In the three years since it opened, the property has never exceeded a 75% occupancy rate. The property normally maintains a 40-50% occupancy rate.

For the first time in history, the major city located 80 miles away will be hosting the Super Bowl. Due to this huge event, PATHWAY INN will be at 85% occupancy for one night and 100% occupancy for two nights. You know that the appearance and cleanliness of the hotel will leave a lasting impression on guests. You want the assistant manager (participant) to look through past housekeeping staffing records to determine how many housekeepers to schedule for the 85% occupancy day and the 100% occupancy dates, keeping in mind the property has never exceeded a 75% occupancy rate. The housekeeping staff at Pathway Inn is not only responsible for cleaning guestrooms, but also for tidying up the public areas as well. This usually takes just 20 minutes to accomplish, twice a day.
<table>
<thead>
<tr>
<th>50% Occupancy</th>
<th>75% Occupancy</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 rooms</td>
<td>150 rooms</td>
</tr>
<tr>
<td>4 housekeepers staffed</td>
<td>5 housekeepers staffed</td>
</tr>
<tr>
<td>20 minutes/guest room</td>
<td>20 minutes/guest room</td>
</tr>
<tr>
<td>40 minutes total/public areas</td>
<td>10 minutes total/public areas</td>
</tr>
</tbody>
</table>

You have asked the assistant manager (participant) to determine the number of housekeeping staff to schedule during the high occupancy days. You want to ensure adequate time to clean guestrooms and the public areas.

The assistant manager (participant) will present the housekeeping staffing needs to you in a role-play to take place in your office. You will begin the role-play by greeting the assistant manager (participant) and asking to hear the staffing needs.

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

1. Are additional staff members needed in other departments?

2. Since most of these sports fans are simply staying with us because we had vacancies at the time, why is it important to leave a lasting impression?

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

You are not to make any comments after the event is over except to thank the participant.
**JUDGE’S EVALUATION INSTRUCTIONS**

**Evaluation Form Information**

The participants are to be evaluated on their ability to perform the specific performance indicators stated on the cover sheet of this event and restated on the Judge’s Evaluation Form. Although you may see other performance indicators being demonstrated by the participants, those listed in the Performance Indicators section are the critical ones you are measuring for this particular event.

**Evaluation Form Interpretation**

The evaluation levels listed below and the evaluation rating procedures should be discussed thoroughly with your event chairperson and the other judges to ensure complete and common understanding for judging consistency.

<table>
<thead>
<tr>
<th>Level of Evaluation</th>
<th>Interpretation Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeds Expectations</td>
<td>Participant demonstrated the performance indicator in an extremely professional manner; greatly exceeds business standards; would rank in the top 10% of business personnel performing this performance indicator.</td>
</tr>
<tr>
<td>Meets Expectations</td>
<td>Participant demonstrated the performance indicator in an acceptable and effective manner; meets at least minimal business standards; there would be no need for additional formalized training at this time; would rank in the 70-89th percentile of business personnel performing this performance indicator.</td>
</tr>
<tr>
<td>Below Expectations</td>
<td>Participant demonstrated the performance indicator with limited effectiveness; performance generally fell below minimal business standards; additional training would be required to improve knowledge, attitude and/or skills; would rank in the 50-69th percentile of business personnel performing this performance indicator.</td>
</tr>
<tr>
<td>Little/No Value</td>
<td>Participant demonstrated the performance indicator with little or no effectiveness; a great deal of formal training would be needed immediately; perhaps this person should seek other employment; would rank in the 0-49th percentile of business personnel performing this performance indicator.</td>
</tr>
</tbody>
</table>
### JUDGE’S EVALUATION FORM
HLM 2013

**DID THE PARTICIPANT:**

<table>
<thead>
<tr>
<th>1. Explain the nature of operations?</th>
<th>Little/No Value</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0, 1, 2, 3, 4, 5</td>
<td>6, 7, 8, 9, 10, 11</td>
<td>12, 13, 14, 15</td>
<td>16, 17, 18</td>
</tr>
</tbody>
</table>

Attempts at explaining the nature of operations were inadequate or weak.

| Adequately explained the nature of operations. |
| Effectively explained the nature of operations. |
| Very effectively explained the nature of operations. |

<table>
<thead>
<tr>
<th>2. Determine number of employees to schedule at each level of occupancy?</th>
<th>Little/No Value</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0, 1, 2, 3, 4, 5</td>
<td>6, 7, 8, 9, 10, 11</td>
<td>12, 13, 14, 15</td>
<td>16, 17, 18</td>
</tr>
</tbody>
</table>

Attempts at determining number of employees to schedule at each level of occupancy were inadequate or weak.

| Adequately determined number of employees to schedule at each level of occupancy. |
| Effectively determined number of employees to schedule at each level of occupancy. |
| Very effectively determined number of employees to schedule at each level of occupancy. |

<table>
<thead>
<tr>
<th>3. Explain how frequency schedules are determined for public area cleaning?</th>
<th>Little/No Value</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0, 1, 2, 3, 4, 5</td>
<td>6, 7, 8, 9, 10, 11</td>
<td>12, 13, 14, 15</td>
<td>16, 17, 18</td>
</tr>
</tbody>
</table>

Attempts at explaining how frequency schedules are determined for public area cleaning were weak or incorrect.

| Adequately explained how frequency schedules are determined for public area cleaning. |
| Effectively explained how frequency schedules are determined for public area cleaning. |
| Very effectively explained how frequency schedules are determined for public area cleaning. |

<table>
<thead>
<tr>
<th>4. Define variable labor as it applies to housekeeping?</th>
<th>Little/No Value</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0, 1, 2, 3, 4, 5</td>
<td>6, 7, 8, 9, 10, 11</td>
<td>12, 13, 14, 15</td>
<td>16, 17, 18</td>
</tr>
</tbody>
</table>

Attempts at defining variable labor as it applies to housekeeping were inadequate or unclear.

| Adequately defined variable labor as it applies to housekeeping. |
| Effectively defined variable labor as it applies to housekeeping. |
| Very effectively defined variable labor as it applies to housekeeping. |

<table>
<thead>
<tr>
<th>5. Demonstrate problem-solving skills?</th>
<th>Little/No Value</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0, 1, 2, 3, 4, 5</td>
<td>6, 7, 8, 9, 10, 11</td>
<td>12, 13, 14, 15</td>
<td>16, 17, 18</td>
</tr>
</tbody>
</table>

Attempts at demonstrating problem-solving skills were inadequate or weak.

| Adequately demonstrated problem-solving skills. |
| Effectively demonstrated problem-solving skills. |
| Very effectively demonstrated problem-solving skills. |

<table>
<thead>
<tr>
<th>6. Overall impression and response to the judge’s questions.</th>
<th>Little/No Value</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0, 1, 2</td>
<td>3, 4, 5</td>
<td>6, 7, 8</td>
<td>9, 10</td>
</tr>
</tbody>
</table>

Demonstrated few skills; could not answer the judge’s questions.

| Demonstrated limited ability to link some skills; answered the judge’s questions adequately. |
| Demonstrated the specified skills; answered the judge’s questions effectively. |
| Demonstrated skills confidently and professionally; answered the judge’s questions very effectively and thoroughly. |

**Judge’s Initials ___________________**

**TOTAL SCORE ___________**
PROCEDURES

1. The event will be presented to you through your reading of these instructions, including the Performance Indicators and Event Situation. You will have up to 10 minutes to review this information to determine how you will handle the role-play situation and demonstrate the performance indicators of this event. During the preparation period, you may make notes to use during the role-play situation.

2. You will have up to 10 minutes to role-play your situation with a judge (you may have more than one judge).

3. You will be evaluated on how well you meet the performance indicators of this event.

4. Turn in all your notes and event materials when you have completed the role-play.

PERFORMANCE INDICATORS

1. Use conflict-resolution skills.

2. Demonstrate responsible behavior.

3. Demonstrate honesty and integrity.

4. Describe the use of business ethics in promotion.

5. Modify or cancel a reservation.
EVENT SITUATION

You are to assume the role of general manager at HARBOR FRONT INN & SUITES, a 500-room hotel located on the waterfront in a popular tourist area. You have been asked to resolve an issue with an angry customer (judge) who is claiming the property misrepresented itself on the Internet.

HARBOR FRONT INN & SUITES is an independently owned and operated property that opened 25 years ago in a great location near the waterfront. HARBOR FRONT has 400 standard rooms, 50 junior suites, 45 executive suites and five presidential suites. For the first fifteen years of operation, HARBOR FRONT saw high occupancy rates, reservations made months in advance and great reviews from both trade experts and clients. In the last ten years, though, there have been four changes in ownership as well as a major decline in reservations and occupancy rates. In addition, surrounding businesses have closed, repairs have gone unattended and no improvements have been made to the property. HARBOR FRONT INN & SUITES has cut many of its old amenities and offers cheap reservations on third party travel and lodging websites.

An angry guest (judge) is waiting to speak with you. The guest (judge) has never been to the waterfront area before and researched hotel properties online before booking the 5-night reservation. The images and wording describing HARBOR FRONT INN & SUITES on the third party website do not match the actual physical property. The guest (judge) picked HARBOR FRONT not only for the bargain rate, but also for the beauty of the property that the pictures on the third party website showed, as well as the property’s proximity to other businesses (also listed on the third party site). Upon arrival, the guest (judge) noticed boarded up broken windows on the property, stains on the carpeting in the lobby, burned-out light bulbs and all surrounding businesses gone. The guest (judge) would not have booked the reservation at HARBOR FRONT if the pictures showed a true representation. Obviously, the pictures and description on the third party website are not current representations of the property.

You will be meeting with the angry guest (judge) to resolve the issue with the Internet’s misrepresentation of the property.

You will address and attempt to resolve the issue with the guest (judge) and try to satisfy the guest’s (judge’s) needs in a role-play to take place in your office. The guest (judge) will begin the role-play by greeting you and asking how you will fix the problem. After you have resolved the issue and have answered the guest’s (judge’s) questions, the guest (judge) will conclude the role-play by thanking you for your work.
JUDGE’S INSTRUCTIONS

DIRECTIONS, PROCEDURES AND JUDGE’S ROLE

In preparation for this event, you should review the following information with your event manager and other judges:

1. Procedures

2. Performance Indicators

3. Event Situation

4. Judge Role-play Characterization
   Participants may conduct a slightly different type of meeting and/or discussion with you each time; however, it is important that the information you provide and the questions you ask be uniform for every participant.

5. Judge’s Evaluation Instructions

6. Judge’s Evaluation Form
   Please use a critical and consistent eye in rating each participant.

JUDGE ROLE-PLAY CHARACTERIZATION

You are to assume the role of an angry guest at HARBOR FRONT INN & SUITES, a 500-room hotel located on the waterfront in a popular tourist area. The general manager (participant) has been asked to resolve your claim that the property misrepresented itself on the Internet.

HARBOR FRONT INN & SUITES is an independently owned and operated property that opened 25 years ago in a great location near the waterfront. HARBOR FRONT has 400 standard rooms, 50 junior suites, 45 executive suites and five presidential suites. For the first fifteen years of operation, HARBOR FRONT saw high occupancy rates, reservations made months in advance and great reviews from both trade experts and clients. In the last ten years, though, there have been four changes in ownership as well as a major decline in reservations and occupancy rates. In addition, surrounding businesses have closed, repairs have gone unattended and no improvements have been made to the property. HARBOR FRONT INN & SUITES has cut many of its old amenities and offers cheap reservations on third party travel and lodging websites.

You are waiting to speak with the general manager (participant). You have never been to the waterfront area before and researched hotel properties online before booking the 5-night reservation. The images and wording describing HARBOR FRONT INN & SUITES on the third party website do not match the actual physical property. You picked HARBOR FRONT not only for the bargain rate, but also for the beauty of the property that the pictures on the third party website showed, as well as the property’s proximity
to other businesses (also listed on the third party site). Upon arrival, you noticed boarded up broken windows on the property, stains on the carpeting in the lobby, burned-out light bulbs and all surrounding businesses gone. You would not have booked the reservation at HARBOR FRONT if the pictures showed a true representation. Obviously, the pictures and description on the third party website are not current representations of the property.

You will be meeting with the general manager (judge) for a resolution and explanation for the Internet misrepresentation.

The general manager (participant) will address and attempt to resolve the issue in a role-play to take place in the general manager’s (participant’s) office. You will begin the role-play by greeting the general manager (participant) and asking to hear how the problem will be solved.

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

1. Would you consider what you are doing “Bait and Switch?”

2. Why change anything if I’m the only one that has complained?

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

You are not to make any comments after the event is over except to thank the participant.
**JUDGE’S EVALUATION INSTRUCTIONS**

**Evaluation Form Information**

The participants are to be evaluated on their ability to perform the specific performance indicators stated on the cover sheet of this event and restated on the Judge’s Evaluation Form. Although you may see other performance indicators being demonstrated by the participants, those listed in the Performance Indicators section are the critical ones you are measuring for this particular event.

**Evaluation Form Interpretation**

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<tr>
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<td>Participant demonstrated the performance indicator in an acceptable and effective manner; meets at least minimal business standards; there would be no need for additional formalized training at this time; would rank in the 70-89th percentile of business personnel performing this performance indicator.</td>
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<tr>
<td>Below Expectations</td>
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</tr>
<tr>
<td>Little/No Value</td>
<td>Participant demonstrated the performance indicator with little or no effectiveness; a great deal of formal training would be needed immediately; perhaps this person should seek other employment; would rank in the 0-49th percentile of business personnel performing this performance indicator.</td>
</tr>
</tbody>
</table>
## Judge’s Evaluation Form

**HLM 2013**

### Did the Participant:

1. **Use conflict-resolution skills?**
   - **Little/No Value**
     - 0, 1, 2, 3, 4, 5
     - Attempts at using conflict-resolution skills were inadequate or weak.
   - **Below Expectations**
     - 6, 7, 8, 9, 10, 11
     - Adequately used conflict-resolution skills.
   - **Meets Expectations**
     - 12, 13, 14, 15
     - Effectively used conflict-resolution skills.
   - **Exceeds Expectations**
     - 16, 17, 18
     - Very effectively used conflict-resolution skills.

2. **Demonstrate responsible behavior?**
   - **Little/No Value**
     - 0, 1, 2, 3, 4, 5
     - Attempts at demonstrating responsible behavior were inadequate or weak.
   - **Below Expectations**
     - 6, 7, 8, 9, 10, 11
     - Adequately demonstrated responsible behavior.
   - **Meets Expectations**
     - 12, 13, 14, 15
     - Effectively demonstrated responsible behavior.
   - **Exceeds Expectations**
     - 16, 17, 18
     - Very effectively demonstrated responsible behavior.

3. **Demonstrate honesty and integrity?**
   - **Little/No Value**
     - 0, 1, 2, 3, 4, 5
     - Attempts at demonstrating honesty and integrity were weak or incorrect.
   - **Below Expectations**
     - 6, 7, 8, 9, 10, 11
     - Adequately demonstrated honesty and integrity.
   - **Meets Expectations**
     - 12, 13, 14, 15
     - Effectively demonstrated honesty and integrity.
   - **Exceeds Expectations**
     - 16, 17, 18
     - Very effectively demonstrated honesty and integrity.

4. **Describe the use of business ethics in promotion?**
   - **Little/No Value**
     - 0, 1, 2, 3, 4, 5
     - Attempts at describing the use of business ethics in promotion were inadequate or unclear.
   - **Below Expectations**
     - 6, 7, 8, 9, 10, 11
     - Adequately described the use of business ethics in promotion.
   - **Meets Expectations**
     - 12, 13, 14, 15
     - Effectively described the use of business ethics in promotion.
   - **Exceeds Expectations**
     - 16, 17, 18
     - Very effectively described the use of business ethics in promotion.

5. **Modify or cancel a reservation?**
   - **Little/No Value**
     - 0, 1, 2, 3, 4, 5
     - Attempts at modifying or canceling a reservation were inadequate or weak.
   - **Below Expectations**
     - 6, 7, 8, 9, 10, 11
     - Adequately modified or cancelled a reservation.
   - **Meets Expectations**
     - 12, 13, 14, 15
     - Effectively modified or cancelled a reservation.
   - **Exceeds Expectations**
     - 16, 17, 18
     - Very effectively modified or cancelled a reservation.

6. **Overall impression and response to the judge’s questions.**
   - **Little/No Value**
     - 0, 1, 2
     - Demonstrated few skills; could not answer the judge’s questions.
   - **Below Expectations**
     - 3, 4, 5
     - Demonstrated limited ability to link some skills; answered the judge’s questions adequately.
   - **Meets Expectations**
     - 6, 7, 8
     - Demonstrated the specified skills; answered the judge’s questions effectively.
   - **Exceeds Expectations**
     - 9, 10
     - Demonstrated skills confidently and professionally; answered the judge’s questions very effectively and thoroughly.

**Judge’s Initials _______________**

**TOTAL SCORE ____________**
This publication is designed to assist DECA members and their local chapter advisors in preparing for the Individual Series 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.

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