

2014-2015

Marketing Education Student Handbook



Career and Technical Education
Loudoun County Public Schools

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As required by federal laws and regulations, the Loudoun County School Board does not discriminate on the basis of sex, color, race, religion, handicapping conditions, or national origin in employment or in its educational programs and activities.

WHAT IS MARKETING EDUCATION?

Marketing Education is a career and technical education program for those preparing for or engaged in marketing goods and services to the public, including retail, wholesale, and service occupations. Marketing Education offers instruction for students desiring to explore marketing as a career, seeking a broader knowledge of the principles of free enterprise, or building a foundation for continuing education related to marketing. Its purpose is also to provide thorough vocational instruction for individuals already employed or preparing to enter those occupations followed by proprietors, managers, or employees in marketing.



The **STUDENTS** benefit by learning useful skills



The **SCHOOLS** benefit by providing meaningful instruction



The **EMPLOYERS** benefit by obtaining more efficient personnel



The **COMMUNITY** benefits through better consumer services and more efficient businesses

The program encompasses and utilizes:

1. **Employment experience** -opportunities for students to apply and refine knowledge, attitudes, and skills through professionally coordinated and supervised work experience in the field of marketing.
2. **Classroom Instruction** -for students to master the academic and technical competencies, attitudes, and work ethic essential for career success and lifelong learning.
3. **DECA** (*An Association of Marketing Students*)-provides experiences that reinforce and strengthen classroom learning and prepare students for individual responsibility, teamwork, and leadership in their chosen occupations.

BACKGROUND AND HISTORY OF MARKETING

The first documented evidence of formalized education for marketing in this country appears in 1905. During that year, Mrs. Lucinda Wyman Prince, a certified high school teacher, expressed concern about the lowly condition of salesgirls in retail organizations to the Women's Education and Industrial Union (WEIR) of Boston, an organization founded in 1880 to increase the efficiency of women workers. In cooperation with WEIR, she initiated sales training for girls who worked in Boston stores. She included units in psychology, principles of learning, good sales principles, and other aspects of the social sciences that she felt would be instrumental in facilitating the success of salesgirls. She was able to convince Boston merchants that her trained salesgirls could outperform those who had not received such training, thus increasing store profits and employee and customer satisfaction.

In 1907, Mrs. Prince convinced Filene's, a department store in Boston, to take her trained girls into their firm on a part-time basis. In 1908, she formally established the Union School of Salesmanship. As part of the education methodology implemented by Mrs. Prince, students attended her school for five mornings a week and then worked in stores for wages during the remainder of the day. According to Haas (1969 - 1970), Lucinda Prince's program was the origin of the cooperative, part-time vocational education program in the United States.

Source: Netherton, Dave (1994). Philosophy, Organization, and Management of Marketing Education Course Guide, 1, 25-26

THE VIRGINIA MARKETING EDUCATION STORY

Marketing Education in Virginia began as a program to train adult retail employees in Waynesboro, VA in 1937. Seeing the success of the program through increased customer satisfaction and sales volume growth, the State Department of Education staff pursued the introduction of a marketing class for high school students. This class began in 1941 and was called Distributive Education. The name of Distributive Education was later changed to Marketing Education to more clearly reflect the purpose of the program to train for careers in marketing occupations.

Marketing represents a large and growing occupational area. It takes a significant percentage of the work force to market what the manufacturers, processors and farmers can produce. As per capita income increases, so does the number of people required to provide the goods and services needed or wanted in our country. In support of this trend, Loudoun County Public Schools offers marketing education that enables our students to work in a joint effort of the school and the marketing businesses in our community.



WHAT TYPES OF JOBS DO MARKETING STUDENTS HAVE?

In general, marketing occupations can be categorized into **twenty-two** (22) major areas*:

- | | |
|-----------------------------|--------------------------------------|
| 1. Advertising | 12. Pharmaceutical/Medical Marketing |
| 2. Customer Service | 13. Product Management |
| 3. E-commerce | 14. Professional Sales |
| 4. Entrepreneur | 15. Public Relations |
| 5. Fashion Merchandising | 16. Real Estate |
| 6. Financial Services | 17. Restaurant Marketing |
| 7. Food Marketing | 18. Retail Management |
| 8. Hospitality Marketing | 19. Sales Management |
| 9. Importing/Exporting | 20. Service Marketing |
| 10. International Marketing | 21. Sports Marketing |
| 11. Marketing Research | 22. Travel/Tourism Marketing |

*List adapted from *Marketing Essentials*, 2009, Glencoe, p.799.

Within these types of businesses, or "**training stations**", the students may be trained for the following types of jobs:

Appointment Setter	Front Desk Operations	Public Relations
Bagger	Host/Hostess	Receiving
Bank Teller	In-store demonstrator	Receptionist
Buying	Inventory	Recovery
Cashier	Media services	Register Operation
Checker	Management	Sales
Customer Service	Marking	Server
Display	Merchandising	Shipping
Event Marketing	Order Taking	Stock keeping
Expeditor	Personnel	Telemarketing
Floral Design	Pricing	Waiter/Waitress
Food Preparation	Production	Warehousing

OR any other job, which is involved in the marketing of goods and services to consumers.

Arguably any job is marketing related if a product or service is being offered to meet a need!

Please note: Neither childcare nor lifeguarding are considered a Marketing job.

MARKETING EDUCATION PROGRAM OFFERINGS

INTRODUCTION TO BUSINESS AND MARKETING (8115)

Grades: 9/10/11

(1 credit, Non-Co-op)

Prerequisite: None

An entry-level course designed to prepare students for further study in business and/or marketing. Students explore the roles of business and marketing in the free enterprise system and global economy. Vocational application is provided through simulated occupational experiences in the classroom with the assistance of the local business community.

SPORTS, ENTERTAINMENT and RECREATION MARKETING (8175)

Grades: 10/11/12

(1 credit, Non-Co-op)

Prerequisites: Introduction to Business and Marketing or teacher approval.

Students develop a thorough understanding of the sports and entertainment industry and career options available. The course is designed to apply marketing principles and processes to sports, entertainment and recreation products/services.

MARKETING Non Co-op (8120)

Grades: 11/12

(1 credit, NON Co-op)

Prerequisites: Introduction to Business and Marketing is recommended.

Students are introduced to functions and foundations involved in the marketing of goods, services, and ideas. Vocational application is provided through simulated occupational experiences in and outside the classroom with the assistance of the local business community.

MARKETING Co-op (8120)

Grades: 11/12

(2 credits, Co-op)

Prerequisites: Introduction to Business and Marketing is recommended.

Students are introduced to functions and foundations involved in the marketing of goods, services, and ideas and achieve competencies necessary for successful marketing employment. Students combine classroom instruction with a minimum of 396 continuous hours per calendar year of supervised on-the-job training in a local marketing business.

ADVANCED MARKETING Non Co-op (8130)

Grades: 12

(1 credit, NON Co-op)

Prerequisites: Marketing

This senior level course offers students knowledge of the marketing functions as they relate to supervisory and management responsibilities and develops skills needed for advancement.

ADVANCED MARKETING (8130)

Grades: 12

(2 credits, Co-op)

Prerequisite: Marketing

This senior level course offers students knowledge of the marketing functions as they relate to supervisory and management responsibilities and develops skills needed for advancement. Students continue combining classroom instructions with a minimum 396 continuous hours per calendar year of supervised training in a local marketing business.

THE MARKETING TEACHER-COORDINATOR

Your **teacher/coordinator** is the middleman between the local business community and the high school.

The coordinator assists you with:

- any employment problems that may arise,
- observes you at work
- confers with your employer
- arranges for your training station and training program
- teaches the morning classroom portion of the program
- serves as an advisor for DECA.



During the school year you will work very closely with your coordinator. You will probably come to know him/her better than any other teacher you have ever had and the coordinator will come to be well acquainted with you.

If any problems arise this may affect your success in the Marketing Education program, communicate them to your coordinator at the earliest possible date.

The coordinator's primary responsibility is to work cooperatively in the business community in seeking to achieve the goals and objectives of the Marketing Education Program.

The goals and objectives are:

1. to **provide guidance assistance** placement into the program.
2. to provide relevant **classroom instruction**.
3. to **coordinate student training stations**.
4. to **maintain records and measure student achievement**.
5. to promote the marketing education program through **DECA**, An Association of Marketing Students.

MARKETING COOPERATIVE STUDENT RESPONSIBILITIES

[A two (2) credit class that requires a student to be employed]

When you become a Marketing Cooperative Education student, you are assuming additional responsibilities, which require a mature attitude. The privilege of earning a credit away from the school must not be abused. Remember, you are representing yourself, your school, and Marketing Education in your community. For this reason, your success in school and on the job depends on how well you assume your role of maturity.

To aid in understanding just what is expected of you, we have highlighted your more important responsibilities as a Marketing Education student:

1. Keep accurate records of hours worked and compensation received. (The monthly production report will be completed to accomplish this.)
2. Work a minimum of **396** documented hours.
3. Maintain continuous employment in a marketing job. You must remain employed even after you meet the **396** hour requirement.

ANY CHANGES MUST BE APPROVED BY YOUR COORDINATOR IN ADVANCE AND AT LEAST TWO WEEKS NOTICE GIVEN TO THE EMPLOYER.

4. Keep your coordinator informed regarding all phases of your job. Notify your coordinator **IMMEDIATELY** regarding any difficulty pertaining to your job. It is important to communicate openly with your coordinator regarding your job.
5. Inform coordinator of general school progress (i.e., a list of your grades each grading period).
6. Your place of training is called a training station. It is here that you will put into practice the information learned in the classroom. From your training station you will bring to the classroom experiences that you have gained so that others can share and learn.
7. General Reminder: Your job offers you more than merely the opportunity of making money. Most importantly, it gives you training for the future.

LEAD BY EXAMPLE

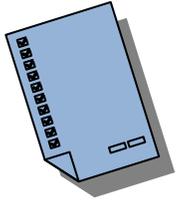
Use your attitude to get ahead!

Does the attitude you display at work stand up to your company's standards? In order for a company to survive or for you to succeed, it is important to have the right attitude. Here are some tips:

- **Develop a reputation for kindness.** There is much to gain by caring about the needs of others. Earn the loyalty of your supervisors, co-workers and employees by showing them concern.
- **When in doubt, do your job.** Your first priority should always be to do the best you can to fulfill your job description. Office politics, your boss's mood and petty indignities will usually take care of themselves if you overlook them.
- **Even if things have spun out of control, keep a cool head, prioritize, and keep working.** Channel your frustration into your work. After the situation is over, talk with your supervisors about how it might be avoided next time.
- **Don't make excuses.** Accept blame even when it could be reassigned to someone else.
- **Conduct yourself with class.** Dirty jokes and foul language are unprofessional and will make you look bad. No matter how prevalent they are in your office setting, abstaining from them will bring you more respect. You'll never regret having a reputation for classiness.
- **Don't Complain.** No job is perfect. Keep your criticisms to yourself. Always be positive; try to look at negative situations in another way.
- **Keep your word.** Don't make commitments that you can't keep. Consider verbal promises to be contracts and write them down after you make them to ensure that they are completely fulfilled.
- **Don't join the office grapevine.** Politely listen while others backstab and complain, but do not register complaints yourself or take sides. In the long run, you will benefit from not being associated with any one side of an office feud.
- **Don't require praise.** If you are working hard, assume you are doing a good job until told otherwise. Be satisfied with doing your best.
- **Don't point out your good deeds.** Bosses are more aware than you think. They will notice what you do, even if they do not comment right away.
- **Keep quiet in the office.** It's ok to talk to co-workers, but don't spend a lot of time discussing non-work-related topics. Likewise, separate your personal life from your professional life. Relationship difficulties should not be brought to the office and should be dealt with discreetly if they begin to hamper your office performance.
- **Arrive prepared.** Try to arrive a few minutes early to attend to personal tasks before the workday begins. Get up a little earlier in the morning so you are attentive when you get to work.

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Excerpted from Business Forum, a monthly management newsletter for Business Professionals.

WORDS TO KNOW



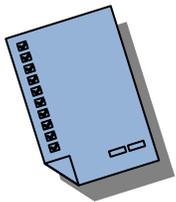
COOPERATIVE TRAINING AGREEMENT

A document that lists the responsibilities of all parties involved when a student is enrolled in the cooperative education program. This document requires the signature of the student, the parent or legal guardian, the teacher/coordinator, the principal, and the employer.



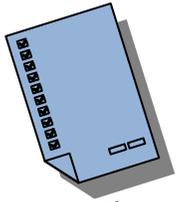
COORDINATOR

The marketing teacher is the one who provides marketing education classroom instruction, DECA sponsorship, and supervision of on-the-job training.



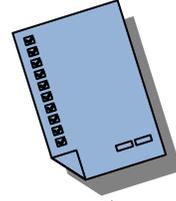
CUMULATIVE WAGE AND HOUR REPORT

A document completed at the end of each month that accumulates the monthly reported wages and hours. After each monthly completion, the student can determine the remaining amount of hours needed to reach the goal of 396 by the completion of the course.



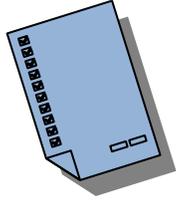
MONTHLY WAGE AND HOUR REPORT

A document (calendar or pay stub report) completed each month that documents the student's work hours and wages. Summer hours may also be documented.



PERFORMANCE EVALUATION

A formal evaluation performed by the coordinator once each grading period with the training sponsor (the student's manager).



TRAINING PLAN

A document that lists the various duties, tasks, and competencies a student should acquire through his/her on-the-job training



TRAINING SPONSOR

The person in a marketing business who is responsible for training and supervising the student on his/her job



TRAINING STATION

The business or company where the student is employed

MARKETING EDUCATION COOPERATIVE TRAINING AGREEMENT
LOUDOUN COUNTY PUBLIC SCHOOLS

Student _____

Job Title _____

Training Station _____

Wage Rate _____

Training Sponsor _____

Work Phone _____

PURPOSE: The purpose of this agreement is to provide a way of recording the terms of the student's employment and to outline the responsibilities of all parties involved with that employment to comply with federal and state labor law requirements.

The Employer agrees to:

1. Cooperate with the school in establishing and maintaining the Cooperative Education program and in maintaining proper instruction and supervision of the student-trainee on the job
2. Provide varied and progressive occupational experiences as outlined in the training plan and to expose students to as many aspects of the operation as possible.
3. Correlate the safety instruction given by the school with the on-the-job training.
4. Provide time for consultation with the teacher-coordinator to evaluate students' on-the-job performance.
5. Employ the student-trainee throughout the school year provided the job performance and school studies remain satisfactory. Reduce work hours if school performance becomes unsatisfactory.
6. Deny student-trainees the privilege of working on days they are absent from school unless the coordinator has given advance permission.
7. With appropriate notice by student, employer will allow student to adjust work schedule to accommodate assemblies and other special occasions related to school.
8. Consult with the coordinating teacher at the onset of any job related problems and before dismissing the student trainee.
9. Adhere to federal and state regulations regarding labor laws, safety regulations, tax credits, and other applicable legislation.
10. Assist students in completing job-related projects and to provide available instructional materials and occupational guidance.
11. Provide work experiences that shall be intermittent and for short periods of time and be under the direct supervision of a qualified and experienced person.
12. Ensure that work of the student learner in the occupations declared particularly hazardous shall be incidental to the training.

The Student-trainee agrees to the following:

1. The student's first responsibility is to the school. Cooperative students are expected to make passing grades on all subjects; work is no excuse for failure in school.
2. Attend school and work regularly. The student-trainee will notify school and the employer by a designated time on any day absent. When a student is absent, he/she is not permitted to work that day unless advance permission has been given by the teacher-coordinator.

NOTE: Appointments or obligations that make it necessary to deviate from foregoing procedure are to be handled through the coordinator.

3. Any student sent home due to illness will not permitted to report to work in the afternoon.
4. Consult the coordinator about any difficulties arising at the training station or related to the training program. The student must realize his/her employment comes under SCHOOL SUPERVISION.
5. **If a student loses his/her job through negligence or misdemeanor and/or quits or transfers from his/her job without the consent of the coordinator, he/she will fail for the grading period. In addition, the student may be subject to an administrative review by the principal and the coordinator and may be removed from the program and lose all credit.**
6. On assembly days and other special occasions, it is the student's responsibility to attend school and make satisfactory arrangements with his/her employer concerning his/her work schedule.
7. The student must work a minimum of 396 hours. Training to be effective must be continuous and the student must continue his/her employment for the school year.
8. To conform to all rules and regulations, including safety requirements, of the training station and the school and to respect all confidential information pertaining to the training station.

9. Furnish the coordinator with necessary information about their training program and to complete promptly all necessary reports.
10. Students in cooperative program with an early release must be employed by the 3rd week of school or he/she will be assigned a regular full day schedule.

The Parent/Guardian agrees with the following:

1. Cooperate with all rules and policies of the school and training station.
2. Assume responsibility for the safety and transportation of the student from the time he/she leaves school until he/she reports to the job; likewise, from the time he/she leaves his/her job until arrival at home.
3. Cooperate with the school in establishing and maintaining the cooperative education program.
4. Be aware that students are not allowed to report to the training station on days they are absent from school unless they receive permission from the teacher-coordinator.
5. Consult with the coordinating teacher at the onset of any job related problems.

The Coordinator agrees to:

1. Cooperate with training station sponsors in developing appropriate training activities related to student-trainees' career interests.
2. Make periodic visits to training stations to observe student-trainees, to consult with training sponsors, and to assist student-trainees with any problems.
3. Provide employers with current information concerning students' progress in school.
4. Provide related classroom instruction, including safety procedures.
5. Assume responsibility for initiating and developing appropriate training activities related to student-trainees' career interest.

Snow/Vacation Policy

Training Sponsors: Please discuss the following situations with your Marketing co-op student and indicate what your expectations are.

Vacation Policy: In the event that the student needs time off on a normal working day when school is in session; the employer expects the following advance notice:

School Closing: In the event that school is closed due to school vacation, a school holiday, or inclement weather, but the employer is conducting business as usual, the employer expects the student to do the following:

By signing this agreement, I signify that I understand and agree to abide by the requirements stated above.

Student Signature

Parent/Guardian Signature

Employer Signature

Marketing Coordinator Signature

Principal Signature



*As required by federal laws and regulation, the Loudoun County School Board does not discriminate on the basis of sex, color, race, religion, handicapping conditions, or national origin in employment or in its educational programs and activities

Marketing Education Cumulative Wage and Hour Report LOUDOUN COUNTY PUBLIC SCHOOLS

Student Name _____ School Year _____

Month	Hours worked for month	Hours worked Year-To-Date	Wages earned for month
JULY			
AUGUST			
SEPTEMBER			
OCTOBER			
NOVEMBER			
DECEMBER			
JANUARY			
FEBRUARY			
MARCH			
APRIL			
MAY			

YTD HOURS WORKED _____ **YTD WAGES EARNED** _____

Training Station _____
Date Started _____
Rate of Pay _____
Raise/date _____
Raise/date _____
Raise/date _____
Date Left _____

Training Station _____
Date Started _____
Rate of Pay _____
Raise/date _____
Raise/date _____
Raise/date _____
Date Left _____



Marketing Education Monthly Wage and Hour Report

SEPTEMBER 2012

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

<p>Student Name _____</p> <p>Training Station _____</p> <p>Job Title _____</p> <p>Department _____</p>	<p>A. TOTAL HOURS WORKED FOR MONTH _____</p> <p>B. WAGE EARNED PER HOUR \$ _____</p> <p>C. GROSS MONTHLY EARNINGS (AxB) \$ _____</p> <p>_____</p> <p>Training Sponsor Signature Date</p>
--------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



**LOUDOUN COUNTY MARKETING EDUCATION
SUMMER WAGE AND HOUR SHEET**

Students in the Marketing Cooperative Education class will be allowed to count any hours worked and wages earned for the months of July and August. Please fill out the information below and submit to your teacher by the date provided. Sheets submitted after this date WILL NOT BE COUNTED. Summer wage and hour sheet due date is _____.

Student Name _____

Employer #1

Business _____

Manager/Supervisor _____

Phone Number _____

JULY

Rate Per Hour \$ _____ **X Total Hours** _____ **= Total Wages \$** _____

AUGUST

Rate Per Hour \$ _____ **X Total Hours** _____ **= Total Wages \$** _____

Employer #2

Business _____

Manager/Supervisor _____

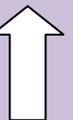
Phone Number _____

JULY

Rate Per Hour \$ _____ **X Total Hours** _____ **= Total Wages \$** _____

AUGUST

Rate Per Hour \$ _____ **X Total Hours** _____ **= Total Wages \$** _____



Loudoun County Public Schools Marketing Education Performance Evaluation

Student Name: _____ School: _____

Job Title: _____ Coordinator: _____

Training Station: _____ Coordinator Phone Number: _____

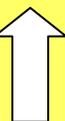
Training Sponsor(s): _____ Sponsor Phone Number: _____

Rating Scale		
1	Superior	Performance is outstanding, mastered task
2	Above Average	Performance is consistent, performs task
3	Average	Inconsistent when performing task
4	Below Average	Little or no attempt is made to complete task
NA	Developing	New employee and/or just learned task

Personal Qualities	Q1	Q2	Q3	Q4
Attendance/Punctuality				
Teamwork				
Self Presentation				
Productivity				
Positive Work Ethic				
Initiative				
Integrity				
Diversity Awareness				
Creativity/Resourcefulness				
Constructive Criticism				
Conflict Resolution				

Individual Job Tasks	Q1	Q2	Q3	Q4

Comments					
Q1					
Q2					
Q3					
Q4					
	1	2	3	4	Overall Rating/ Training Sponsor Signature
Q1					
Q2					
Q3					
Q4					



Marketing Education Training Plan Loudoun County Public Schools

Student Name:

Training Station:

Manager's Name:

Job title:

Job Task Analysis- My job responsibilities are: (Please check all that apply)

- | | | |
|-------------------------------------------|--------------------------------------------|---------------------------------------------|
| <input type="checkbox"/> Answer phones | <input type="checkbox"/> Enter data/orders | <input type="checkbox"/> Receiving |
| <input type="checkbox"/> Bag merchandise | <input type="checkbox"/> Food preparation | <input type="checkbox"/> Risk Mgt/Safety |
| <input type="checkbox"/> Bus tables | <input type="checkbox"/> Greet customers | <input type="checkbox"/> Sales |
| <input type="checkbox"/> Cashier/Register | <input type="checkbox"/> Inventory control | <input type="checkbox"/> Seat customers |
| <input type="checkbox"/> Cleaning | <input type="checkbox"/> Loss prevention | <input type="checkbox"/> Set appointments |
| <input type="checkbox"/> Communications | <input type="checkbox"/> Make reservations | <input type="checkbox"/> Shipping |
| <input type="checkbox"/> Coordinate wait | <input type="checkbox"/> Office work | <input type="checkbox"/> Stocking |
| <input type="checkbox"/> Create displays | <input type="checkbox"/> Pricing | <input type="checkbox"/> Suggestion selling |
| <input type="checkbox"/> Customer service | <input type="checkbox"/> Product knowledge | <input type="checkbox"/> Take orders |

I hope to learn:

Training Sponsor Expectations *(To be completed by training sponsor)*

Student Signature

Parent/Guardian Signature

Employer Signature

Marketing Coordinator Signature





DECA™

An
Association
Of
Marketing
Students

DECA

An Association of Marketing Students, known as DECA, is a co-curricular organization of high school students enrolled in Marketing Education classes. DECA prepares emerging leaders and entrepreneurs for careers in marketing, finance, hospitality and management in high schools and colleges around the globe.

DECA enhances the co-curricular education of members through a comprehensive learning program that integrates into the classroom instruction, applies learning, connects to business and promotes competition. DECA activities assist in the development of academically prepared, community oriented, professionally responsible, experienced leaders.

DECA is a not-for-profit student organization with more than 185,000 members and advisors in more than 5,000 high school chapters in all 50 US states, the District of Columbia, Canada, China, Germany, Guam, Hong Kong, Korea, Mexico and Puerto Rico.

DECA is organized on local, state, and national levels to provide incentives and recognition for Marketing Education students. You will be expected to become a member of your local, state, and international organizations and to attend local meetings.

DECA is a vital part of the total Marketing Education program. You will have an opportunity to participate in many club activities which will further your special interest and activities.

DECA members can begin their experience as early as the ninth grade by enrolling in the Principles of Business and Marketing course. They can retain their membership in DECA as long as they are actively pursuing courses in the marketing program. As part of a high school chapter, DECA members can take full advantage of DECA activities while preparing themselves to be college and career ready upon graduation.

By utilizing their DECA membership, members can become

- **academically prepared** for college and careers in marketing, finance, hospitality or management
- **community oriented** by gaining an appreciation for the benefits of service and their potential impact on the community and world
- **professionally responsible** with ethics, integrity and high standards
- **experienced leaders** by practicing key leadership skills such as goal setting, consensus building and project management.

High school chapters are recognized and chartered by the state or provincial association and must be authorized by the local school and advised by a faculty member responsible for course content in the marketing program.

Virginia DECA

Virginia DECA works hard to serve as a springboard for opportunity and growth for its 14,000+ members in 200 local chapters throughout the state. The largest state association in the country for the last four years, Virginia DECA helps marketing students prepare for careers in marketing, management, and entrepreneurship.

The Virginia DECA program of work is designed to create learning experiences that stretch beyond the traditional classroom experience. DECA works to help students develop both personally and professionally by encouraging activities and employment experiences that help develop character, leadership and a sense of obligation to their communities.

Benefits of DECA Membership

- Enables students to achieve high academic and occupational standards
- Focuses the student on defining his/her college and career goals and emphasizes the relevance of core studies
- Connects the importance of lifelong learning with success
- Is the only student organization serving marketing education
- Develops leadership skills by offering the most extensive leadership training opportunities of all student organizations
- Offers state and international recognition through competition in 38 occupational areas
- Promotes free enterprise and entrepreneurship
- Is a diverse organization
- Develops meaningful partnerships
- Links school based learning to the real world of work and family
- Motivates youth to become better students and productive citizens
- Develops school and community leaders
- Enhances student self-esteem and self-confidence

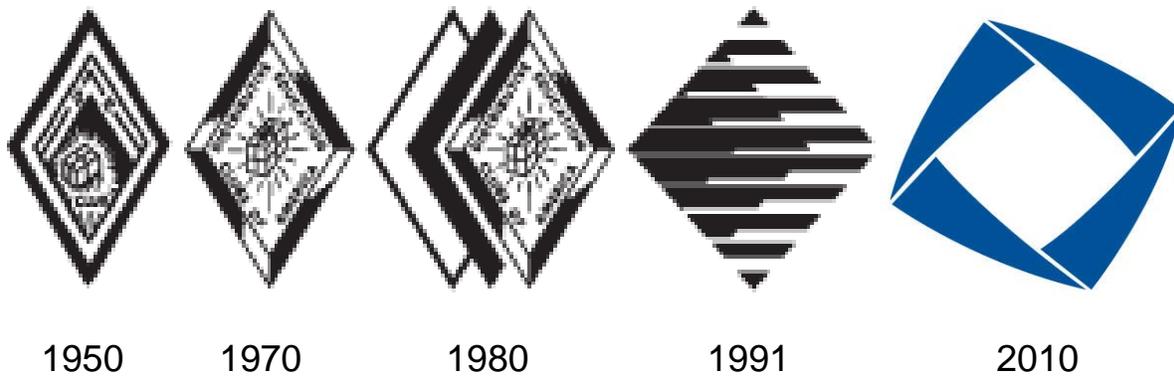
Each chapter is civic-minded; members take an active part in a number of events to support the school and the community. The members schedule several social events during the year.

You should plan to participate in the competitive events. Students from your high school have been active in these competitive events with local chapters winning many honors. Recognition can be achieved in any marketing career clusters by demonstrating skill in any of the competency areas. Through these events, you win recognition from your school, your training station, and yourself.

The success of your local DECA chapter depends on YOU--your accomplishments, your interest, your enthusiasm. Your hard work and original ideas will go far towards making your chapter year successful.

THE DECA DIAMOND

DECA's logo embraces the organization's affinity for the diamond while displaying a bold, modern design. The four points inside the diamond represent the first set of DECA's guiding principles-comprehensive learning program- while the four outer points represent the second set of principles-preparing the next generation.



The DECA Diamond through the years

PRINCIPLES AND MISSION

Guiding Principles . . . are designed to explain how DECA fulfills our mission in two distinct statements-the first addresses what we do and the second addresses the result.

DECA's Comprehensive Learning Program

Integrates into Classroom Instruction
Applies Learning
Connects to Business
Promotes Competition

DECA prepares the next generation to be

Academically prepared
Community Oriented
Professionally Responsible
Experienced Leaders

DECA Mission . . . the mission statement is designed to be clear and easy to understand statement of our purpose.

DECA prepares emerging leaders and entrepreneurs in marketing, finance, hospitality and management.

DECA Attributes and Values... these describe DECA's priorities and standards.

Competence
Innovation
Integrity
Teamwork

WHY JOIN DECA?

Where can you go to have fun, have a positive effect on your community and learn - all at the same time?



DECA

Where can you go to learn about marketing, starting your own business, getting involved in e-commerce, and the ins and outs of international business?

e-commerce



DECA

Where can you tap into \$250,000 of awards and scholarships from major US corporations?



DECA

Where can you get those leadership skills that will give you a head start toward a real career?



DECA

Where can you enter class projects into a competition that could lead you to applause and recognition, as well as, to self-confidence and usable skills?



DECA

Where can you travel to conferences designed for sharp, ambitious teens like you?



DECA

Where can you learn to associate with businesspeople and network your way into the future?



DECA

DECA MEMBERSHIP

In order to participate in any DECA activity, membership in DECA is required. Membership will include Local, State, and International affiliation. Members receive access to all DECA activities, are eligible for DECA competition at the local, state, and international level, receive an international and state membership card and pin, a *DECA Dimensions* magazine subscription and are able to participate in other DECA field trips and activities throughout the year. In order to maintain a state and international affiliated chapter the following fee must be paid to DECA's international headquarters. The goal is to have 100% membership.

DECA Dues \$ _____

Make checks payable to _____

DECA Dues must be received by _____



DECA EXTRAS

Logo: Diamond -shaped

Color: **Blue**

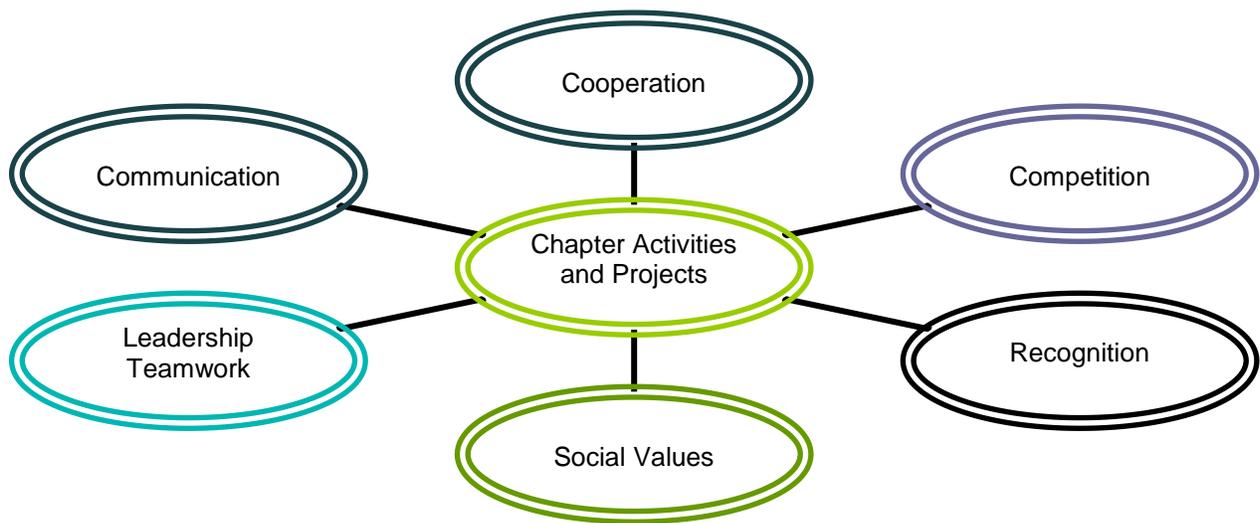
Chapter DECA Theme: _____

VA DECA theme: _____

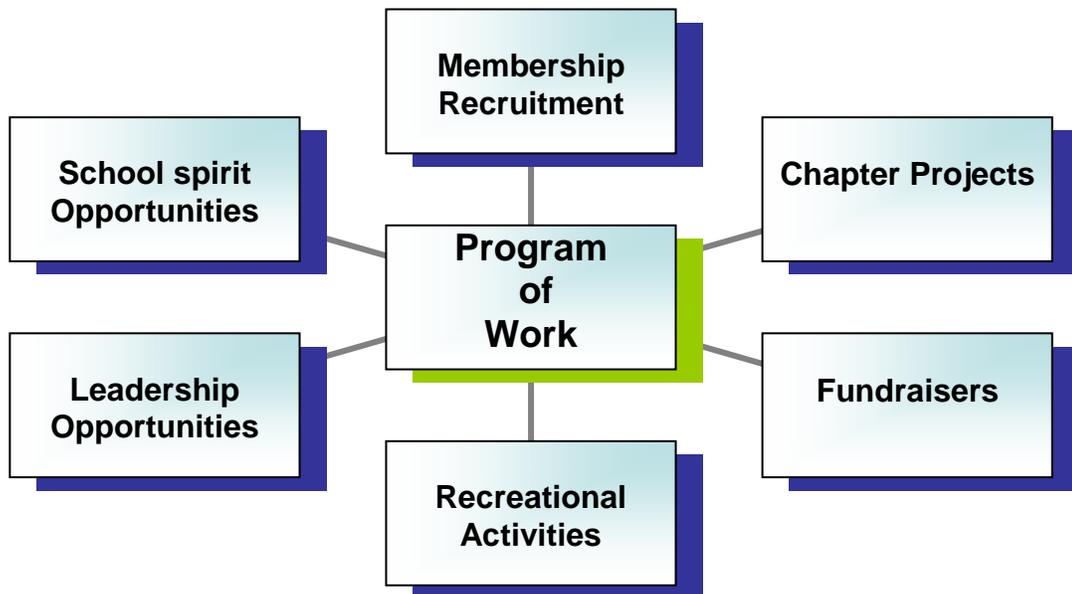
International DECA theme: _____

GUIDELINES FOR CHAPTER ACTIVITIES

The variety and number of chapter activities and projects depend to a large extent on the ingenuity and vision of the members and the Chapter Advisor. In determining projects or activities, however, fundamental consideration should be given to the value that the project or activity would have for each individual student. The chapter program of activities should lend itself to the needs of the individual. Thus he/she is afforded an opportunity to participate. As the program is extended to area, state, and national level the opportunity for individual student participation becomes proportionately less. While many projects or activities will be of a group nature, every effort should be made, even in-group activities, to allow for individual activities that are in keeping with the individual student's interests and abilities.



Each chapter develops a Program of Work



WHO'S WHO IN YOUR DISTRICT AND LOCAL DECA

Local

YOUR SCHOOL'S ADVISOR(S): _____

YOUR SCHOOL'S CHAPTER OFFICERS:

District

YOUR DISTRICT NUMBER IS: _____

YOUR DISTRICT INCLUDES THE FOLLOWING SCHOOLS:

YOUR DISTRICT PRESIDENT IS: _____

YOUR DISTRICT ADVISOR IS: _____

THE DECA CREED

The DECA Creed is a historical document and may be used at the local club meetings at district, state, and international conventions. You will find this an inspiring creed which will not only help you to be a better student and employee, but also a better citizen.

***I believe** in the future, which I am planning for myself in the field of marketing, and in the opportunities, which my vocation offers.*

***I believe** in fulfilling the highest measure of service to my vocation, my fellow beings, my country and my god-that by so doing, I will be rewarded with personal satisfaction and material wealth.*

***I believe** in the democratic philosophies of private enterprise and competition, and in the freedoms of this nation-that these philosophies allow for the fullest development of my individual abilities.*

***I believe** that by doing my best to live according to these high principles, I will be of greater service to myself and to mankind.*

DECA CODE OF ETHICS

As A DECA Member:

***I will** be sincere and honest.*

***I will** accept each task with confidence in my ability to perform my own work at a high standard.*

***I will** strive with the guidance of my family, teachers, advisors, businesspersons, and my own initiative, to do my best in making my community, state, and nation a better place to live.*

***I will** strive to develop a cooperative attitude and exercise tact with and respect for other individuals.*

***I will** be steadfast in my beliefs and in my responsibilities as a citizen.*

***I will** demonstrate good sportsmanship in competition by being modest in victory and gracious in defeat.*

DECA CALENDAR OF EVENTS



Membership Drive Dates _____

Fall Leadership Conference _____

Membership Initiation Ceremony _____

International DECA Week _____

VA DECA Day _____

District Leadership Conference _____

VA DECA Merit/Honor Society Applications Due _____

VA DECA Scholarship Applications Due _____

State Leadership Conference _____

DECA Scholarship Applications Due _____

International Career Development Conference _____

DECA RECOGNITION OPPORTUNITIES

In an effort to encourage membership and increase chapter involvement in activities, we offer the following Virginia DECA chapter and individual awards:

VA DECA Merit Award

This award recognizes involvement and contributions of individuals in a DECA chapter who have truly made a difference in the operation of DECA at the local, district, and state levels. The number of applicants is based on the size of your chapter. [Application can be found on the VA DECA web page or see your DECA Advisor.](#)

VA DECA Honor Society

This award is available to students with both high academic achievement and DECA involvement. A minimum GPA is required as well as substantial participation in a variety of DECA activities. [Application can be found on the VA DECA web page or see your DECA Advisor.](#)

VA DECA Scholarships

The DECA Scholarship Program is designed to assist DECA members who wish to further their education in the field of marketing or in Marketing Education. Scholarships are to assist senior Marketing students in pursuit of career goals in these areas, and DECA members are encouraged to apply. [Applications are available from your DECA Advisor.](#)

National Marketing Education Honor Award

This award is to provide recognition of marketing education students for their excellence, leadership and involvement in DECA. [Applications are available on DECA Inc. web page.](#)

National Technical Honor Society

This award promotes outstanding achievement within the career and technical education. Students who join the honor society should demonstrate academic achievement, skill development, leadership, honesty, responsibility and good character. Candidates also must be active DECA members. [Applications are available on DECA Inc. web page.](#)

National DECA Scholarships

DECA's scholarship program provides over \$250,000 in scholarships at the International Career Development conference each year. More than 50 corporations provide scholarships through the program. DECA Inc. administers the program based on guidelines set by the donor. DECA scholarships are strictly merit based. [Applications are available from DECA Inc.'s web page or from your DECA Advisor.](#)

DECA ANNUAL REPORT

The primary objectives of the Annual Report are to give students an opportunity to discover and develop special talents, abilities, and leadership qualities that may be used in pursuing careers in the field of marketing, management, and entrepreneurship. These activities encourage both individual participation and group projects.

The purpose of the DECA Annual Report event is to encourage DECA chapters to plan a yearly program of activities in keeping with the goals and creed of DECA and to give recognition to those chapters fulfilling these aims to a high degree.

The Annual Report represents written documentation of all the activities a local chapter conducts in a given year. Although the format may differ, it follows the pattern of an annual business report. The report may be used for a variety of purposes such as:

- A document for competition
- A report to school administrators and guidance personnel
- A promotional tool to share with potential students and parents
- An instructional device to illustrate a business annual report

DECA RESOURCES

VA DECA web site

www.vadeca.org

- Honor/Merit Award/VA DECA Scholarship Applications
- State Program of Work and Charity
- Competitive Events Guidelines
- Conference Information
- Membership
- Marketing Education/DECA History

International DECA web site

www.deca.org

- Competitive Events/Recognition Programs
- International DECA Scholarship/Award Applications
- DECA Guide
- DECA Images
- Advisory Board
- Conferences

DECA COMPETITIVE EVENTS

The purpose of DECA's program of competitive events is as follows:

- To contribute to the development of skills necessary for careers in marketing, merchandising, management and entrepreneurship
- To evaluate student achievement of the skills through performance indicators
- To provide opportunities for student, team and chapter recognition
- To provide avenues for individual or team expression, initiative and creativity
- To motivate students to assume responsibility for self-improvement and self-discipline
- To provide a vehicle for students to demonstrate their acquired skills
- To help students participate in an environment of cooperation and competition
- To provide visibility for the educational goals and objectives of marketing education

DECA Competency Based Competitive Event (CBCE)

There are three levels of competition: the District Leadership Conference (DLC), the State Leadership Conference (SLC) and the International Career Development Conference (ICDC). There are certain events conducted at each level. The following events are carried out during the first level of competition, the District Leadership Conference.

Individual Series Events (Multiple choice test and two role plays)

- | | |
|-------------------------------------|------------------------------------------|
| • Accounting (SLC, ICDC ONLY) | • Human Resource Management |
| • Apparel and Accessories Marketing | • Marketing Management |
| • Automotive Services Marketing | • Quick Serve Restaurant Management |
| • Business Financial Marketing | • Restaurant and Food Service Management |
| • Business Services Marketing | • Retail Merchandising |
| • Food Services Marketing | • Sports and Entertainment Marketing |
| • Hotel and Lodging Management | |

Personal Financial Literacy Event (Multiple choice test & one role play)

- Personal Finance Literacy

Principles of Business Administration Events (Multiple choice test & one interview)

**First year DECA members ONLY*

- Principles of Business Management and Administration
- Principles of Hospitality and Tourism
- Principles of Marketing

VA ONLY Events (Freshmen DECA members ONLY enrolled in any marketing course)

- Social Media (Role play)
- Job Interview (Essay, mock application, mock interview)
- Personal Selling (Conduct a sales presentation)

Additional DECA Events

In addition to the winners from the Individual Series, Principles and Fundamental events from DLC, the following events are offered at SLC and ICDC.

Team Decision Making Events (Multiple choice test & case study role play)

- Business Law and Ethics Team Decision Making Event
- Buying and Merchandising Team Decision Making Event
- Financial Services Team Decision Making Event
- Hospitality Services Team Decision Making Event
- Marketing Communications Team Decision Making Event
- Sports and Entertainment Marketing Team Decision Making Event
- Travel and Tourism Team Decision Making Event

Business Operations Research Events (Written manual & presentation)

- Business Services Operations Research Event
- Buying and Merchandising Operations Research Event
- Financial Operations Research Event
- Hospitality and Tourism Operations Research Event
- Sports and Entertainment Marketing Research Event

Chapter Team Events (Written manual & presentation)

- Community Service Project
- Creative Marketing Project
- Entrepreneurship Promotion
- Financial Literacy Promotion
- Learn and Earn Project
- Public Relations Project

Business Management & Entrepreneurship Events (Written manual & presentation)

- Entrepreneurship Innovation Plan –NEW*
- Entrepreneurship Participating Event/Independent or Franchising
- Entrepreneurship Written Event
- Entrepreneurship-Growing Your Business –NEW*
- International Business Plan Event

Marketing Representative Events

- Advertising Campaign Event (Test, written manual & presentation)
- Fashion Merchandising Promotion Plan Event (Test, written manual & presentation)
- Sports & Entertainment Promotion Plan Event (Test, written manual & presentation)

Professional Selling Events(Test & sales presentation)

- Financial Consulting
- Hospitality & Tourism Professional Selling Event
- Professional Selling Event

Online Events

- Virtual Business Challenges Retail
- Virtual Business Challenge Sports
- The Stock Market Game (Manage stock portfolio via Internet)

Levels of DECA Competitive Events

Level 1: District Leadership Conference (DLC)

The following events are offered at DLC include the following:

<u>Event</u>	<u>Event Code</u>
<i>Freshman ONLY:</i>	
Communications	CO
Job Interview	JI
Social Media	SM
<i>First Year DECA Members ONLY:</i>	
Principles of Business Management and Administration	PBM
Principles of Finance	PFN
Principles of Hospitality and Tourism	PHT
Principles of Marketing	PMK
<i>All Members:</i>	
Accounting	ACT
Apparel and Accessories Marketing	AAM
Automotive Services Marketing	ASM
Business Finance	BFS
Business Services Marketing	BSM
Food Marketing	FMS
Hotel and Lodging Management	HLM
Human Resources Management	HRM
Marketing Management	MMS
Personal Financial Literacy	PFL
Quick Service Restaurant Management	QSRM
Restaurant and Food Service Management	RFSM
Retail Merchandising	RMS
Sports and Entertainment Marketing	SEM

Level 2: State Leadership Conference (SLC)

In addition to the events offered at DLC the written events, team events and marketing representative events on the following page are offered at SLC:

Event	Type	Event Code
Community Service	Chapter	CSP
Creative Marketing Project	Chapter	CMP
Entrepreneurship Promotion Project	Chapter	EPP
Financial Literacy Promotion Project	Chapter	FLPP
Learn and Earn Project	Chapter	LEP
Public Relations Project	Chapter	PRP
Business Services	Operations Research	BOR
Buying and Merchandising	Operations Research	BMOR
Finance	Operations Research	FOR
Hospitality and Tourism	Operations Research	HTOR
Sports and Entertainment Marketing	Operations Research	SEOR
Entrepreneurship Written Event	Business Mgt./Entre.	ENW
Entrepreneurship Innovation Plan	Business Mgt./Entre.	ENI
Entrepreneurship-Growing Your Business	Business Mgt./Entre.	ENGB
International Business Plan Event	Business Mgt./Entre.	IBP
Entrepreneurship Participating Event		
-Creating an Independent Business	Business Mgt./Entre.	ENPI
-Creating a Franchising Business	Business Mgt./Entre.	ENPF
Advertising Campaign Event	Marketing Rep.	ADC
Fashion Merchandising Promotion Plan Event	Marketing Rep.	FMP
Sports and Entertainment Promotion Plan Event	Marketing Rep.	SEPP
Financial Consulting	Marketing Rep.	FCE
Professional Selling	Marketing Rep.	PSE
Hospitality and Tourism Professional Selling	Marketing Rep.	HTPS
Business Law and Ethics	Team Decision Making	BLTDM
Buying and Merchandising	Team Decision Making	BTDM
Financial Services	Team Decision Making	FTDM
Hospitality Services	Team Decision Making	HTDM
Marketing Communications	Team Decision Making	MTDM
Sports and Entertainment Marketing	Team Decision Making	STDM
Travel and Tourism	Team Decision Making	TTDM

Level 3: International Career Development Conference (ICDC)

All events from Level 1 except VA Only and all events from Level 2 can qualify for ICDC.

DECA'S NATIONAL ADVISORY BOARD

The following companies and institutions are part the National Advisory Board and support DECA's mission, goals, and its members.

