



MINNESOTA

DECA

DECA
COMPETITIVE
EVENTS GUIDE

2024-2025



MINNESOTA DECA EMPLOYMENT INTERVIEW

EMPLOYMENT INTERVIEW - ENTRY LEVEL EIE

Minnesota DECA's **Employment Interview - Entry Level Event** enables students ability to use accepted employment interview practices and principles. This event does not qualify students for international competition.

Participants in the Employment Interview - Entry Level Event will:

- be in the 9th or 10th grade
- apply for specific position listed below.
- be allowed a maximum of ten (10) minutes in which to complete the employment interview
- complete an employment application form included in these guidelines (See "Application Form) prior to the competition. **No other written or printed materials are allowed in this event.**

INTERVIEW JUDGING

- Each participant will be judged based on the criteria contained on the Rating Sheets. Judges will be briefed by the Event Administrator on the criteria.
- A consensus will be obtained in the definition of the criteria, and average score of three (3) will be used as the benchmark on the Interviewer's rating sheet.
- The judges will determine the six (6) to eight (8) questions from the list of questions provided, before the event begins which will be asked of each participant. The use of other questions that arise from the participant's responses is allowed. Probing of the responses is encouraged.
- The same questions should be asked of each applicant to allow for fairness. Judges may add an additional question of their choosing (not on the list) to assess how the candidate can think on his/her feet.
- The role of interviewer cannot be rotated among the judges of the event.
- Do not tell the participant the results of their interview at any time prior to the recognition session.
- "Overall Impression" is your evaluation of applicant's employability.

2024-2025 JOB DESCRIPTION - CREW MEMBER

Raising Cane's Chicken Fingers® prides itself on serving top-quality chicken finger meals through our dedicated Crew, unique Culture, and Community-focused approach. Our Crew Members are crucial to our success, working with purpose to deliver exceptional service in a dynamic, fast-paced environment. We are seeking dedicated Crew Members. Key responsibilities include greeting and assisting customers, processing orders, ensuring food safety, and maintaining cleanliness. Successful candidates should be at least 16 years old, service-oriented, multitasking, and able to work efficiently under pressure. We are committed to growth and continuously strive to Raise The Bar.

See next page for additional information.



KNOWLEDGE AND SKILLS DEVELOPED

Participants will demonstrate knowledge and skills needed to address the components of the project as described in the content outline and evaluation forms. Participants will also develop many 21st Century Skills, in the following categories, desired by today's employers:

- Communication and Collaboration
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Flexibility and Adaptability
- Information Literacy
- Initiative and Self-direction
- Leadership and Responsibility
- Media Literacy
- Productivity and Accountability
- Social and Cross-cultural Skills

Many Common Core Standards for Mathematics and English Language Arts & Literacy are supported by participation in DECA's competitive events.

Crosswalks that show which 21st Century Skills are developed and which common core standards are supported by participating in each competitive event are available at www.deca.org.

Raising Cane's Chicken Fingers®
Job Title: Restaurant Crew Member
Reports to: Assistant Restaurant Leader
Supervises: NA
Salary: Hourly



At Raising Cane's Chicken Fingers® we serve only the best tasting and most craveable chicken finger meals. It's our ONE LOVE®. Our Crew make it happen, our Culture makes it unique and the Community makes it all worthwhile.

Every talented Crewmember in our Restaurants is important to our success and a value to our rapidly growing Company. We all work with a sense of purpose and focus on our chicken finger meals, Customers, Crew, Communities and Company Culture. We are constantly striving to Raise The Bar. The future for Raising Cane's is growth focused and we're on the path to being one of the top 10 restaurant companies in the United States.

Your Role at Raising Cane's:

As a part of our Restaurant Crew, this role is responsible for greeting and assisting customers in a variety of areas of the restaurant including front of the house, kitchen and drive thru. Our Restaurant Crew Members thrive in an upbeat and fast-paced environment providing quick and quality service.

The physical work environment includes working in a fast-paced kitchen environment (which requires extended periods of physical exertion, such as walking, standing, lifting and bending) and interacting with customers. It also includes both inside and outside work in varied temperatures, working with and around food products, common allergens, industrial equipment, commercial cleaning products that require the use of personal protective equipment and physical activities necessary to complete the responsibilities of the job.

Your Impact and Responsibilities:

- Provides customers with quick, accurate and quality service
- Works as a team assisting other crew members to complete tasks to make the shift the best it can be
- Takes orders from customers, processes payments accurately and delivers food to customers
- Follows proper safety procedures when handling and preparing food
- Cleans and stocks the restaurant

Requirements for Success:

- Service-oriented, courteous and enthusiastic
- Able to multi-task, hardworking and attentive
- Responsible, dependable and takes pride in doing a great job
- Excellent verbal and written communication
- Able to work under pressure and at a fast pace
- Must comply with company policies

POSSIBLE INTERVIEW QUESTIONS

1. Tell me about yourself.
2. What do you know about this particular job?
3. What are your qualifications for this job?
4. What is your major strength?
5. What is your major weakness?
6. Tell me about a time when you worked closely with someone whose personality was very different from yours.
7. Think of a time when you faced a conflict working on a team and describe how you handled it.
8. Tell me about a time when you wish you handled a situation differently with a colleague.
9. Describe a time when your team was undergoing some change and explain how that impacted you and how you adapted.
10. Describe a time when you had to think on your feet in order to delicately extract yourself from a difficult situation.
11. Explain how you handle managing numerous responsibilities.
12. Tell me about your proudest accomplishment.
13. Describe a time when you saw a problem and took the initiative to correct it rather than waiting for someone else to do it.
14. Give me an example of a time when you were able to be creative with your work and describe what was exciting or difficult about it.
15. Tell me about a time when you were under a lot of pressure and explain how you got through it.
16. Tell me about a time when you set a goal for yourself and explain how you ensured you met your objective.
17. Describe a long-term project you managed and explain how you kept everything moving along in a timely manner.
18. Explain a situation when you were able to successfully persuade someone to see things your way.
19. Reflect on a time when you were dissatisfied with your work and explain what could have been done to make it better.
20. Have you had any experience supervising others? If yes, what have you found to be the best way to supervise people?
21. What do you think determines a person's progress in a company?
22. What have you learned from some of the jobs or leadership positions you have held?
23. What are your ideas on salary?
24. What are your future plans?
25. Do you have any questions for me?



1 PARTICIPANT



PRESENTATION
TIME



EMPLOYMENT INTERVIEW - ENTRY LEVEL

EMPLOYMENT INTERVIEW - ENTRY LEVEL EIE

PRESENTATION EVALUATION FORM

APPLICATION FORM	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
1. Followed instructions on the application form		1	2	3	
2. Application form complete, no blank spaces		1	2	3	
3. Application form neat, clean, legible, in ink or word processed		1	2	3	
4. No spelling errors		1	2	3	
5. Specific information provided, such as area & zip codes, full name, complete addresses, etc.		1	2	3	

PERSONAL APPEARANCE	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
1. Neat, well groomed & appropriate attire	1-2	3	4	5	
2. Appropriate approach and eye contact	1-2	3	4	5	

EMPLOYMENT INTERVIEW	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
1. Greeting introduction	1-2	3	4	5	
2. Knowledge of job & its duties	1-2	3	4	5	
3. Explained personal qualifications	1-2	3	4	5	
4. Did not exaggerate strengths	1-2	3	4	5	
5. Did not dominate, was not passive	1-2	3	4	5	
6. Answer concisely, completely	1-2	3	4	5	
7. Provided specific examples	1-2	3	4	5	
8. Avoided slang and criticism	1-2	3	4	5	
9. Clear voice, easy to understand	1-2	3	4	5	
10. Asked for job, clarified follow-up	1-2	3	4	5	
11. Thanked interviewer	1-2	3	4	5	

PERSONAL ATTITUDE	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
1. Courtesy, politeness, sincerity	1-2	3	4	5	
2. Enthusiasm, confidence	1-2	3	4	5	

OVERALL IMPRESSION	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
1. Employability of Applicant	1-2-3	4-5-6	7-8	9-10	

PENALTY POINTS	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
1. Circle if disallowed printed and/or written materials used.				Minus 5 points	

PRESENTATION TOTAL POINTS (100)



MINNESOTA
DECA

EMPLOYMENT INTERVIEW

EMPLOYMENT INTERVIEW - ADVANCED LEVEL **EIA**

Minnesota DECA's **Employment Interview - Advanced Level Event** enables students ability to use accepted employment interview practices and principles. This event does not qualify for international competition.

Participants in the Employment Interview - Advanced Level Event will:

- be in the 11th or 12th grade
- apply for a specific part-time position based on their current qualifications and be allowed a maximum of ten (10) minutes in which to complete the employment interview
- complete a resume and cover letter for a job of their choosing. **No other written or printed materials are allowed in this event.**
- complete an employment application form included in these guidelines (See "Application Form") prior to the competition

INTERVIEW JUDGING

- Each participant will be judged based on the criteria contained on the Rating Sheets. Judges will be briefed by the Event Administrator on the criteria.
- A consensus will be obtained in the definition of the criteria, and average score of three (3) will be used as the benchmark on the Interviewer's rating sheet.
- The judges will determine the six (6) to eight (8) questions from the list of questions provided, before the event begins which will be asked of each participant. The use of other questions that arise from the participant's responses is allowed. Probing of the responses is encouraged.
- The same questions should be asked of each applicant to allow for fairness. Judges may add an additional question of their choosing (not on the list) to assess how the candidate can think on his/her feet.
- The role of interviewer cannot be rotated among the judges of the event.
- Do not tell the participant the results of their interview at any time prior to the recognition session.
- "Overall Impression" is your evaluation of applicant's employability.

KNOWLEDGE AND SKILLS DEVELOPED

Participants will demonstrate knowledge and skills needed to address the components of the project as described in the content outline and evaluation forms. Participants will also develop many 21st Century Skills, in the following categories, desired by today's employers:

- Communication and Collaboration
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Flexibility and Adaptability
- Information Literacy
- Initiative and Self-direction
- Leadership and Responsibility
- Media Literacy
- Productivity and Accountability
- Social and Cross-cultural Skills

Many Common Core Standards for Mathematics and English Language Arts & Literacy are supported by participation in DECA's competitive events.

Crosswalks that show which 21st Century Skills are developed and which common core standards are supported by participating in each competitive event are available at www.deca.org.

POSSIBLE INTERVIEW QUESTIONS

1. Tell me about yourself.
2. What do you know about this particular job?
3. What are your qualifications for this job?
4. What is your major strength?
5. What is your major weakness?
6. Tell me about a time when you worked closely with someone whose personality was very different from yours.
7. Think of a time when you faced a conflict working on a team and describe how you handled it.
8. Tell me about a time when you wish you handled a situation differently with a colleague.
9. Describe a time when your team was undergoing some change and explain how that impacted you and how you adapted.
10. Describe a time when you had to think on your feet in order to delicately extract yourself from a difficult situation.
11. Explain how you handle managing numerous responsibilities.
12. Tell me about your proudest accomplishment.
13. Describe a time when you saw a problem and took the initiative to correct it rather than waiting for someone else to do it.
14. Give me an example of a time when you were able to be creative with your work and describe what was exciting or difficult about it.
15. Tell me about a time when you were under a lot of pressure and explain how you got through it.
16. Tell me about a time when you set a goal for yourself and explain how you ensured you met your objective.
17. Describe a long-term project you managed and explain how you kept everything moving along in a timely manner.
18. Explain a situation when you were able to successfully persuade someone to see things your way.
19. Reflect on a time when you were dissatisfied with your work and explain what could have been done to make it better.
20. Have you had any experience supervising others? If yes, what have you found to be the best way to supervise people?
21. What do you think determines a person's progress in a company?
22. What have you learned from some of the jobs or leadership positions you have held?
23. What are your ideas on salary?
24. What are your future plans?
25. Do you have any questions for me?



1 PARTICIPANT



PRESENTATION
TIME



EMPLOYMENT INTERVIEW - ADVANCED LEVEL

EMPLOYMENT INTERVIEW - ADVANCED LEVEL EIA

Position applying for: _____

PRESENTATION EVALUATION FORM

at company: _____

MATERIALS	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
1. Followed instructions on the application form		1	2	3	
2. No spelling errors		1	2	3	
3. Materials are neat, clean, legible, in ink or word processed		1	2	3	
4. Quality of cover letter		1	2	3	
5. Quality of resume		1	2	3	

PERSONAL APPEARANCE	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
1. Neat, well groomed & appropriate attire	1-2	3	4	5	
2. Appropriate initial approach & eye contact	1-2	3	4	5	

EMPLOYMENT INTERVIEW	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
1. Greeting introduction	1-2	3	4	5	
2. Knowledge of job & its duties	1-2	3	4	5	
3. Explained personal qualifications	1-2	3	4	5	
4. Did not exaggerate strengths	1-2	3	4	5	
5. Did not dominate, was not passive	1-2	3	4	5	
6. Answer concisely, completely	1-2	3	4	5	
7. Provided specific examples	1-2	3	4	5	
8. Avoided slang and criticism	1-2	3	4	5	
9. Clear voice, easy to understand	1-2	3	4	5	
10. Asked for job, clarified follow-up	1-2	3	4	5	
11. Thanked interviewer	1-2	3	4	5	

PERSONAL ATTITUDE	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
1. Courtesy, politeness, sincerity	1-2	3	4	5	
2. Enthusiasm, confidence	1-2	3	4	5	

OVERALL IMPRESSION	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
1. Employability of Applicant	1-2-3	4-5-6	7-8	9-10	

PENALTY POINTS	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
1. Circle if disallowed printed and/or written materials used.					Minus 5 points

PRESENTATION TOTAL POINTS (100)

REQUIRED MATERIALS NOT PROVIDED
Participant is disqualified.

APPLICATION FOR EMPLOYMENT

Applicant Information



Full Name: _____ Date: _____
Last First M.I.

Address: _____
Street Address Apartment/Unit #

City State ZIP Code

Phone: _____ Email _____

Date Available: _____ Desired Salary:\$ _____

Position Applied for: _____

Have you ever worked for this company? YES NO If yes, when? _____

Employment Desired: Full time Part Time Seasonal

Education

High School: _____ Address: _____

From: _____ To: _____ Did you graduate? YES NO Diploma: _____

College: _____ Address: _____

From: _____ To: _____ Did you graduate? YES NO Degree: _____

Other: _____ Address: _____

From: _____ To: _____ Did you graduate? YES NO Degree: _____

References

Please list three professional references.

Full Name: _____ Relationship: _____

Company: _____ Phone: _____

Address: _____

Full Name: _____ Relationship: _____

Company: _____ Phone: _____

Address: _____

Full Name: _____ Relationship: _____

Company: _____ Phone: _____

Address: _____

Previous Employment/Volunteer Experience

Company: _____ Phone: _____
Address: _____ Supervisor: _____
Job Title: _____
Responsibilities: _____
From: _____ To: _____ Reason for Leaving: _____
May we contact your previous supervisor for a reference? YES NO

Company: _____ Phone: _____
Address: _____ Supervisor: _____
Job Title: _____
Responsibilities: _____
From: _____ To: _____ Reason for Leaving: _____
May we contact your previous supervisor for a reference? YES NO

Skills/Qualifications

Disclaimer and Signature

I certify that my answers are true and complete to the best of my knowledge.
If this application leads to employment, I understand that false or misleading information in my application or interview may result in my release.
Signature: _____ Date: _____



MINNESOTA DECA GOLD CHAPTER CAMPAIGNS

GOLD CHAPTER CAMPAIGNS GLD

The Minnesota Gold Chapter Campaigns will provide additional recognition for chapters that choose to achieve and meet the specified requirements.

Minnesota DECA will recognize all certified projects at the State Career Development Conference. Chapters will claim credit for campaigns by submitting 10-page written document and through the delivery of an oral presentation at the State Career Development Conference. The top 12 chapters will be eligible to send two representatives to participate in the leadership academies at the International Career Development Conference.

EVENT OVERVIEW

Effective DECA chapters engage their members in DECA activities throughout the year using various chapter campaigns. These campaigns revolve around membership development, a focus on ethical leadership, promotion of DECA, community service, and advocacy for career and technical education.

Representatives of your DECA chapter has been invited to speak in front of the school board to share their written plan and presentation. The presentation should specifically describe your chapter's work surrounding these five-chapter campaigns.

- Membership Campaigns
- Ethical Leadership Campaign
- Promotional Campaign
- Community Service Campaign
- Advocacy Campaign

KNOWLEDGE AND SKILLS DEVELOPED

Participants will demonstrate knowledge and skills needed to address the components of the project as described in the content outline and evaluation forms. Participants will also develop many 21st Century Skills, in the following categories, desired by today's employers:

- Communication and Collaboration
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Flexibility and Adaptability
- Information Literacy
- Initiative and Self-direction
- Leadership and Responsibility
- Media Literacy
- Productivity and Accountability
- Social and Cross-cultural Skills

Many Common Core Standards for Mathematics and English Language Arts & Literacy are supported by participation in DECA's competitive events.

Crosswalks that show which 21st Century Skills are developed and which common core standards are supported by participating in each competitive event are available at www.deca.org.

WRITTEN ENTRY GUIDELINES

The written entry must follow these specifications. Refer also to the Penalty Point Checklist and the Written Entry Evaluation Form. All campaigns must be conducted from the beginning of the current school year and up to the written project deadline date.

WRITTEN EVENT STATEMENT OF ASSURANCES AND ACADEMIC INTEGRITY.

This must be signed and submitted with the entry. Do not include it in the page numbering.

TITLE PAGE. The first page of the written entry is the title page. It must include in any order, but is not limited to, the following:

NAME OF THE EVENT: Gold Chapter Campaigns
Name of high school
School address
City, State/Province, ZIP/Postal Code
Names of participants
Date

Title page will **not** be numbered.

TABLE OF CONTENTS. The table of contents should follow the title page. The table of contents may be single-spaced and may be one or more pages long. The table of contents page(s) will not be numbered.

BODY OF THE WRITTEN ENTRY. The body of the written entry begins with Section I, Chapter Introduction and continues in the sequence outlined here. The first page of the body is numbered "1" and all following pages are numbered in sequence. Page numbers continue through the bibliography (required) and the appendix (optional).

This outline must be followed. Points for each section are included on the Written Entry Evaluation Form. Each section must be titled, including the bibliography and the appendix.

I. CHAPTER INTRODUCTION

- A. Description of the local DECA chapter
- B. Description of the school and community

II. MEMBERSHIP CAMPAIGN

Continued chapter growth is one of keys to DECA success.

- A. Student Membership
Set membership goals and develop strategies to drive student membership.
- B. Alumni Membership
Set membership goals and develop strategies to drive alumni membership.
- C. Professional Membership
Set membership goals and develop strategies to drive professional membership.

III. ETHICAL LEADERSHIP CAMPAIGN

Demonstrate how your chapter demonstrated ethical leadership

- A. 3 Ethical Leadership Challenge Entries
- B. 3 School Outreach Activities
Outreach activities must promote ethical leadership
- C. 3 Community Outreach Activities
Outreach activities must promote ethical leadership

IV. PROMOTIONAL CAMPAIGN

Share with your school and community what DECA is all about, and how your chapter is making a positive impact on its members and community.

- A. School Outreach Promotional Activities
Outreach activities must include activity and promotional type.
- B. Success Stories of DECA Alumni
Summary stories must include name and graduation year.
- C. Community Outreach Promotional Activities
Outreach activities must include activity and promotional type.



1 to 2
PARTICIPANTS



10
PAGES
ALLOWED



10
PRESENTATION
TIME

V. COMMUNITY SERVICE CAMPAIGN

DECA members are always finding unique ways to serve their community. Document one community service activity from the current school year.

A. Description of the Activity

Project description must include cause, rationale, and community connection.

B. Membership Involvement

Strategies to involve at least 75% of the chapter membership.

C. Publicity/Promotion of the Event

Describe target audience, message, and type of publicity/promotion.

VI. ADVOCACY CAMPAIGN

Demonstrate how your chapter has advocated for DECA and Career and Technical Education.

A. Advocate to School Officials

Examples include school board, principals and administration, advisory boards, superintendent, CTE advisors, etc.

B. Advocate to Public Policy Makers

Examples include DECA's Congressional Advisory Board, local and state representatives, city council, mayor, etc.

C. Advocate to Community Organizations

Examples include Chamber of Commerce, Rotary Club, Kiwanis Club, Elks Club, Lions Club, VFW, Legion, etc.

VII. BIBLIOGRAPHY

A bibliography is required. Include a list of the sources of information used in the written document.

VII. APPENDIX

An appendix is optional. Include in an appendix any exhibits appropriate to the written entry but not important enough to include in the body.

PENALTY POINT CHECKLIST

In addition to the Written Entry Guidelines, participants must observe all the standards on the National DECA Penalty Point Checklist. These standards are designed to make competition as fair as possible.

PRESENTATION GUIDELINES

- The major emphasis of the written entry is on the content. Drawings, illustrations and graphic presentations (where allowed) will be judged for clarity, not artistic value.
- The participants will present to the judge in a 10-minute presentation worth 100 points. (See Presentation Judging.)
- The presentation begins immediately after the introduction of the participants to the judge by the adult assistant. Each participant must take part in the presentation.
- Each participant may bring a copy of the written entry or note cards pertaining to the written entry and use as a reference during the presentation.
- The judge must ask two questions pertaining to the campaigns.
- Only visual aids that can be easily hand carried to the presentation by the actual participant(s) will be permitted. The participants themselves must set up the visuals. Wheeled carts, moving straps or similar items may not be used to bring visuals into the area. Set up time is included in the total presentation time. Participants must furnish their own materials and equipment. No electrical power or internet connection will be supplied. Alternate power sources such as small generators are not allowed. Sound may be used, as long as the volume is kept at a conversational level.
- Materials appropriate to the situation may be handed to or left with judges in all competitive events. Items of monetary value may be handed to but may not be left with judges. Items such as flyers, brochures, pamphlets and business cards may be handed to or left with the judge. No food or drinks allowed.
- If any of these rules are violated, the adult assistant must be notified by the judge.

PRESENTATION JUDGING

Participants will make a 10-minute presentation to you. As the judge, you are to assume the role of a local school board member that wants more information on your DECA chapter's program of work and chapter campaigns. You may refer to the written entry, or to your notes, during the presentation.

At the beginning of the presentation (after introductions), the participants will present the chapter campaigns. Allow the participants to complete this portion without interruption, unless you are asked to respond. Each participant must take part in the presentation.

After the DECA chapter representatives (participant team) have presented the campaigns, the judge must ask two questions of each participant team. The questions should come from two of the following 5 areas:

- Membership Campaigns
- Ethical Leadership Campaign
- Promotional Campaign
- Community Service Campaign
- Advocacy Campaign

At the conclusion of the presentation, thank the participants for their work.

Then complete the Presentation Evaluation Form, making sure to record a score for all categories. The maximum score for the evaluation is 100 points.



MINNESOTA
DECA
GOLD CHAPTER CAMPAIGNS

GOLD CHAPTER CAMPAIGNS GLD

WRITTEN ENTRY AND PRESENTATION EVALUATION FORM

	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
1. Chapter Introduction; One-page description provides a clear overview of the local chapter	0-1-2-3	4-5-6	7-8	9-10	
2. Presented an effective and engaging opening	0-1-2-3	4-5-6	7-8	9-10	
3. Description of the membership campaign and its effectiveness	0-1-2-3	4-5-6	7-8	9-10	
4. Description of the ethical leadership campaign and its effectiveness	0-1-2-3	4-5-6	7-8	9-10	
5. Description of the promotional campaign and its effectiveness	0-1-2-3	4-5-6	7-8	9-10	
6. Description of the community service campaign and its effectiveness	0-1-2-3	4-5-6	7-8	9-10	
7. Description of the advocacy campaign and its effectiveness	0-1-2-3	4-5-6	7-8	9-10	
8. Organization, clarity, and effectiveness of the presentation	0-1-2-3	4-5-6	7-8	9-10	
9. Professional standards (appearance, poise, confidence), presentation technique, effective use of visuals and participation of all.	0-1-2-3	4-5-6	7-8	9-10	
10. Overall impression and responses to the judge's questions	0-1-2-3	4-5-6	7-8	9-10	

PRESENTATION TOTAL POINTS (100)	
LESS PENALTY POINTS	
TOTAL SCORE	



MINNESOTA DECA

SALES DEMONSTRATION EVENTS

SALES DEMONSTRATION - GENERAL/ HOME SERVICE SALES **SDG**

Minnesota DECA's **Sales Demonstration Events** enable students to demonstrate the sales techniques that they have developed through their classroom instruction and/or cooperative work experiences. These events **do not** qualify students for international competition.

Participants in the Sales Demonstration Events will:

- select a product of their choosing that fits in one of the categories listed below
- develop a five (5) to ten (10) minute presentation of the product
- present the product in a role-play situation to a prospective customer

The guidelines for each of the Sales Demonstration Events have been consolidated to facilitate coordination of the participant activities in each of the product categories. This means the evaluation form will be the same for each product category. However, each product will deliver a sales presentation for a different group of product as described below.

PRODUCT CATEGORIES + DEFINITIONS

The following definitions are used to determine the products that are included in each of the Sales Demonstration Event categories.

GENERAL/ HOME SERVICE LINE SALES

General/ Home Service Sales: Typically, general sales include home furnishings, small household items, cosmetics, jewelry/gift items, toys and computer software sold by a sales person on a sales floor. Service sales would be service based items that a person or household would purchase for their personal, household needs. The following items are a sample list of products and services that have been selected to guide you into a sales category that fits your selected product.

- | | | |
|---------------------------|--------------------------|-------------------------------|
| - Candles & Flowers | - Luggage & Backpacks | - Video & Music Streaming |
| - Car Security | - Nutrition Items | - Window Furnishings |
| - Clocks, Lamps | - Office Supplies | - Child Care |
| - Collectibles & Art | - On-Line Courses | - Lawn Mowing Service |
| - Cosmetics & Lotions | - Pet Supplies | - Service Plans-Mobile, Cable |
| - Diffusers | - Small Appliances | - Snow Removal Service |
| - Dishes & Flatware | - Software & Video Games | - Summer, Sports Camps |
| - Dolls & Stuffed Animals | - Toys & Games | - Tanning |
| - Food Items | - Tumblers & Cups | - Taxidermy |

EVENT OVERVIEW

- This event consists of one major part: the **oral presentation**. The presentation will be evaluated on a 100 point scale
- The Soft/Hard/General Line Sales categories require that the participants demonstrate their skills as a product/service retail sales person. It is expected that the sales demonstration will occur in a retail sales floor setting.
- Participants will be supplied with a table, a power cord and two chairs. All other materials, including the product/service to be sold, related sales items and promotional props must be provided by the individual participant. Weapons of any nature are strictly prohibited.
- Participants are solely responsible for the storage, security and liability of all materials they provide.
- Participants will be allowed a total of twelve (12) minutes to complete the sales demonstration. A maximum of two (2) minutes will be allowed to "set-up" the sales area and give a brief explanation of the selling situation. A maximum of ten (10) minutes will be allowed for the entire sales demonstration, from Approach to Post Close.
- No money transaction, sales slips, or bagging of merchandise will take place or be evaluated during the sale demonstration.
- Additional personnel can be used to assist in the "set-up" of the sales area, but cannot assist in any way during the sales demonstration.
- Participants may only introduce themselves by name, their product or service, the basic sales situation (retail/wholesale, sales floor/office, etc.) and their company either by name and/or industry. Participants may not introduce themselves by school or instruct the customer (judge) to role-play any specific characterization.

KNOWLEDGE AND SKILLS DEVELOPED

Participants will demonstrate knowledge and skills needed to address the components of the project as described in the content outline and evaluation forms. Participants will also develop many 21st Century Skills, in the following categories, desired by today's employers:

- Communication and Collaboration
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Flexibility and Adaptability
- Information Literacy
- Initiative and Self-direction
- Leadership and Responsibility
- Media Literacy
- Productivity and Accountability
- Social and Cross-cultural Skills

Many Common Core Standards for Mathematics and English Language Arts & Literacy are supported by participation in DECA's competitive events.

Crosswalks that show which 21st Century Skills are developed and which common core standards are supported by participating in each competitive event are available at www.deca.org.

PRESENTATION JUDGING

- All judges should familiarize themselves with the information contained in the Sales Demonstration Standards and Procedures, and Rating Form.
- Participants will be judged based on the criteria contained on the Sales Demonstration Rating Form. All judges will be briefed on the criteria by the Event Administrator prior to the start of the event. A consensus of the judges will be obtained on the definition of the criteria, with a score of three (3) being used as the benchmark for average on the Rating Form.
- It is expected that each participant will be evaluated by a team of two (2) or more judges. The team will select one of its members to serve in the role of customer.
- It is recommended that the customer (judge) not evaluate the participant if at least two (2) other judges observe and rate the sales demonstration.
- It is recommended that the team of judges assist the customer (judge) prior to the start of the event by suggesting appropriate customer scenarios, questions, objections, closing cues, etc.
- In fairness to the participants, the role of customer cannot be rotated among the judges of the event.
- Participants may only introduce themselves by name, their product or service, the basic sales situation (retail/wholesale, sales floor/office, etc.), and their company either by name and/or industry. Participants may not introduce themselves by school or instruct the customer (judge) to role-play any specific characterization. The customer (judge) will do no planning of the sales demonstration with the participants.
- The judge/customer must be interested in what the student is selling for either themselves, a family member or friend, a gift or for a business.
- Do not tell students the results of their presentation at any time before the recognition session. Smile, congratulate them and wish them well.
- The customer must have questions and objections. Examples may include:
 - The price is too high.
 - Challenge the quality.
 - How it compares to others,
 - What if I change my mind?
 - Guarantees
 - Not sure if you can afford it,
 - Hard to use or looks complicated,
 - What if I don't like it?
 - Will it hold up? How long will it last?
 - How will it really help me?
- After the customer has heard enough to make a buying decision, give the student some buying signals and allow them the chance to close the sale. Some examples of buying signals might include:
 - I really like it.
 - it's just what I'm looking for.
 - Sounds good to me. Sounds great!
 - Do you take credit cards? Do you deliver?
- A maximum of two (2) minutes will be allowed to "set-up" the sales area and give a brief explanation of the selling situation. A maximum of ten (10) minutes will be allowed for the entire sales demonstration, from Approach to Post Close. This is the recommended time frame. The time may vary depending on the product or service and the number of questions and objections asked by the customers. You are encouraged to keep close to the time limit, but there is no penalty for going over the time limit.
- Be careful not to be overwhelmed by the product or service being offered. Remember you are judging the student's ability based on the judging criteria.
- Be careful not to give a perfect score or too high of a score before you see the last participant. The first students may be the best but make sure to compare the front end against the back end and those in between.
- Consistency is critical.
- Judges comments are greatly appreciated. This is not only a competitive event but also a learning process. Be sure the negatives are balanced by the positives. Don't destroy the student.



1 PARTICIPANT



PRESENTATION
TIME



MINNESOTA DECA

SALES DEMONSTRATION EVENTS

SALES DEMONSTRATION - HARD LINES SALES SDH

Minnesota DECA's **Sales Demonstration Events** enable students to demonstrate the sales techniques that they have developed through their classroom instruction and/or cooperative work experiences. These events **do not** qualify students for international competition.

Participants in the Sales Demonstration Events will:

- select a product of their choosing that fits in one of the categories listed below
- develop a five (5) to ten (10) minute presentation of the product
- present the product in a role-play situation to a prospective customer

The guidelines for each of the Sales Demonstration Events have been consolidated to facilitate coordination of the participant activities in each of the product categories. This means the evaluation form will be the same for each product category. However, each product will deliver a sales presentation for a different group of product as described below.

PRODUCT CATEGORIES + DEFINITIONS

The following definitions are used to determine the products that are included in each of the Sales Demonstration Event categories.

HARD LINE SALES

Hard Line Sales: Typically, retail home appliances and tools, sports and recreation equipment, and electronics sold by a sales person on a sales floor. The following items are a sample list of products and services that have been selected to guide you into a sales category that fits your selected product.

- | | | |
|-------------------------------|-------------------------------|-------------------------------|
| - Bicycles | - Gaming Equipment | - Robotic-Vacuums, Lawnmowers |
| - Cameras & Recording Devices | - GPS Devices | - Security Cameras |
| - Camping Equipment | - Hockey Skates | - Shop Tools |
| - Cell Phones | - Home Assistant i.e. Alexa | - Skis & Boards-Water & Snow |
| - Chromebooks & iPad | - Hunting & Fishing Equipment | - Sports Equipment |
| - Computers & Equipment | - Large Appliances | - Storage Sheds |
| - Construction Equipment | - Lawn & Garden Equipment | - Tennis & Golf Equipment |
| - Coolers | - Media Players | - TV's & Monitors |
| - Furniture-Indoor & Outdoor | - Office Equipment | - Wearable Technologies |

EVENT OVERVIEW

- This event consists of one major part: the **oral presentation**. The presentation will be evaluated on a 100 point scale
- The Soft/Hard/General Line Sales categories require that the participants demonstrate their skills as a product/service retail sales person. It is expected that the sales demonstration will occur in a retail sales floor setting.
- Participants will be supplied with a table, a power cord and two chairs. All other materials, including the product/service to be sold, related sales items and promotional props must be provided by the individual participant. Weapons of any nature are strictly prohibited.
- Participants are solely responsible for the storage, security and liability of all materials they provide.
- Participants will be allowed a total of twelve (12) minutes to complete the sales demonstration. A maximum of two (2) minutes will be allowed to "set-up" the sales area and give a brief explanation of the selling situation. A maximum of ten (10) minutes will be allowed for the entire sales demonstration, from Approach to Post Close.
- No money transaction, sales slips, or bagging of merchandise will take place or be evaluated during the sale demonstration.
- Additional personnel can be used to assist in the "set-up" of the sales area, but cannot assist in any way during the sales demonstration.
- Participants may only introduce themselves by name, their product or service, the basic sales situation (retail/wholesale, sales floor/office, etc.) and their company either by name and/or industry. Participants may not introduce themselves by school or instruct the customer (judge) to role-play any specific characterization.

KNOWLEDGE AND SKILLS DEVELOPED

Participants will demonstrate knowledge and skills needed to address the components of the project as described in the content outline and evaluation forms. Participants will also develop many 21st Century Skills, in the following categories, desired by today's employers:

- Communication and Collaboration
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Flexibility and Adaptability
- Information Literacy
- Initiative and Self-direction
- Leadership and Responsibility
- Media Literacy
- Productivity and Accountability
- Social and Cross-cultural Skills

Many Common Core Standards for Mathematics and English Language Arts & Literacy are supported by participation in DECA's competitive events.

Crosswalks that show which 21st Century Skills are developed and which common core standards are supported by participating in each competitive event are available at www.deca.org.

PRESENTATION JUDGING

- All judges should familiarize themselves with the information contained in the Sales Demonstration Standards and Procedures, and Rating Form.
- Participants will be judged based on the criteria contained on the Sales Demonstration Rating Form. All judges will be briefed on the criteria by the Event Administrator prior to the start of the event. A consensus of the judges will be obtained on the definition of the criteria, with a score of three (3) being used as the benchmark for average on the Rating Form.
- It is expected that each participant will be evaluated by a team of two (2) or more judges. The team will select one of its members to serve in the role of customer.
- It is recommended that the customer (judge) not evaluate the participant if at least two (2) other judges observe and rate the sales demonstration.
- It is recommended that the team of judges assist the customer (judge) prior to the start of the event by suggesting appropriate customer scenarios, questions, objections, closing cues, etc.
- In fairness to the participants, the role of customer cannot be rotated among the judges of the event.
- Participants may only introduce themselves by name, their product or service, the basic sales situation (retail/wholesale, sales floor/office, etc.), and their company either by name and/or industry. Participants may not introduce themselves by school or instruct the customer (judge) to role-play any specific characterization. The customer (judge) will do no planning of the sales demonstration with the participants.
- The judge/customer must be interested in what the student is selling for either themselves, a family member or friend, a gift or for a business.
- Do not tell students the results of their presentation at any time before the recognition session. Smile, congratulate them and wish them well.
- The customer must have questions and objections. Examples may include:
 - The price is too high.
 - Challenge the quality.
 - How it compares to others,
 - What if I change my mind?
 - Guarantees
 - Not sure if you can afford it,
 - Hard to use or looks complicated,
 - What if I don't like it?
 - Will it hold up? How long will it last?
 - How will it really help me?
- After the customer has heard enough to make a buying decision, give the student some buying signals and allow them the chance to close the sale. Some examples of buying signals might include:
 - I really like it.
 - it's just what I'm looking for.
 - Sounds good to me. Sounds great!
 - Do you take credit cards? Do you deliver?
- A maximum of two (2) minutes will be allowed to "set-up" the sales area and give a brief explanation of the selling situation. A maximum of ten (10) minutes will be allowed for the entire sales demonstration, from Approach to Post Close. This is the recommended time frame. The time may vary depending on the product or service and the number of questions and objections asked by the customers. You are encouraged to keep close to the time limit, but there is no penalty for going over the time limit.
- Be careful not to be overwhelmed by the product or service being offered. Remember you are judging the student's ability based on the judging criteria.
- Be careful not to give a perfect score or too high of a score before you see the last participant. The first students may be the best but make sure to compare the front end against the back end and those in between.
- Consistency is critical.
- Judges comments are greatly appreciated. This is not only a competitive event but also a learning process. Be sure the negatives are balanced by the positives. Don't destroy the student.



1 PARTICIPANT



PRESENTATION
TIME



MINNESOTA
DECA

SALES DEMONSTRATION EVENTS

SALES DEMONSTRATION - SOFT LINES SALES **SDS**

Minnesota DECA's **Sales Demonstration Events** enable students to demonstrate the sales techniques that they have developed through their classroom instruction and/or cooperative work experiences. These events **do not** qualify students for international competition.

Participants in the Sales Demonstration Events will:

- select a product of their choosing that fits in one of the categories listed below
- develop a five (5) to ten (10) minute presentation of the product
- present the product in a role-play situation to a prospective customer

The guidelines for each of the Sales Demonstration Events have been consolidated to facilitate coordination of the participant activities in each of the product categories. This means the evaluation form will be the same for each product category. However, each product will deliver a sales presentation for a different group of product as described below.

PRODUCT CATEGORIES + DEFINITIONS

The following definitions are used to determine the products that are included in each of the Sales Demonstration Event categories.

SOFT LINE SALES

Soft Line Sales: Typically, retail men's, women's and children's apparel items sold by a sales person on a sales floor. The following items are a sample list of products and services that have been selected to guide you into a sales category that fits your selected product.

- | | | |
|--------------------------|------------------------------|-----------------------|
| - Belts & Suspenders | - Hats & Caps | - Sports Apparel |
| - Coats & Jackets | - Hunting & Fishing Clothing | - Suits & Dresses |
| - Construction Clothing | - Infant & Toddler Wear | - Swim Suits |
| - Eyewear | - Jewelry | - Ties & Scarves |
| - Fitness Clothing | - Purses & Wallets | - Towels |
| - Footwear & Slippers | - Robes & Sleepwear | - Towels & Linens |
| - Formalwear | - Shirts & Tops | - Winter Clothing |
| - Gloves & Mittens | - Shoes | - Work Wear |
| - Hair Clips, Extensions | - Socks | - Yoga Pants-Leggings |

EVENT OVERVIEW

- This event consists of one major part: the **oral presentation**. The presentation will be evaluated on a 100 point scale
- The Soft/Hard/General Line Sales categories require that the participants demonstrate their skills as a product/service retail sales person. It is expected that the sales demonstration will occur in a retail sales floor setting.
- Participants will be supplied with a table, a power cord and two chairs. All other materials, including the product/service to be sold, related sales items and promotional props must be provided by the individual participant. Weapons of any nature are strictly prohibited.
- Participants are solely responsible for the storage, security and liability of all materials they provide.
- Participants will be allowed a total of twelve (12) minutes to complete the sales demonstration. A maximum of two (2) minutes will be allowed to "set-up" the sales area and give a brief explanation of the selling situation. A maximum of ten (10) minutes will be allowed for the entire sales demonstration, from Approach to Post Close.
- No money transaction, sales slips, or bagging of merchandise will take place or be evaluated during the sale demonstration.
- Additional personnel can be used to assist in the "set-up" of the sales area, but cannot assist in any way during the sales demonstration.
- Participants may only introduce themselves by name, their product or service, the basic sales situation (retail/wholesale, sales floor/office, etc.) and their company either by name and/or industry. Participants may not introduce themselves by school or instruct the customer (judge) to role-play any specific characterization.

KNOWLEDGE AND SKILLS DEVELOPED

Participants will demonstrate knowledge and skills needed to address the components of the project as described in the content outline and evaluation forms. Participants will also develop many 21st Century Skills, in the following categories, desired by today's employers:

- Communication and Collaboration
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Flexibility and Adaptability
- Information Literacy
- Initiative and Self-direction
- Leadership and Responsibility
- Media Literacy
- Productivity and Accountability
- Social and Cross-cultural Skills

Many Common Core Standards for Mathematics and English Language Arts & Literacy are supported by participation in DECA's competitive events.

Crosswalks that show which 21st Century Skills are developed and which common core standards are supported by participating in each competitive event are available at deca.org.

PRESENTATION JUDGING

- All judges should familiarize themselves with the information contained in the Sales Demonstration Standards and Procedures, and Rating Form.
- Participants will be judged based on the criteria contained on the Sales Demonstration Rating Form. All judges will be briefed on the criteria by the Event Administrator prior to the start of the event. A consensus of the judges will be obtained on the definition of the criteria, with a score of three (3) being used as the benchmark for average on the Rating Form.
- It is expected that each participant will be evaluated by a team of two (2) or more judges. The team will select one of its members to serve in the role of customer.
- It is recommended that the customer (judge) not evaluate the participant if at least two (2) other judges observe and rate the sales demonstration.
- It is recommended that the team of judges assist the customer (judge) prior to the start of the event by suggesting appropriate customer scenarios, questions, objections, closing cues, etc.
- In fairness to the participants, the role of customer cannot be rotated among the judges of the event.
- Participants may only introduce themselves by name, their product or service, the basic sales situation (retail/wholesale, sales floor/office, etc.), and their company either by name and/or industry. Participants may not introduce themselves by school or instruct the customer (judge) to role-play any specific characterization. The customer (judge) will do no planning of the sales demonstration with the participants.
- The judge/customer must be interested in what the student is selling for either themselves, a family member or friend, a gift or for a business.
- Do not tell students the results of their presentation at any time before the recognition session. Smile, congratulate them and wish them well.
- The customer must have questions and objections. Examples may include:
 - The price is too high.
 - Challenge the quality.
 - How it compares to others,
 - What if I change my mind?
 - Guarantees
 - Not sure if you can afford it,
 - Hard to use or looks complicated,
 - What if I don't like it?
 - Will it hold up? How long will it last?
 - How will it really help me?
- After the customer has heard enough to make a buying decision, give the student some buying signals and allow them the chance to close the sale. Some examples of buying signals might include:
 - I really like it.
 - it's just what I'm looking for.
 - Sounds good to me. Sounds great!
 - Do you take credit cards? Do you deliver?
- A maximum of two (2) minutes will be allowed to "set-up" the sales area and give a brief explanation of the selling situation. A maximum of ten (10) minutes will be allowed for the entire sales demonstration, from Approach to Post Close. This is the recommended time frame. The time may vary depending on the product or service and the number of questions and objections asked by the customers. You are encouraged to keep close to the time limit, but there is no penalty for going over the time limit.
- Be careful not to be overwhelmed by the product or service being offered. Remember you are judging the student's ability based on the judging criteria.
- Be careful not to give a perfect score or too high of a score before you see the last participant. The first students may be the best but make sure to compare the front end against the back end and those in between.
- Consistency is critical.
- Judges comments are greatly appreciated. This is not only a competitive event but also a learning process. Be sure the negatives are balanced by the positives. Don't destroy the student.



1 PARTICIPANT



PRESENTATION
TIME



SALES DEMONSTRATION EVENTS

- SALES DEMONSTRATION - GENERAL/ HOME SERVICE SALES **SDG**
- SALES DEMONSTRATION - HARD LINES SALES **SDH**
- SALES DEMONSTRATION - SOFT LINES SALES **SDS**

PRESENTATION EVALUATION FORM

CONSULTATION TO SELLING SITUATION	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
1. Situation is prepared in advance and clearly explained 2. Identified product or service and retail location	1-2	3	4	5	

APPROACH	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
1. Enthusiastic approach and greeting 2. Put customer at ease 3. Welcomed the customer and developed rapport	1-2-3	4-5	6-7-8	9-10	

DETERMINING WANTS & NEEDS	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
1. Asked appropriate leading questions 2. Discovered customer interest and need for product/service 3. Listened with intent and asked appropriate follow-up questions 4. Questions related to customer and purchasing decision 5. Purposeful questions asked throughout the sales situation	1-2-3-4-5	6-7-8-9-10	11-12-13-14-15	16-17-18-19-20	

PRESENTATION/ DEMONSTRATION	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
1. Presentation connected questions and customer needs 2. Had a clear understanding of product and its performance 3. Pace of presentation fit customer situation 4. Encouraged customer involvement	1-2-3-4	5-6-7-8	9-10-11-12	13-14-15	

HANDLING OBJECTIONS	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
1. Objections are recognized and addressed 2. Objections are discussed in a tactful manner 3. Anticipate common core objections	1-2-3	4-5	6-7-8	9-10	

CLOSE	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
1. Took advantage of closing clues 2. Close was smooth and natural 3. Reacted to buying signals 4. Closed in a confident and timely manner	1-2-3-4-5	6-7-8-9-10	11-12-13-14-15	16-17-18-19-20	

SUGGESTIVE SELLING	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
1. Suggestion was smooth and natural 2. Items fit situation and customer need	1-2	3	4	5	

POST CLOSE	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
1. Appeared genuinely thankful 2. Reaffirmed customer buying decision	1-2	3	4	5	

OVERALL IMPRESSION	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	JUDGED SCORE
Appeared knowledgeable about the product. Understands the sales process. Spoke and presented with enthusiasm. Spoke clearly and distinctly. Pace of sales interaction matched customer need and situation.	1-2-3	4-5	6-7-8	9-10	

PRESENTATION TOTAL POINTS (100)